

2021 Annual Report

Sydney Secondary College Balmain Campus



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Despite the challenges Covid presented to us, 2021 was a successful year for Balmain Campus, thanks to the hard work of our staff and students who pivoted to Learning from Home fairly seamlessly when instructed to do so by the government during lockdown. Restrictions on activities when we returned to school term 4 did present challenges, particularly for year 10, as they were unable to undertake their usual transition to senior school activities and work experience.

Staff in 2021 undertook professional learning in a range of areas including High Potential and Gifted Education, student welfare and technology. Beginning Teachers were well supported through a new induction program, reduced teaching load and mentoring. A shared staff developed day with SSC Leichhardt Campus allowed time for meaningful collaboration between the two College junior campuses.

Our HSC Acceleration Program (HAP) began with two classes, Legal Studies and Earth and Environmental Studies. In 2022 24 students will commence Preliminary HSC studies in Modern History.

I am looking forward to getting back to a more normal school life in 2022, with the full range of learning and extra curricular opportunities available for our students.

Ingrid Koodrin

Principal

Message from the school community

The P&C started the year off by welcoming our Year 7 parents and carers to the school community at a social event held in the school hall. Monthly P&C meetings continued with a mix of face to face and virtual meeting formats, until lockdowns returned in late June, forcing us again to hold virtual meetings for the remainder of the year.

Our plans to hold a trivia night and social events were canceled due to the uncertainty, but the P&C managed to hold an end of year celebration for all families at the Gladstone Park Bowling Club in late November. Despite the disruption to the school year, the P&C was able to fund a variety of initiatives including Breakfast Club, Gold Award excursions, Year 10 graduation ceremony live streaming and 2021 Dux prize, and the Annual World Teacher's Day lunch. We also made donations to the student leader's fundraising drive and the Pantaleo family scholarship. The establishment of the P&C Small Grants Program saw funding allocated to a poetry competition, recycled art competition, and a native habitat box. The P&C were successful in securing a Community Building Partnership Grant - with \$23,500 being allocated to phase 1 of a whole school bathroom upgrade. We look forward to working with the school and community members in the year ahead to continue to enhance our students' time at Sydney Secondary College Balmain. Nicole Swanson P&C President.

Message from the students

The year 2021 was truly an enigma - a year constantly in flux between hardship and opportunity; easy by no account, but nevertheless a challenge that our school community took in stride. With 2022 well under way it is now time to reflect on the year that left not only us but the entire world speechless. The year 2021 was a year that forced us to adapt to innovative ways of learning - the likes of which we've never seen before. Thought to be free from the burdens of the prior year which saw the emergence of a global pandemic, the start of our school year in 2021 brought new hopes and dreams - and for a time we lived in relative ease. In this time, the Year 7 students attended their introductory camp, elective classes were able to visit off-campus sites to attend exciting excursions, the college enjoyed huge success on the sporting fields and significant international events sparked fascinating discussions. However, when COVID-19 struck once again during the winter holidays, we were forced to complete the entirety of Term 3 and the beginning of Term 4 confined in our homes. In the face of adversity our school community showed resilience; students, teachers and parents alike, persevering through unprecedented times.

As 2021 was our second year living with COVID-19 we were accustomed to countless zoom classrooms, classwork struggles and general social isolation - this familiarity allowed us to achieve various impressive feats. Clubs were able to resume over zoom, as well as the IMP Band, Mock Mediation and Mock Trial. Our school continued with the newly integrated HSC Accelerated Program (HAP). This program enabled our aspiring year 10 students to engage in a preliminary level (Year 11) subject as an elective, with both Earth Environmental Studies and Legal Studies chosen. The student body also completed the new College Learning Plan, which allowed us to set and work towards meaningful school-related goals. After spending a term away from the campus, each day beginning to merge together, we finally saw light at the end of the tunnel, returning to school with several weeks remaining in the year. Upon arriving to semi-normality, we were still separated from our peers; subjected to cohorting and confinement to a single classroom. As it looks like we have left the worst behind us, we would like to personally thank every student for their dedication and perseverance, as well as the teachers and staff for their commitment to quality education and incredibly hard work. While 2021 presented a challenging year for all members, we intend to continue to celebrate our successes through 2022.

