

2020 Annual Report

Sydney Secondary College Balmain Campus



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Introduction

The Annual Report for 2020 is provided to the community of Sydney Secondary College Balmain 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

The challenges that 2020 presented showcased the resilience, adaptability and work ethic of the Balmain Campus Community, capably led by relieving principal Louise Swanson during terms 1 to 3. While many of the regular school extracurricular activities were suspended, the core business of teaching and learning was well supported through online platforms and student wellbeing was carefully monitored through regular family contact. By term 4, school life was returning to more normal patterns, and it was wonderful to see our students engaging with their learning and permitted extracurricular activities.

Planning for the 2021-2024 Strategic Improvement Plan was well underway by the end of 2020 with the final plan to be completed by the end of term 1, 2021. Our HSC acceleration program has already commenced, with two year 11 courses to be undertaken by selected students during their year 10 studies in 2021. I look forward to developing this and many other school improvement initiatives in 2021.

Ingrid Koodrin

Principal Sydney Secondary College Balmain Campus.

Message from the school community

Whilst 2020 was clearly a difficult year for the P&C Community from a social perspective we managed to squeeze in a successful Year 7 Parents and Carers welcome event early on, initially at the Boatshed before retreating rapidly to the Staff Common Room as the weather whipped up a storm (almost)! Despite the obvious challenges we adapted quickly and managed all our meetings throughout the year using Zoom. Also in the background we saw the conclusion of our front entrance renovation project which was everything we expected and more, receiving acquittal from the NSW Government Grants body that administered the \$50k grant. We now look forward to finding our next major project that we can put our respective community skills, experience and networks towards. We are always keen to emphasise that participation in the P&C does not necessarily mean an office bearing role and the infrastructure projects and events (without COVID) that we run provide a great opportunity for and members of the community to make a contribution.

This year we also funded equipment for the newly created maker space, the ongoing refurbishment of the library, additional data projectors, Dyson hand dryers, a World Teachers Day lunch (our second and hopefully to become an annual fixture), Live steaming the Yr 10 graduation ceremony, a contribution to a student charity drive as well as many of the regular school activities that the P&C funds like Breakfast Club, Duke of Edinburgh Program, and School Gold Award excursions.

We now look forward to working with our new school principal, Ingrid, and her team to contribute to improving the outcomes and experiences of our students.

Message from the students

2020 was a year of significant innovation and adaptation for the community and school. It was a challenging year with bushfires and the COVID-19 outbreak. With the Coronavirus came quarantine and Google Classroom, Zoom and Adobe Connect, which became part of our everyday experience of remote learning. Teachers, students and parents alike adapted to the sudden change in a mature way. The college provided online learning resources to sustain our education. Physical development material was also provided to keep both our mind and body active in a less social environment. Dedicated teachers earned much praise for their efforts during trying times and it was a relief when we were able to go back to school and see our friends and peers in person. As government restrictions began to ease school life returned to its prior normalcy. The student and sport leaders played an active role in designing and delivering lessons for wellbeing classes to promote Positive Behaviour for Learning (PBL) and to build rapport with pupils in other grades. Student mentoring continued with transition and orientation days, permitting primary students to visit the grounds in preparation for their adjustment to higher schooling, and allowed us to showcase the educational opportunities on offer at Balmain. Year 10 pursued their work experience and placement.

A number of Year 9 students accepted enrolment into the Preliminary HSC Acceleration Program (HAP) in 2021 to engage in a preliminary level (Year 11) subject as an elective in Year 10. The student body participated in a range of projects and initiatives. While some events were celebrated online such as Anzac Day, regular commemorations and celebrations resumed, including Rainbow Day, NAIDOC Week and Languages Week. Students across the grades participated in various competitions, incursions and excursions, such as the Book-In-A-Day Challenge, sporting activities and the i-Learn-4-Me Week. 2020 showed our capacity to bounce back from adversity as we resumed our school life as resilient learners and re-engaged with teachers and friends. We wish everyone the very best for the coming years and congratulations to the new school leaders - Isla Smith, Owen Lin, Jonah Antrum, Savannah Olin, Ella Botwood, Dylan Colina, Sethtapong Bhummisri and Sebastian Elcham.

Lotte Verbeek, Monica Li and Antony Di Mattia.



School vision

Sydney Secondary College Balmain Campus will challenge all students to achieve excellence as adaptable life-long learners prepared for a dynamic 21st century work environment. Engaging with a differentiated and rigorous curriculum our students will become global citizens who are resilient, responsible and independent. In partnership with parents and the community, our highly motivated and professional staff will encourage each student to achieve their full potential as effective communicators, creative thinkers and problem solvers. This will occur in a structured and caring environment, based on mutual respect and collaboration.

