

2020 Annual Report

Sydney Secondary College Blackwattle Bay
Campus



Sydney

Secondary College

QUALITY ■ OPPORTUNITY ■ DIVERSITY

BLACKWATTLE BAY CAMPUS

8539

Introduction

The Annual Report for 2020 is provided to the community of Sydney Secondary College Blackwattle Bay Campus as an account of the school's operations and achievements throughout the year.

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

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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 harbourside locations, students complete Year 7 - 10 education at Balmain or Leichhardt where the focus is on middle schooling. They move to the young adult learning environment of Blackwattle Bay Campus for Years 11 -12 with its broad curriculum and links to TAFE and universities. Sydney Secondary College offers an invigorating range of opportunities for our students. In 2018 we have a college population of over 2400 students. We have a very supportive and proactive parent and carer community who meet regularly through P&C and Campus events. The College also has an off-site program called Glebe Pathways, for students in Stage 5 who are disengaged from their learning. Sydney Secondary Colleges provides an excellent broad education based on quality, opportunity and diversity.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1

Excellence in Learning

Purpose

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

Improvement Measures

Improved attendance rate in every class

Pathways to Employment Program delivered in 2020

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

Accommodations and adjustments are occurring for all students as required.

Progress towards achieving improvement measures

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

All staff meet expectations of marking the roll every period.

Administrative processes in place identify unauthorised absences.

Evaluation	Funds Expended (Resources)
COVID impacted on school attendance during 2020. Teachers effectively transferred to online learning and the school made it a priority for the parent of every student to receive a phone call from at least one teacher to check on student wellbeing and engagement in online learning. Recovery from remote learning was slow for some students who were challenged with the impact of COVID on mental health. The student wellbeing and learning and support team case managed students needing additional support. The curriculum review identified a strong link between student attendance and academic achievement. In some faculty areas this was identified as an opportunity to set attendance data goals in the new planning cycle.	Central database No relief from face to face teaching required.

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

Curriculum implemented to meet the needs of identified students.

Relationships with external agencies and work places support program delivery.

Evaluation	Funds Expended (Resources)
Sixteen students were enrolled in the Pathways to Employment Program at the start of the year. Six students remained at school and intend to complete Year 12 in 2021. COVID impacted on the ability for students to gain work experience. All students participated in a work placement in Term 4. Some students were offered full time jobs. Attendance data from Year 10 showed improved attendance when compared to Year 11 attendance data. The program will continue in 2021 with a new group of students and some modifications.	One full time teacher to deliver Skills for Employment VET course. Local workplaces to take on work experience students. Funding Sources: • Professional learning (\$2600.00)

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Teachers who have been timetabled into classrooms with P&C funded furniture have adapted their pedagogy to provide more opportunity for the 4C's to be strengthened in teaching and learning. Teaching programs across all faculties have 4C's embedded.</p> <p>The college review team finalised faculty reviews which looked specifically at the four C's in course programs and provided individual feedback to each faculty over the past four years.</p>	<p>P&C funds to purchase furniture</p> <p>College funds to supply relief from classes for teachers to participate in faculty reviews.</p>

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

Evaluation	Funds Expended (Resources)
<p>Professional learning about disability provisions and learning adjustments made to school based assessments have allowed access to a full range of outcomes for all students.</p> <p>Consistency of teacher judgement, as measured against achievement grade outcomes in the school academic reports, remains an area for improvement and will be carried over in the new planning cycle.</p>	<p>Additional LaST position</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$109000.00)

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

All staff engage in lesson observations.

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

Student feedback will indicate effective teaching practice.

Improved HSC and Year 11 results reflect improved teaching practice.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
The impact of COVID required all teaching staff to adopt their teaching to online in a very short period of time. For some staff this was a significant learning curve. Staff worked collaboratively to support each other and all lessons for all courses were available on Google Classroom. Professional learning changed focus during the year to include the delivery of online classes delivered during a modified timetable. Providing individual feedback to students who submitted work online was another area teachers were required to develop new skills. The school made the commitment to make phone contact with every parent at least once during the period of remote learning to receive feedback on each student's ability to work remotely. Professional learning from the COVID experience was applied to classrooms when students returned to school, with all courses having Google Classrooms. The focus area of Formative Feedback will be carried into the new school planning period.	New laptops for all staff were issued prior to COVID. These were purchased with community funds. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$12500.00)