-Isaac and Mia (School Captains, 2022)

-Antony, Aris, Leilani, Makario, Mala, Xanthe (School Leaders, 2022)

School vision

Sydney Secondary College Balmain Campus provides an engaging, differentiated curriculum in a middle school setting. We believe that fostering student wellbeing and providing opportunities for students to develop their critical thinking and leadership skills allows students to set goals and achieve their personal best. We develop collaborative, trusting relationships with our students, parents and college partners to create a learning environment where students can flourish academically and creatively, and develop into confident, responsible active citizens.

School context

Sydney Secondary College is a vibrant and inclusive multi-campus setting in the inner city, comprising of two Years 7 - 10 campuses (Leichhardt and Balmain) and one Year 11 - 12 campus (Blackwattle Bay). Sydney Secondary College Balmain Campus has a current enrolment of 800 students. The school is a culturally diverse middle school with selective and comprehensive streams, along with support classes in autism and physical disabilities. Our school also delivers enrichment programs for students with high potential or giftedness in academic, creative and sporting fields, with entry into these programs via a competitiveness process in year 6.

Curriculum offerings in our middle school context are unusually broad and innovative, with subjects such as philosophy, marine biology, work education and STEM offered alongside the more traditional stage 5 electives. In 2020 we introduced the HSC acceleration program for year 10 students to begin one Preliminary HSC course, with further acceleration and extension opportunities planned within our 2021-24 Strategic Improvement Plan.

SSC Balmain Campus is located on the harbour foreshore at Rozelle, presenting both challenges and opportunities. On a sloping block rich with vibrant vegetation, students and staff navigate a number of steps around the site, supported by two lifts for those less mobile, whilst enjoying stunning harbour views. Our location does allow us to participate in unusual sports such as kayaking and rowing.

Student wellbeing is at the heart of everything we do. Working with the college team, we have developed targeted and supportive processes for successful transition from year 6 to 7 and year 10 to 11. Ongoing student support is provided through a proactive wellbeing team, comprised of deputy principals, head teacher wellbeing, year advisors, girls and boys advisers, and school counsellors. We work with our parents to provide high levels of support for students with more serious health and wellbeing needs, as well as run regular programs for all students such as Wellbeing Wednesday.

Through our situational analysis we have identified the need to use data driven practices that ensure all students are engaged in their learning and are supported by wellbeing policies and practices that promote belonging, attendance and positive behaviours. We will continue to strive for improvement in teaching and learning in particular around assessment, feedback and differentiation. Implementation of the High Performance Gifted Education policy will be a priority within our context. Through the NAPLAN gap analysis we have identified target areas in reading and numeracy and school developed targets in writing, and have developed strategies to successfully achieve them.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
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	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: Student growth and attainment

Purpose

Our purpose is to support student growth through evidence based and data informed programs. School wide practices will be evaluated and updated, allowing all learners to attain measurable progress and achievement targets.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student achievement in Literacy and Numeracy

Resources allocated to this strategic direction

Integration funding support: \$27,000.00

English language proficiency: \$174,868.00

Low level adjustment for disability: \$183,029.00

Professional learning: \$0.00

Summary of progress

Our focus in 2021 for Strategic Direction 1 was around student achievement in literacy and numeracy. Focusing on improving student achievement we utilised our literacy and numeracy teams to support staff development and consistent teaching practices across the school. We established programs to support student growth using our COVID ISLP funds to support students identified through a range of Department diagnostic assessments as well as school-based assessment.

By the end of Semester 1 we had several well-established programs running to support identified students with their numeracy development and plans were developed. to support improvements in student writing. However, all programs were significantly impacted by the period of remote learning over term 3 and 4 where access to and engagement in literacy and numeracy support programs declined. Remote learning also impacted student access to our school's library and our Renaissance Reading program which is another key program in supporting students with their reading achievement. However, the school's learning and support team worked hard to support identified students through daily phone calls and online meetings.