School context

Sydney Secondary College Balmain Campus is a vibrant and inclusive multi-campus setting in the inner city, comprising of two Year 7 - 10 campuses (Leichhardt and Balmain) and one Year 11 - 12 campus (Blackwattle Bay).

Sydney Secondary College Balmain Campus is located on the harbour at Rozelle and has a current enrolment of 790 students. The school is a culturally diverse middle school with selective, comprehensive (including enrichment and special programs) and special education streams.

All students are encouraged to achieve their personal best in an environment that provides academic challenges and artistic, cultural and sporting opportunities. Strong parental and community partnerships are a feature of the school.

The school has a commitment to middle school initiatives that enhance and improve educational outcomes with a focus on social and cultural literacy.



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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

Increased proportion of students performing in the top two bands in literacy and numeracy in NAPLAN.

Increased proportion of students demonstrating and being recognised for self-regulation.

Increased proportion of students involved in school wide activities.

Increased proportion of students completing assessment tasks in the high achievement range.

Progress towards achieving improvement measures

Process 1: Assessment: Consistent implementation and development of best practice with regard to student assessment, reporting and feedback.

Evaluation	Funds Expended (Resources)
<p>Teachers consolidated assessment practices and the links that assessment practices have with reporting and the Middle School Model and implemented changes to enhance learning, feedback and assessment by:</p> <ul style="list-style-type: none">• A reduction in the formal assessment tasks for all courses from four to three and the addition of a class component mark added to every course. This was a significant increase in the formative assessment practices by teaching staff in assessing student learning. Professional dialogue and learning took place at executive meetings and in faculty meetings to support this transition.• The second iteration of Cross Curricular assessments were completed by Year 7 students in 2020. This reduction in formal assessments and the revision of the first year's efforts in combining various curricular areas increased student completion of work and engagement in the assessment process. Supporting scaffolds and extensive consultation in revamping the first year's iteration of tasks occurred.• An increase in support staff to provide identified support to students. There were challenges in providing some support during the remote learning period of time but the transition of all classes to Google classroom allowed for an increase in the use of formative assessment practices to assess student learning.• A focus at executive meetings throughout the year on reporting continued to build the link between the completion of assessable work and the communication with both students and families around performance.• Focus groups were run with parents, students and staff about reporting.• All information gathered was used to make changes and amendments to the schools reporting template informed by community consultations.• Amendment of reporting practices for Semester 1 took place due to the impact of remote learning. A removal of student marks on reports allowed students and families to focus on outcomes and commitments to learning as well as teacher comments.• The Middle School model was used to develop a plan for reporting in 2021. <p>Improvement measure: Increased proportion of students completing assessment tasks in the high achievement range:</p> <ul style="list-style-type: none">• 100% of Year 7 students completed their cross curricular assessment task which was also their first assessment task in high school. This helped in their transition to high school and helped to familiarise students with the	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3000.00)• English language proficiency (\$110000.00)• Integration funding support (\$10000.00)• Low level adjustment for disability (\$50000.00)

Progress towards achieving improvement measures

assessment process.

- An increased focus on learning and learning processes on Semester 1 reports with the removal of marks on the reports.

Process 2: Literacy and Numeracy: Data and research is embedded into practice to bring about ongoing improvements in student literacy and numeracy performance.

Evaluation	Funds Expended (Resources)
<p>Teachers reflect on literacy and numeracy performance data and evaluate the teaching and learning strategies to improve student performance by:</p> <ul style="list-style-type: none"> • Professional learning around literacy and numeracy occurred on several development days and staff meetings. The What works best: 2020 update was utilised to support the explicit teaching of literacy and numeracy across all KLAs in the school. • All staff completed courses in My PL including How schools can improve literacy and numeracy performance and why it still matters. This led to discussions within faculties and across stage 4 teams to support literacy and numeracy instruction in the school. • Renaissance Reading program was extended to all stage 4 students to encourage students to access books at appropriate levels to support reading development. Targeted stage 5 students participated in the program to support reading development in preparation for HSC minimum standards for 2021. • Year 9 students completed online literacy and numeracy Check-ins in lieu of the NAPLAN tests to provide remediation where needed as provided by LaST, English and Mathematics teachers as well as the school librarian. <p>Improvement measure: Increase the proportion of student performing in the top two bands in literacy and numeracy in NAPLAN:</p> <ul style="list-style-type: none"> • NAPLAN was cancelled in 2020 due to Covid 19. • There was a further increase in the number of books borrowed by students and purchased by the school to support the number of students participating and engaging in the Renaissance reading program. A further increase of 40% of books borrowed from 2019 to 2020. • 95% of students completed all sections of the NSW minimum standards requirement by the end of Year 10. 	<p>Reading Renaissance program (\$5000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$8000.00) • English language proficiency (\$110000.00) • Integration funding support (\$25000.00) • Low level adjustment for disability (\$55000.00)

Process 3: Middle Schooling and Future Focused Pedagogy: The school develops a middle schooling / future focused teaching and learning approach that includes the development of innovative learning spaces that support authentic, individualised learning where all students within the school are challenged through differentiation and high expectations.