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

Evaluation	Funds Expended (Resources)
All staff use SCOUT and RAP data to analyse HSC results for each course. All staff reflect, in their analysis, opportunities for improvement with their own teaching practice and transfer these as goals into individual PDPs (Personal Development Plans).	Scout and Sentral data from each campus HT TAL from each campus LaST

Strategic Direction 3

Excellence in Leading

Purpose

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

Improvement Measures

Improved communication systems for students, staff and parents

Evidence of increase in student led initiatives.

Increased student engagement and rigour.

Systems in place to collect student and parent satisfaction data.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Cross faculty professional learning teams adapted to have a focus on online learning early in the year. This continued throughout the year, with teachers showcasing examples of how their teaching practice had evolved as a result of COVID.</p> <p>A team of cross faculty teachers and executive teachers analysed data from four areas of the school. These areas were the Pathways to Employment Programs, the new Learning and Support Team structure and organisation, the organisation of the school day, including the length of the day, and compulsory school sport for Year 11. As a result of this review, (identified as the School Curriculum Review in planning documents), the Pathways to Employment Program was offered again in 2021 with some modifications. The Learning and Support Team increased in staff and changed the organisation of meetings and the way information was shared. The organisation of the school day was changed to include fewer late days and Year 11 sport moved from being compulsory for all students to optional for both Year 11 and Year 12 from 2021.</p>	

Process 2: Investigate an online newsletter for implementation in 2020

Evaluation	Funds Expended (Resources)
<p>COVID changed the way the school communicated with the community. Regular emails updating parents on all aspects of the school were sent throughout the year. These were well received by parents and remained the quickest and most informative way of communication. No newsletters were sent during 2020, but the school continued to investigate an online version to be launched in 2021. Training for an online newsletter using Mailchimp was done in Term 4 2020 in preparation for 2021. The weekly Buzz at the Bay, a short and concise weekly update, continues to be sent to all parents, staff and students.</p>	Mailchip Training Package

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

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

The new furniture promotes a collaborative and creative approach to learning for all students, with classroom 'desks' across the school being round tables with write on tops.

Furniture to support collaborative, creative learning. This was funded by the P&C.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>One full time Aboriginal Support Learning Officer (ASLO)- shared across the College - and working at Blackwattle Campus one day per week.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$79 077.00) 	<p>The Aboriginal Support Learning Officer works with Aboriginal students and their families to promote attendance at school, engagement with school academic requirements and post school opportunities. This resource does not meet the needs of all Aboriginal students and this work is supported by the Learning and Support team.</p>
English language proficiency	<p>A .4 allocation for an EALD teacher is included in the school's staffing entitlement. The funding source is used for this and to increase the allocation to one full time EALD teacher.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$119 684.00) 	<p>The funding allows for timetabled classes in both Year 11 and Year 12 EALD classes. HSC results for these courses were above state average. The funding also provides support through withdrawal programs for both individual and small groups to prepare and support students to meet the minimum literacy standards for the HSC. All students met minimum standards for the HSC in 2020.</p>
Low level adjustment for disability	<p>One full time Learning and Support Teacher (LaST) is employed. To make up the shortfall in funding this position some of the equity funding for socio economic is used.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$106 392.00) 	<p>The LaST, funded by Low level adjustment for disability is a key member of the Learning and Support Team. Approximately 120 students in both Years 11 and 12 required disability provisions for the HSC. These applications are coordinated by the LaST and shared with teachers to ensure disability provisions are in place for all assessment tasks and exams.</p>
Socio-economic background	<p>\$9000 of these funds are used to employ one fulltime Learning and Support Teacher (LaST), in combination with funding for disability provisions. The remaining funds provide financial assistance to families with the purchase of school uniforms, excursions and some course materials.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$29 628.00) 	<p>Students from lower socio-economic backgrounds are supported in their education.</p>
Support for beginning teachers	<p>Two temporary beginning teachers received funding. This was used for relief from face to face teaching to participate in mentoring and Quality Teaching Rounds</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$28 962.00) 	<p>Beginning teachers are well supported by an experienced staff. The opportunity to participate in the pilot group of teachers for Quality Teaching Rounds allowed them to participate in quality pedagogical dialogue related to classroom observations and professional readings.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	416	441	501	493
Girls	257	277	275	310

