

2020 Annual Report

Sydney Secondary College Leichhardt Campus



**Sydney
Secondary
College**
Leichhardt

8507

Introduction

The Annual Report for 2020 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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School vision

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>

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	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

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)
Has an updated 'All Data' workbook been created? Have faculty, executive and senior executive meetings occurred and importantly, decisions been made about changing T & L practice as well as employment in various equity roles in 2021?	All Data Workbook updates at faculty, executive and senior executive meetings. Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$20000.00)• English language proficiency (\$10000.00)• Low level adjustment for disability (\$69000.00)

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)
Tangible SLC full implementation plan available for all staff that aligns to previous work.	SLC and executive meetings. Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$2000.00)• Low level adjustment for disability (\$5000.00)• Socio-economic background (\$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)
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Progress towards achieving improvement measures

Additional VIBE courses being taught in 2021? Yes/No?

Has survey feedback influenced T & L practice?

Has STEM partnerships increased for 2021?

Senior Executive Teacher Allocations in place. C/C and Executive meetings occur.

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)
Accuracy of teacher assessment evaluated i.e. what % of students are within 2 clusters of a data range for each KLA?	Sentral use for literacy analysis.
Numeracy team proposes assessment and/or support ideas for 2021.	TPL funds

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

Evaluation	Funds Expended (Resources)
Feedback and 2021 planning meetings occur as per the College review process.	Feedback meetings.
	TPL funds

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)
Survey to illicit the value of the extended PL sessions and wants for 2021 and beyond.	Online surveying.

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)
All PDP's for non-teaching staff signed off. 'Plans' adjusted for all appropriate students. HT LET plan for 2021 communicated to Senior Executive.	PDPs, 'Plans' and HT LET plan for 2021.

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)
Finalised community engagement survey agreed upon by the executive to be used in the 2021-2024 school improvement planning cycle.	Finalised community engagement survey.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	.600FTE EAL/D Teacher \$65,630 Flexible funding \$48,986 Funding Sources: • English language proficiency (\$114 617.00)	136 students identified across the EALD phases in 2020. By the end of 2020, EAL/D students successfully progressed in their English language acquisition and proficiency due to targeted interventions.
Low level adjustment for disability	.900FTE \$98446 Flexible funding \$69091 Funding Sources: • Low level adjustment for disability (\$167 536.00)	The Learning and Engagement team provide students with literacy and numeracy support in class and on a withdrawal basis. The Team also supports teaching staff with making accommodations and adjustments to student learning environments including assessments.
Socio-economic background	Flexible funding \$31569 Funding Sources: • Socio-economic background (\$31 569.00)	The student mentor works with students to support high engagement in learning. The student mentor links students to activities including TAFE and other opportunities which provide foundations for the world of work and/or better prepare students for Stage 6.
Support for beginning teachers	Beginning teachers funding \$81537.00 Funding Sources: • Support for beginning teachers (\$81 537.00)	Release to participate in Leichhardt Rounds, teacher release, Beginning Teacher meetings and induction processes. Many initiatives were interrupted during the Learning from Home period.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	628	615	586	589
Girls	317	316	335	349

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.6	94.7	94	95.4
8	91.9	92.3	91	93.2
9	91.6	90.9	90.7	92.3
10	89	90.5	90	91.1
All Years	91.8	92.1	91.5	93.1
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	0	N/A	N/A
Employment	0	N/A	N/A
TAFE entry	5	N/A	N/A
University Entry	0	N/A	N/A
Other	0	N/A	N/A
Unknown	1	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 2020.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	43.9
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.6
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, 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.

In 2020 there was a movement away from face to face meetings and shift towards online professional learning for staff due to COVID 19 restrictions. There was a larger emphasis on the use of technology to deliver lesson content and enagage students in their learning during the Learning from Home period.