Evaluation	Funds Expended (Resources)
<p>In 2020, the school continued its development of the middle schooling/future focused teaching and learning approach that included:</p> <ul style="list-style-type: none"> • A consistent use of the Google suite of tools in particular Google classroom by all teachers to maintain contact and lessons with students during the remote learning phase of the school year due to Covid 19. • Due to Covid 19 restrictions our usual school wide clubs were unable to run. • We used the Balmain Middle schooling model as the focus of student, and community focus groups around reporting. • Reference was made to the model through all executive meetings focusing on reporting as it was utilised to inform proposed changes to reporting for 2021. • Utilised the Teaching Sprint process as staff wide PL around different aspects of classroom teaching. All faculties identified particular areas of focus relevant to their KLA to have a 5-week teaching sprint. • Increased options available to students through the voice and choice process around the selection of stage 5 electives and the assessment processes for courses after the elective classes were created. <p>Improvement measure: Increased proportion of students demonstrating and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$5000.00)

Progress towards achieving improvement measures

being recognised for self-regulation and involved in school wide activities:

- There was a significant reduction in the number of students changing electives in year 9.
- 100% of students participated in the voice and choice process to select year 9 electives for 2021.
- 100% of teachers participated in the Teaching Sprints process across the school.

Process 4: Student Wellbeing: Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Implementation and consolidation of the integrated approach to student wellbeing through the Wellbeing Wednesday program including:</p> <ul style="list-style-type: none"> • A term by term review by the wellbeing team of the Wellbeing Wednesday program to ensure the current needs of the students were being met. This included the reviewing of Sentral welfare data to identify trends and issues. This was essential this year as school assemblies were not able to go ahead due to Covid 19 so all wellbeing programs were delivered in Wellbeing lessons. • Review of the wellbeing program was shared with faculties and the executive to highlight identified issues to staff. • At the beginning of each term there was a meeting led by year advisors with the wellbeing teachers for the year group. This allowed all staff the opportunity to understand the various lessons and topics for the term and allowed the team to have an opportunity to discuss approaches to the topics. • Continued provision of support services for students and families through external providers including Reconnect Australia and weekly meetings with the PYLO with senior executive. <p>Improvement measure: Increased proportion of students demonstrating and being recognised for self-regulation:</p> <ul style="list-style-type: none"> • The creation of a stage 4 and stage 5 Gold Award excursion due to the increase in the percentage of students achieving a Gold Award across all four-year groups. • Again, a further increase of 30% of positive referrals written by teachers about student engagement and effort on top of the 131% increase in the previous school year. • A reduction by 20% of the number of negative referrals written by teachers highlighting the increase in student self-regulation of their behaviours. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$18500.00) • Low level adjustment for disability (\$50000.00)

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

Staff satisfaction feedback regarding professional learning and support for staff professional practice.

Increased confidence and engagement in analysis of data and sharing teaching practice through observations and professional learning.

Teacher and student surveys demonstrate improvement in student engagement and achievement through the implementation of learning strategies developed through professional learning.

School processes and procedures reflect department and NESA requirements.

Progress towards achieving improvement measures

Process 1: Professional Learning Culture: Develop a professional learning plan that supports staff professional practice and engagement with learning through collegial learning initiatives, sharing exemplary practice and quality feedback to support student learning.