Student attendance profile

School				
Year	2017	2018	2019	2020
11	90.7	90.9	90.2	92.4
12	91.9	91.3	91.3	91.5
All Years	91.2	91.1	90.7	92
State DoE				
Year	2017	2018	2019	2020
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89	87.7	87.5	89.1

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	3	0
Employment	0	18	27
TAFE entry	0	15	53
University Entry	0	0	258
Other	0	0	5
Unknown	0	2	24

Year 12 students undertaking vocational or trade training

33.59% of Year 12 students at Sydney Secondary College Blackwattle Bay Campus undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.3% of all Year 12 students at Sydney Secondary College Blackwattle Bay Campus expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	48.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	16.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	1,393,129
Revenue	10,944,026
Appropriation	10,319,421
Sale of Goods and Services	38,216
Grants and contributions	519,196
Investment income	5,113
Other revenue	62,080
Expenses	-10,979,967
Employee related	-9,763,425
Operating expenses	-1,216,541
Surplus / deficit for the year	-35,940
Closing Balance	1,357,189

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	43,828
Equity Total	334,780
Equity - Aboriginal	79,077
Equity - Socio-economic	29,628
Equity - Language	119,684
Equity - Disability	106,392
Base Total	9,122,471
Base - Per Capita	191,037
Base - Location	0
Base - Other	8,931,434
Other Total	571,422
Grand Total	10,072,501