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	2,082,013
Revenue	10,826,974
Appropriation	10,290,631
Sale of Goods and Services	54,427
Grants and contributions	469,917
Investment income	5,256
Other revenue	6,743
Expenses	-11,115,941
Employee related	-9,778,174
Operating expenses	-1,337,766
Surplus / deficit for the year	-288,967
Closing Balance	1,793,046

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	244,251
Equity Total	338,953
Equity - Aboriginal	25,231
Equity - Socio-economic	31,569
Equity - Language	114,617
Equity - Disability	167,536
Base Total	8,716,245
Base - Per Capita	227,916
Base - Location	0
Base - Other	8,488,329
Other Total	736,356
Grand Total	10,035,805

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

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

Parents/ carers reported high levels of satisfaction with talking to teachers about their child's progress. Parents reported that they were satisfied with the opportunities that the school provided for their child to be creative and work collaboratively.

For students, a high percentage reported that they understand and follow the Leichhardt way. They agreed that it was important to attend school regularly and try hard at school. Students also reported that they feel safe at school.

A very high percentage of staff reported high levels of belonging and positive relationships with students and fellow teachers. Staff also understood and utilised the Leichhardt Way effectively but reported that they would like increased levels of support in managing student behavior.

The survey indicated opportunities to improve in the future were around the setting of high expectations especially with student behaviour and creating more positive learning environments.

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

- Faculty reviews: In 2020, Faculty Reviews of the PDHPE and LOTE 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 discussions and independent learning increased their engagement in teaching and learning activities and overall they felt challenged and catered for as learners at Sydney Secondary College. Students reported that they felt that the OneNote digital learning platform supported them well during the year especially during the Learning from Home period. 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 vast 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.

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.

SSC Leichhardt Campus had 34 Aboriginal and Torres Strait Islander students enrolled in 2020. The Aboriginal Education Team had 12 members who met once a fortnight to support the academic, cultural, social and emotional needs of students. The team continued to support students through the SSC Leichhardt Mentoring Program. All Aboriginal and Torres Strait Islander students had a teacher mentor who mentored them in relation to their study and schooling, as well as develop relationships between families, community and the school. Mentor teachers met with parents to develop students' Personalised Learning Pathways at Pride Night, the school's parents, carers and community evening. All staff contributed to the PLP process and PLPs were revised with students throughout the year.

In 2020, Leichhardt continued to partner with Young Mob, an Aboriginal and Torres Strait Islander mentoring and leadership program. All students participated in workshops that focused on culture, histories, relationships and leadership.

A continuing major focus in 2020 was to support Aboriginal and Torres Strait Islander students to improve their literacy and numeracy skills. The school employed 2 additional Aboriginal SLSOs who worked with students to complete a targeted literacy program that ran weekly. Progress on literacy achievement was recorded in students PLPs. In addition, the school supplemented the Department's Norta Norta funding and provided additional funding to employ a teacher 2 days a week to support students with their numeracy. Student's academic data was used to identify students and then students were withdrawn from class to work weekly with the teacher. Academic results for pre and post testing was added to the students Personalised Learning Pathways. Both programs saw dramatic improvement in the pre and post testing results for students who actively engaged with program. Students with poor attendance did not see as dramatic improvement.

Aboriginal excellence has been recognized during 2020 with the continuation of the Leichhardt Deadly Awards. Every fortnight, the Aboriginal Education Team nominated students to receive a certificate for either excellence in leadership, excellent engagement with Aboriginal culture and programs, as well as excellence in schooling and engagement. These certificates were also placed in the school newsletter, Highlights and sent home to parents. The team recognised student excellence at the conclusion of the year in formal assemblies with the presentation of School and College awards to students across all grades.

SSC Leichhardt continues to support the Aboriginal students to develop their leadership skills. Students in all years completed peer support training and used these skills to support students transitioning from Year 6 to Year 7 at three transition events. David Green was encouraged and supported to nominate for school prefect 2021 and was elected by his peers. Alexander Peisley represented the school and his community when he hosted the Department of Education's Nga Mai Awards ceremony 2020. The school also engaged with the Aboriginal Education Consultative Group and began the process of organizing a Junior AECG which is providing students with leadership opportunities and skills in 2021. Two students successfully attained KARI scholarships due to the support of our AEO, and one student was also accepted into the Optus scholarship mentoring program.

Students were supported to transition into SSC Leichhardt and to SSC Blackwattle Bay campuses in 2020. With multiple transition events that focused on building relationships, school readiness and connectedness to place.

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 2020, 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 2020, our EAL/D student composition 126 EAL/D students were 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.