Evaluation	Funds Expended (Resources)
<p>Teacher professional practice has been supported by:</p> <ul style="list-style-type: none">• Survey of teacher professional technology skills and needs undertaken to gather knowledge of staff and their technological needs to enhance learning during covid working from home• Professional development conducted with all staff regarding the Department of Education's HPGE policy and collaborative discussions cross college regarding strategies for implementation• Professional development conducted with all staff regarding the Department of Education What Works Best 2020 document with collaborative discussions regarding implementation of effective strategies within faculties with the inclusion of self assessment and faculty reflection• Professional development in Teaching Sprints which led to the application of teaching sprints in faculties focused on strategies recommended through empirical research of the Observation Team• Review and reflection on feedback and reporting by executive team, staff and students through empirical research, self reflection, focus groups and surveys to strengthen the communication of student progress and learning• Implementation of the 2019 Assessment review with the application of 3 assessment tasks per subject, the introduction of an in class assessment mark per semester and developing the breadth of project based learning• At the end of every term the school wide teams presented progress towards achievement of goals at staff meetings• Throughout semester two school wide teams implemented strategies and continued to collect data, analyse and revise as necessary <p>Improvement Measure: Staff satisfaction feedback regarding professional learning and support for professional practice:</p> <ul style="list-style-type: none">• Staff continue to value professional learning during staff development days, as reflected in post TPL task reflection questionnaires. Teachers particularly valued professional learning where teaching strategies were shared and innovative practice was experienced. Staff valued least professional learning which was policy based and presented without concrete examples• In 2020 the teachers at Sydney Secondary College Balmain campus took part in more than 30 hours of professional learning	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$25000.00)• Support for beginning teachers (\$20000.00)

Progress towards achieving improvement measures

Process 2: Culture of Improvement: Whole school implementation of a program of observations to build teacher capacity implemented through the performance and development process. This is focused on strategies to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>The Balmain Observation Model was implemented and incorporated into school wide lesson observations and was amended for digital learning with the sharing of practice and strategies via digital means</p> <ul style="list-style-type: none"> • During term 1 the Observation Team coached and mentored staff to implement the Balmain Observation Model • The Model was implemented along with AITSL observational practices and proformas to develop a shared efficacy of improvement • Semester 1 saw a focus on the development of teacher technological skills and G Suite applications. Teachers readily shared digital classrooms and collaboratively created innovative teaching and learning resources. • Sharing of teacher skills and knowledge were made more effective and efficient through the upskilling of teachers in screen recording and sharing applications including Screencastify, Zoom, Adobe Connect and Google Classroom messaging • Semester two allowed staff to resume observations and saw the implementation of Teaching Sprint observations of formative assessment strategies within faculties <p>Improvement Measure: School process and procedures reflect department and NESA requirements:</p> <ul style="list-style-type: none"> • Increased reflection of staff teaching practice through the implementation of the Balmain Observation Model and Teaching Sprints. • Increased technological skill and knowledge of innovative online teaching and learning strategies and the increase in confidence of staff utilising G Suite and other applications whilst formally and informally sharing their knowledge with colleagues. • As part of the online learning experience 100% of staff engaged in the digital observation process and a majority of staff were actively involved in Teaching Sprints during semester 2. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$20000.00) • Professional learning (\$15000.00)

Process 3: Data Analysis: Build staff capacity to understand and utilise data to bring about student improvement.

Evaluation	Funds Expended (Resources)
<p>Staff demonstrate skills in analysing student data and using it to inform teaching and learning through:</p> <ul style="list-style-type: none"> • The Executive reviewed Scout Data and performance measures and used it to inform goals and milestones for areas for improvement for 2020. This included collaborating with Blackwattle Bay Campus to review HSC Data and explore support strategies for HSC success. • There was a focus on whole school understanding of the available sources of data to assist in data analysis and the development of more online sources to assist in remote analysis of student performance and progression. • Data was better utilised in Sentral Wellbeing to identify attendance issues, disengagement and positive behaviours, through the production of weekly reports by wellbeing and PB4L teams to identify individual student needs in a timely manner. • Digital Bronze Awards were added during online learning to assist in creating a culture of positivity during online connectivity. This data was accessed to track positive behaviours. • Literacy team staff were trained in Plan 2 to assist in the identification of individual student literacy needs. • The Accelerated Reading Program was expanded across stage 4 which allowed access for all teachers to a clearer understanding of each students reading ability and developed a culture of continual progression in reading for students and staff alike. • All staff participated in the analysis of attendance data to gain a better understanding of the impacts of attendance with student engagement and 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$10000.00)

Progress towards achieving improvement measures

student progression.

- All year 8 students participated in focus groups to survey students about information regarding elective subject selection. They were also given an opportunity to put forward their voice in regards to curriculum options, assessment types and authentic teaching and learning activities in their electives for 2021.
- Student voice and choice data was analysed and utilised by teachers of the elective classes in 2021. This allowed for student autonomy in learning.
- 28 Year 10 students took part in a focus group to ascertain the success of the Student Voice and Choice program. Students were mainly supportive of the program and made recommendations to assist in improving the program.
- Data was gathered through staff and parent surveys around student and staff online learning hardware and software needs and requirements. Technology needs were supplied to ensure 100% of teachers were equipped for online teaching and 98% of students were able to engage with digital learning. Those students who were unable to engage with digital learning were provided with analogue alternatives.
- All staff and 8 classes of students across stages and streams took part in focus groups regarding reporting. The Learning INnovators Team analysed the results and have made recommendations regarding future directions for reporting including the provision of goal setting, student conferencing and demonstrating student progression in the feedback process.