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

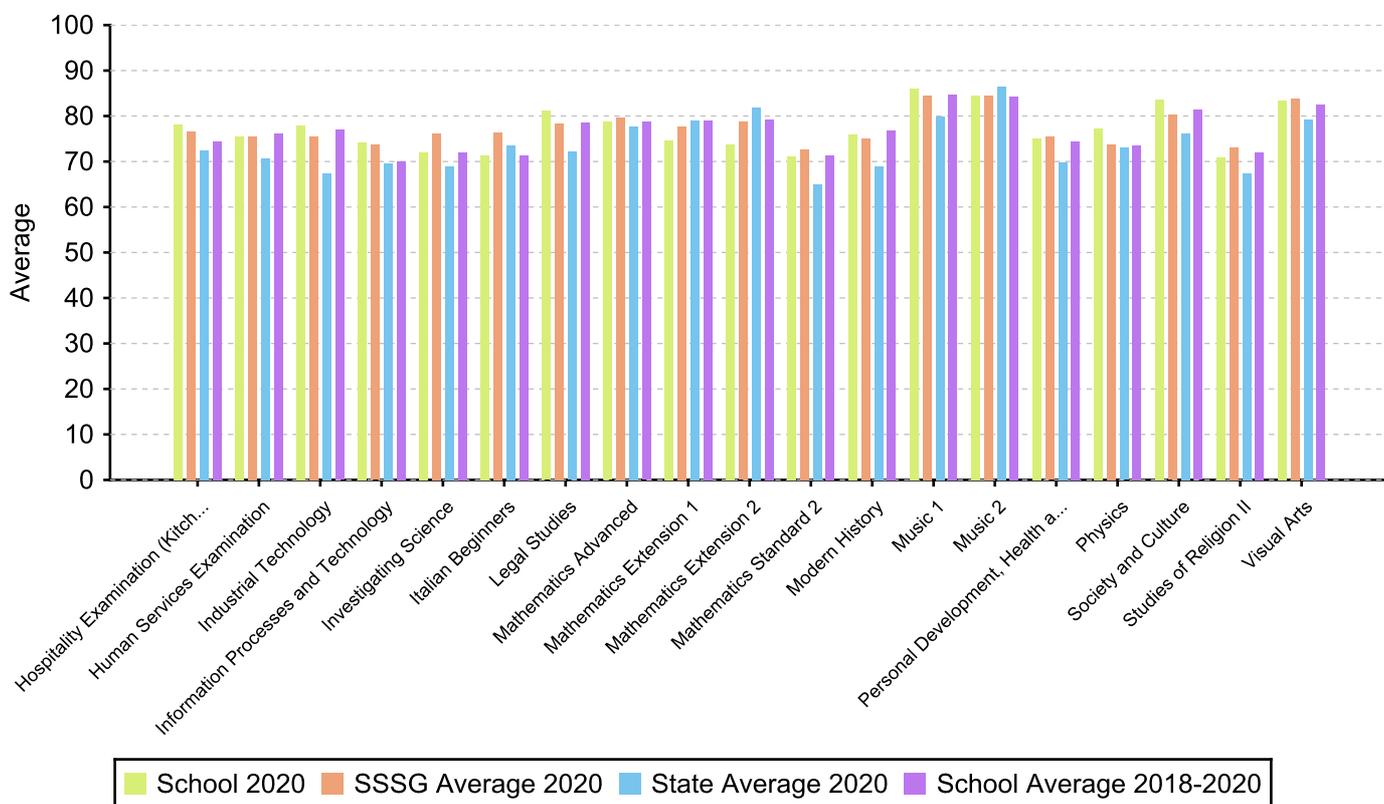
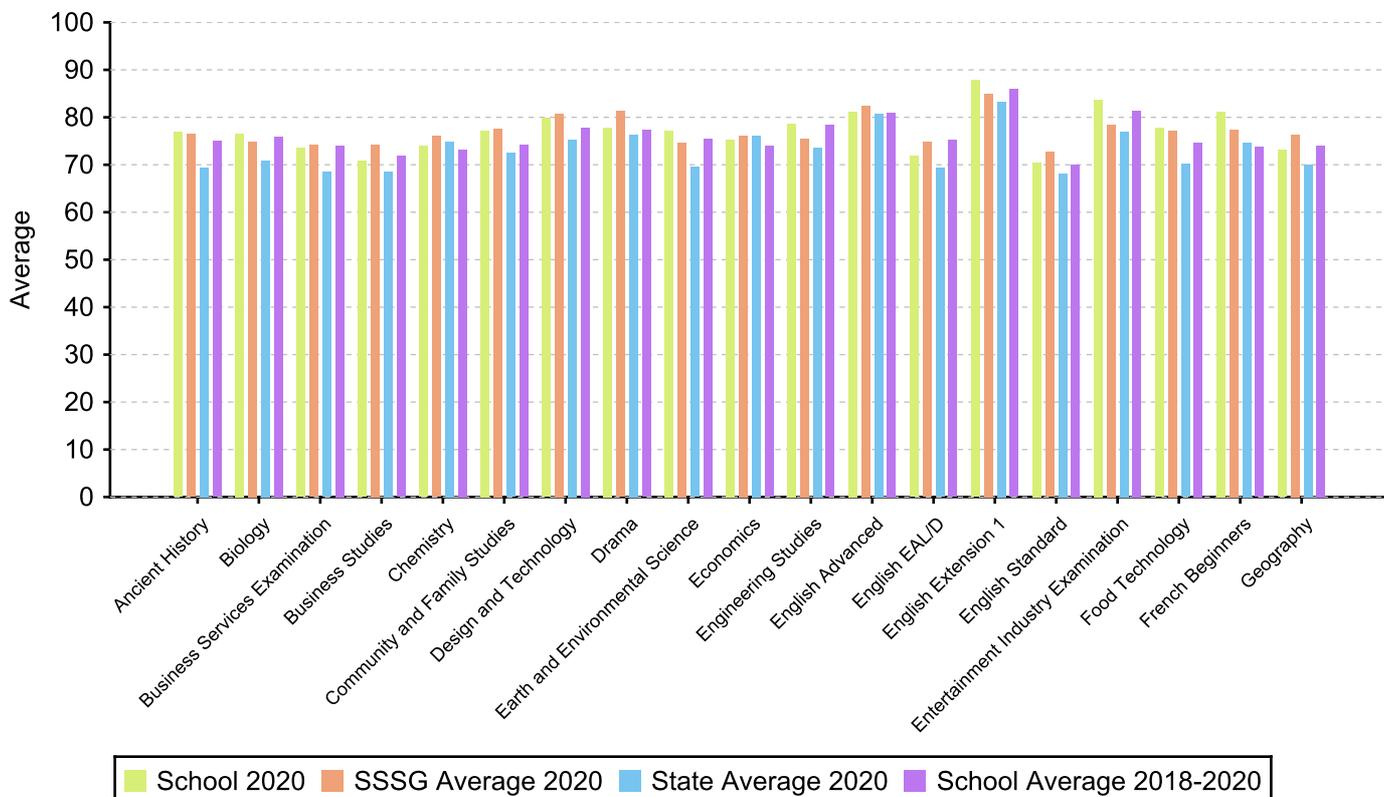
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