Improvement Measure: Teacher and student surveys demonstrate improvement in student engagement and achievement through the implementation of learning strategies developed through professional learning

- An increased number of year 8 students understood course expectations with regards to their elective choices and were better able to articulate ownership of their learning
- Year 10 students reported higher levels of engagement in subjects where they had more autonomy in their learning and valued the continuation of the Student Voice and Choice program
- An increase in teachers utilising Sentral Wellbeing to track attendance issues, reward students, report positive behaviours, monitor student wellbeing and communicate digitally with parents, especially during remote learning
- An increase in staff awareness of data sources beyond Scout to analyse student literacy needs and concerns including Plan 2, the Accelerated Reading Program and Sentral analysis
- 100% of staff utilising Google Classroom as their primary online learning resource centre and developing confidence surrounding a variety of G Suite and other applications

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

Teacher performance and development plans reflect teacher need and positively contribute to continual improvement of practice.

Increased proportion of students involved in leadership and community learning opportunities.

Surveys indicate an increase in parental, student and staff satisfaction with school activities.

Increased proportion of staff indicating interest in higher levels of accreditation.

Staff feedback regarding professional learning opportunities and culture.

Progress towards achieving improvement measures

Process 1: Staff Leadership: The school implements strategies to actively strengthen staff leadership to sustain a culture of effective, evidence-based teaching, engagement and ongoing improvement. A strong professional learning culture supports the implementation of strategies to promote teacher engagement in the process of higher levels of accreditation.

Evaluation	Funds Expended (Resources)
<p>Teachers are supported in maintenance of accreditation, gaining accreditation at proficient and higher levels of accreditation through:</p> <ul style="list-style-type: none">• e-Tam Jam was established for staff who are interested in spending time logging professional learning hours or who have questions about the process. The aim of the session was to provide advice about MyPL, NESA and some basic accreditation maintenance questions.• Whole school teams were facilitated through online forums, videoconferencing, and online collaborative activities. Topics included feedback, HPGE, digital teaching tools.• Whole school team term-by-term and annual report of progress towards school goals.• Whole school teams maintain representation across faculties to give teachers opportunities to contribute to the implementation of the school plan and be supported in working towards maintaining accreditation.• The College Literacy Team was established to support literacy attainment across the College.• Staff took part in a number of training and development activities that examined the role of reporting and feedback for formative and summative assessment types• Mentors were established for those working towards proficiency and those seeking higher levels of accreditation were supported by the college team.• Executive staff were taken through professional learning around maintenance of accreditation. Executive staff in turn ran professional learning sessions with their faculties in the maintenance of accreditation.• Staff were supported and encouraged to self-identify hours towards the maintenance of their accreditation.• Balmain teaching staff were given the opportunity to present and lead professional learning at the College Combined School Development Day.• Executive were led through activities to extend their abilities in relieving in promotion positions.• Professional learning was provided through videoconferencing, and online,	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4000.00)

Progress towards achieving improvement measures

interactive activities to support teachers accruing hours for accreditation.

- A technology and online learning survey for staff was completed to identify areas of need for professional learning.
- The College staffing agreement was reviewed to provide greater consistency in staff accessing a range of courses and experiences to enhance their proficiency.
- Teaching Sprints were introduced with a specific emphasis on effective numeracy strategies.

Improvement Measure: Increased proportion of staff indicating interest in higher levels of accreditation. Staff feedback regarding professional learning opportunities and culture.

- An increased number of staff demonstrated proficiency in online, collaborative tools and used effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
- An increased number of teaching staff participated in online professional learning activities in staff meetings throughout the year.
- An increased number of staff applied effective teaching strategies to support students' literacy and numeracy achievement through the use of teaching sprints.
- Additional opportunities were provided to support interested staff in their accreditation journey.

Process 2: Student Leadership: The school implements strategies to actively strengthen student leadership at all levels to sustain a culture of effective, evidence-based engagement and ongoing student voice and improvement.

Evaluation	Funds Expended (Resources)
<p>The school implements strategies to actively strengthen student leadership opportunities by:</p> <ul style="list-style-type: none"> • Continued engagement with local primary schools to increase connection with Balmain Campus. This has given students at Balmain the opportunity to display work and support learning in the local primary schools, developing their leadership capabilities. • Ongoing meetings between principal and student leadership team to build capacity and to work in partnership with the leadership team. • The Student Leaders collaborated with Year Advisers to develop plans for involvement in Wellbeing Wednesday lessons. Our Student Leaders, Sports Leaders as well as some Student Wellbeing Ambassadors visited Year 7 Wellbeing Wednesday lessons and facilitated sessions with the students. This enabled the Leaders to get to know the younger students better build relationships. • Student focus groups were conducted regarding reporting and feedback with two classes in each year taking part, including a mix of comprehensive, selective and support unit students. • College Student Representative Council Day was held, and ongoing meetings were held using online collaboration tools. • Student Leaders undertook training, and then provided service and mentoring for students in the Support Unit. <p>Improvement measure: Increased student participation and satisfaction with school initiatives and activities.</p> <ul style="list-style-type: none"> • Increased student self-determination in developing leadership opportunities in a remote learning context. • Improved capabilities of Student Leaders in shaping and guiding the Wellbeing Wednesday program. • Improved opportunities for student input into assessment and reporting practices and processes. 	

Process 3: Parents as Partners: Strategies are implemented to create opportunities for parents to be partners in learning, leading to increased parental involvement in school activities and events to support student learning and engagement.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Increased parental participation and satisfaction with school initiatives and activities as demonstrated by:</p> <ul style="list-style-type: none"> • Year 7 parent welcome evening in partnership with P&C was held at the beginning of the year. • There was an increase in information sharing with the community through school newsletters, social media, online digital platforms and partnerships with primary schools. • There was a survey of online learning needs to support remote learning and gather parent feedback. • The College Team established a wellbeing website and weekly blog to support students and families during remote learning. • In 2020, the Aboriginal student mentoring program continued, with each student and family formulating an individual Personalised Learning Pathway (PLP) with their mentor teacher, a member of the Aboriginal Education Team. • Parents completed a questionnaire during the Semester 1 reporting period regarding reporting and feedback. • P&C meetings continued throughout 2020 in a new online format. <p>Implementation Measure: Surveys indicate an increase in parental, student and staff satisfaction with school activities.</p> <ul style="list-style-type: none"> • Feedback from parents regarding organisation of online, remote learning was overwhelmingly positive. • Parents continued to have a voice through P&C despite increased restriction on visitors to school. • An increased number of parents were involved in the educative process. 	

Process 4: Enhanced Community Links: Support the learning, engagement, leadership and aspirations of our students through the development of a partnership strategy to engage the broader community of businesses, tertiary providers, community groups and local schools in the learning initiatives of the school.

Evaluation	Funds Expended (Resources)
<p>Students are involved in a range of leadership and participation activities through community partnerships as demonstrated below:</p> <ul style="list-style-type: none"> • Supported the publication of combined peninsula newsletter across local peninsula schools. • Renewed a memorandum of understanding with UTS to increase learning opportunities for our students. This built on the success of our year 10 iSTEM using a learning space at UTS each week for class. This was later limited by COVID-19 restrictions. • Developed a Maker Space drawing on the expertise of community experts, to foster critical, creative thinking and collaboration, and to be used in a variety of subjects and in interdisciplinary projects • Continued to develop enhanced connections with our local Primary Schools & local community to seek real world learning opportunities for our students. • In response to the cancellation of ANZAC ceremonies and large gatherings as a result of COVID-19, our Student Leaders filmed and broadcast an ANZAC Day ceremony to engage in and support community commemorations. Investigated & implemented community partnerships to provide student leadership opportunities in an online context • Implemented the school based program called Youth Aware Mental Health (YAM), in which students learn about and discuss mental health. The program was run by NSW Department of Education in partnership with Black Dog Institute. <p>Improvement Measure: Increased proportion of students involved in leadership and community learning opportunities</p> <ul style="list-style-type: none"> • Increased number of students involved in practical, STEM activities onsite. • Showcased the outstanding skills and abilities of our students in community activities in an online context. 	