School performance - HSC

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

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



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	76.9	76.5	69.4	75.0
Biology	76.6	74.9	70.8	75.9
Business Services Examination	73.5	74.1	68.5	74.1
Business Studies	70.8	74.2	68.6	71.8
Chemistry	73.9	76.1	74.8	73.3
Community and Family Studies	77.2	77.7	72.4	74.2
Design and Technology	79.8	80.8	75.4	77.8
Drama	77.8	81.3	76.4	77.3
Earth and Environmental Science	77.2	74.7	69.5	75.5
Economics	75.3	76.1	76.1	73.9
Engineering Studies	78.7	75.5	73.6	78.3
English Advanced	81.2	82.4	80.8	80.9
English EAL/D	71.8	74.8	69.3	75.2
English Extension 1	87.8	85.0	83.4	85.9
English Standard	70.4	72.7	68.1	70.1
Entertainment Industry Examination	83.7	78.5	77.0	81.4
Food Technology	77.7	77.2	70.2	74.7
French Beginners	81.2	77.4	74.7	73.7
Geography	73.1	76.4	70.1	74.1
Hospitality Examination (Kitchen Operations and Cookery)	78.1	76.7	72.5	74.4
Human Services Examination	75.6	75.5	70.7	76.2
Industrial Technology	77.9	75.5	67.5	76.9
Information Processes and Technology	74.2	73.7	69.6	70.0
Investigating Science	72.1	76.2	69.0	72.1
Italian Beginners	71.4	76.5	73.6	71.4
Legal Studies	81.1	78.3	72.1	78.6
Mathematics Advanced	78.7	79.6	77.7	78.7
Mathematics Extension 1	74.7	77.8	79.1	79.0
Mathematics Extension 2	73.8	78.7	81.8	79.3
Mathematics Standard 2	71.1	72.6	64.9	71.4
Modern History	75.9	75.1	68.9	76.9
Music 1	86.0	84.5	79.8	84.7
Music 2	84.6	84.5	86.6	84.3
Personal Development, Health and Physical Education	75.0	75.4	69.9	74.3
Physics	77.3	73.7	73.0	73.5
Society and Culture	83.7	80.3	76.2	81.3

Studies of Religion II	70.9	73.1	67.5	72.0
Visual Arts	83.4	83.9	79.2	82.5

Parent/caregiver, student, teacher satisfaction

Two survey types were used in 2020 to measure parent/caregiver, student and teacher satisfaction. These were the Tell Them From Me (TTFM) survey and the school developed School Planning Survey.

Due to the impact of COVID the TTFM survey was only distributed to Year 11 students. 308 students completed the survey. Some trends such as participation in extra curricula activities and sport and truancy and homework patterns were obviously influenced by the impact of COVID. Interest and student motivation also showed significant negative trends. These trends were comparable with state trends.

The school developed a school planning survey which was distributed to parents, teachers and students. It was completed by 79 parents, 80 students and 49 teachers. The survey asked for responses to identify strengths of the school or opportunities for improvement within the school.

Strengths of the school identified by:

Teachers

- Wide curriculum choice
- Tutors programs using past students
- Teachers are approachable

Students

- Sense of belonging
- Tutor programs using past students
- Transition programs from the junior to senior campus

Parents/Caregivers

- Wide curriculum choice
- Recognition of student achievement
- Positive and respectful relationships between staff and students

Opportunities for improvement identified by:

Teachers

- Wider range of extra curricula activities
- Contact with parents
- Welfare programs to support students

Students

- Quality teaching
- Feedback to students about work
- Reports accurately reflect student achievement

Parents/Caregivers

- Contact with parents
- Engaging lessons
- Quality teaching

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.