Progress towards achieving improvement measures

- Implemented additional programs to support student wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$18 500.00) 	In 2020, the Aboriginal student mentoring program continued, with each student and family formulating an individual Personalised Learning Pathway (PLP) with their mentor teacher, a member of the Aboriginal Education Team. This has encouraged increased communication and connection between families and the school. Attendance at the evening was an increase on previous years. Teaching staff continued to implement 8 Ways of Learning strategies in teaching and learning programs. Cultural programs continued with an increasing focus on mentoring and establishing genuine pathways to the senior campus and university post school. Students indicated they were more confident visiting the senior campus and had aspirations for further study following HSC completion.
English language proficiency	<p>EAL/D Support provided through the employment of 1.6 teachers</p> Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$39 300.00) 	In 2020 EAL/D students were supported through 1.6 EAL/D teachers and funding provided to the school. English classes of approximately 13-24 students were established for students at Emerging to Consolidating levels for Years 8-10. Year 7 lower level EAL/D students were placed together into a comprehensive class. Parallel HSIE classes for EAL/D students in Years 9 and 10 were also developed to further target writing development. Course work, homework and assessment task support was provided by our EAL/D staff during some recess and lunch times as Covid-19 restrictions were eased. Year 10 were given additional focus in 2020 in order to assist students in meeting the HSC Minimum Literacy and Numeracy requirements. Additional homework literacy booklets for Year 7-9 were also created to target Language Conventions in order to bridge the gap that Covid -19 restrictions created. EAL/D staff also supported students who went back to China during lock down and stayed there but who were still enrolled at the school. These students were supported online through google classrooms, we chat, email etc. in order to help them access and complete course work and assessments.
Low level adjustment for disability	<p>Support provided through 1.0 FTE allocation of Learning and Support Teacher (LaST).</p> Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$35 000.00) Low level adjustment for disability (\$70 900.00) 	Funding was utilised to employ School Learning Support Officers (SLSOs) and 1.0 LaST allocation, divided between two teachers. This enabled the Learning Support Team to allocate both in class and individual support for students requiring assistance with literacy, numeracy and general learning skill development. This enabled all identified students to confidently submit assessment tasks with an increasing number being submitted on time. All teachers who requested support were provided assistance to modify assessment tasks and course work. All students who were identified through the Nationally Consistent Collection of Data (NCCD) had Individualised Learning Plans

Low level adjustment for disability	<p>Support provided through 1.0 FTE allocation of Learning and Support Teacher (LaST).</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration funding support (\$35 000.00) • Low level adjustment for disability (\$70 900.00) 	<p>(ILPs) written in consultation with staff, students and parents. School Learning Support Officers (SLSOs), provided in class and withdrawal support, particularly in support of the stage 4 reading program. This program provides targeted support for student reading development and has indicated initial improvement in both student engagement and also improvement in student reading age and comprehension.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$30 300.00) 	<p>Financial assistance was provided to families throughout 2020 to enable students to access classroom and extra curricular activities as well as uniform and learning supplies. Funding was utilised in the employment of SLSOs to support student learning in the classroom and the implementation of PLPs and ILPs in classroom support. Funds were also utilised to enhance technology and enhance learning spaces for all students.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$43 400.00) 	<p>Funding was utilised to reduce the teaching allocation of teachers within their first two years of teaching. A beginning teacher mentor was released from face to face teaching to support beginning teachers around their teaching practice, requirements of accreditation and the successful implementation of Positive Behaviour for Learning. This included one-on-one mentoring sessions and lesson observations. Funding was also provided to release beginning teachers to attend professional learning to support their development as teachers. This included subject specific knowledge development. Teachers reported that the support provided enhanced their teaching practice and confidence in the classroom and with school processes.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	485	468	478	457
Girls	300	290	325	297

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.9	92.4	93.6	91.6
8	91.5	91	87.6	86.3
9	89	89.4	90	83.1
10	90.1	85.9	85.7	85.9
All Years	90.9	89.7	89.2	86.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
All Years	89.9	88.7	88.2	89.8

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	1	NA	NA
Employment	2.5	NA	NA
TAFE entry	2	NA	NA
University Entry	0	NA	NA
Other	0	NA	NA
Unknown	3	NA	NA

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Sydney Secondary College Balmain Campus undertook vocational education and training in 2020.

The statement included above is auto filled. As Sydney Secondary College Balmain Campus is a junior campus (Years 7-10) of Sydney Secondary College, it does not currently hold the data on Year 12 vocational or trade training. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report available on their website <https://sscbwattle-h.schools.nsw.gov.au/>



Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	3
Head Teacher(s)	11
Classroom Teacher(s)	40.26
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	15.96
Other Positions	2

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,573,971
Revenue	10,597,304
Appropriation	10,189,435
Sale of Goods and Services	55,578
Grants and contributions	331,884
Investment income	2,983
Other revenue	17,424
Expenses	-10,842,672
Employee related	-9,573,877
Operating expenses	-1,268,795
Surplus / deficit for the year	-245,368
Closing Balance	1,328,603

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.

	2020 Approved SBA (\$)
Targeted Total	35,806
Equity Total	487,566
Equity - Aboriginal	18,532
Equity - Socio-economic	30,307
Equity - Language	258,433
Equity - Disability	180,295
Base Total	8,507,538
Base - Per Capita	198,503
Base - Location	0
Base - Other	8,309,036
Other Total	867,811
Grand Total	9,898,722

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

With the final year of the Sydney Secondary College's campus specific 2018-2020 School Plan being implemented, 2020 saw the strengthening of innovative teaching and learning practices as well as an enhanced focus on wellbeing across the College. The College Management Group (CMG), the College Organisational Group (COG) and the College Student Wellbeing Action Team (SWAT) 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:** Faculty reviews of the LOTE key learning area were conducted. These reviews focused on the quality of course delivery and student engagement. Online questionnaires were completed by parents, students and staff. 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. 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, especially during remote learning, at both Leichhardt and Balmain Campuses. Students stated that technology was being utilised more readily with greater ability and adaptability by staff. Students stated that discussions and the ability to develop their transformative skills helped them to engage with the challenging curriculum offered across the College. The majority of students identified staff as consistently providing support and a safe and inclusive environment to learn. An increasing majority of students continued on from Leichhardt and Balmain to Blackwattle Bay to achieve their HSC. There was a noted intake of students during Term 3 and 4 at both junior campuses of Year 10 students who were seeking to attend Blackwattle Bay Campus in 2021.
- **College Wellbeing Website:** During remote learning a College Wellbeing Website was launched to maintain a sense of community and connection for students, staff and parents. This included engaging daily Vlogs and Blogs that helped support the community with their overall wellbeing including insightful advice from a range of internal and external providers. A variety of stakeholders engaged with the website and were able to interact with some elements through online polls, quizzes and games.
- **College Student Representative Council meetings** via online communication tools facilitated strong discussion about social justice, reducing the environmental footprint, mental health strategies and support during Covid times. These discussions empowered students and strengthened College leadership bonds and enabled the leaders to drive change in their communities.

Sydney Secondary College Balmain Campus also undertook consultation with our community with regard to student reporting and feedback. The review of assessment in 2019 and the Department of Education's review of curriculum uncovered the need to review the schools reporting and feedback policies and procedures. This review included extensive consultation with students, staff and parents through questionnaires, focus groups and feedback sessions. It was constructed as a collaboration between executive and the Learning Innovators Team. Feedback is being incorporated into the ongoing review of reporting, feedback and the inclusion and prioritisation of goal setting in 2021. Feedback included:

- **Parents Questionnaire:** Unfortunately due to Covid restrictions parents were unable to take part in focus groups but did complete a questionnaire during the Semester 1 reporting period. Parents highlighted the following areas for consideration in reviewing reporting and feedback: Parents valued written feedback on individual learning on the reports and wanted more meaningful outcomes. Representations of progression was also a common theme for parents. Parents saw the value in student led conferencing to review the semester reports and digitised reporting. Parents were also keen to have more feedback opportunities.
- **Student Focus Group and Questionnaires:** 8 Student focus groups were conducted across the campus with two classes in each year taking part. To capture a range of students voices the focus groups included a mix of comprehensive, selective and support unit students. Students highlighted the following areas for consideration in reviewing reporting and feedback: Highly value qualitative feedback on reports through individualised comments and more meaningful outcomes. Comparisons with past achievement and progression representations were also highlighted. A number of students identified goal setting as being an important part of reviewing reports and valuing reports.
- **Teacher Focus Groups and Feedback Session:** Staff took part in a number of training and development activities that examined the role of reporting and feedback for formative and summative assessment types including the following: Executive reviewed a number of report types from a wide range of sample schools from K-12 and examined theories surrounding feedback. Senior executive also reviewed Departmental and National Curriculum policies around reporting, feedback and the incorporation of progressions. During the teacher focus group teachers highlighted the following areas for consideration in reviewing assessment: Reporting needed to be more meaningful and that time could be better spent in student conferences to give greater depth to feedback. Staff also saw progression as an area for future development along with more interpretable outcomes. Better use of technologies to communicate with parents in regard to formative and summative tasks were also explored. Some staff saw a benefit in removing marks from reports whilst others felt passionately about maintaining marks and the comparison scale.

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

- Remote learning digital needs surveys and wellbeing check ins
- Ongoing parent meetings throughout the year at each campus and parent consultation groups have ensured open communication lines with our wider community
- Parents value effective communication systems that cater for changing needs. Sydney Secondary College continues to accommodate a variety of parent/caregiver preferences through the use of a variety of communication platforms including schools websites, Sentral parent Portal, social media feeds, online learning platforms, email 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 Parent 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.

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.