An area of significant achievement this year was in our Year 7 reading and numeracy NAPLAN results. For reading we saw an increase of students in the TOP two bands of 7.49%. For numeracy we saw an increase of students in the TOP two bands of 20.05% thus achieving greater than our 2023 numeracy target for Year 7 numeracy. We are in the third year of the Renaissance Reading program. It is well supported by staff and has increased student engagement with reading. The mathematics faculty has worked to revitalise programs and the organisation of numeracy teaching in stage 4. In general, our distribution range across all domains continues to be based primarily around the median. This was especially evident in our reading domain for year 7 which we can largely attribute to our reading program.

An area for growth in the future is around student achievement in year 9 reading and numeracy. We saw a reduction in our achievement of students in the TOP two bands of .66 for reading and 5.16 for numeracy. We believe that two years of disrupted learning has greatly impacted this cohort of students. They were our first group for which we implemented the reading program. As we have continued to grow this program and build student understanding and engagement, this is an area where future growth will likely occur. As part of our COVID ISLP funding we targeted a select group of year 9 students in a reading program before and after remote learning. Their reading results improved significantly in the small group setting during this period.

We have found several data points particularly useful in identifying students who require support. The data also highlighted practices across the school in the teaching of literacy and numeracy that will be the focus of professional learning and faculty programming to better support our students in their learning. These data points include Best Start, the literacy and numeracy check-ins and as well the data gathered from NAPLAN. Students who do participate in our focused literacy and numeracy programs are also pre and post tested to help in the evaluation of the programs.

An area of data that we have not been able to utilise is PLAN2. Again, we went through significant staff planning and development in its use through Semester 1 but then this was not able to be utilised during remote learning as the pivot to remote learning and managing and supporting the community through a pandemic took priority.

Next year will build on the strength of the established programs from this year. This will allow staff to improve upon processes for building students literacy and numeracy capabilities to address identified focus areas from our diagnostic

tests. We will deliver professional development to all staff that supports all faculties in leading high quality literacy and numeracy learning across all faculties.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Reading Top 2 Bands Increase the proportion of students achieving in the NAPLAN top 2 reading bands by 5% from system-negotiated baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for Year 7 reading of 7.49% indicating achievement of the annual progress measure. NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for Year 9 reading of .66% indicating decline toward the annual progress measure.
NAPLAN Numeracy Top 2 Bands Increase the proportion of students achieving in the NAPLAN top 2 numeracy bands by 5% from system-negotiated baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for Year 7 numeracy of 20.05% indicating achievement of the annual progress measure. NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for Year 9 numeracy of 5.16% indicating decline toward the annual progress measure.
NAPLAN Reading Expected Growth Increase in the NAPLAN expected growth in reading by 2%.	60.6% of students reading results in NAPLAN 7 reading were at or above expected growth levels. 57.2% of students results in NAPLAN 9 reading were at or above expected growth.
NAPLAN Numeracy Expected Growth Increase in the NAPLAN expected growth in numeracy by 3%	76.7% of students results in NAPLAN 7 numeracy were at or above expected growth levels. 44.4% of students results in NAPLAN 9 numeracy were at or above expected growth.
NAPLAN Writing Expected Growth Increase in the NAPLAN expected growth in writing by 3-5% from 2019 results.	62.1% of students results in NAPLAN 7 writing were at or above expected growth levels. 61.7% of students results in NAPLAN 9 writing were at or above expected growth.
NAPLAN outcomes for Aboriginal students Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy	The cohort that completed NAPLAN 7 and 9 were statically small in 2021. In Year 7 NAPLAN 1 of 1 students acheived top three bands in reading but not in numeracy. While Year 9 NAPLAN three students who completed NAPALN achieved in the top three bands for reading while 1 student acheived in the top three bands for numeracy.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To improve attendance, engagement, behaviour and belonging through a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school approach to wellbeing and engagement

Resources allocated to this strategic direction

Operational funds: \$23,600.00

Professional learning: \$23,000.00

Aboriginal background: \$20,989.00

Socio-economic background: \$26,562.00

Summary of progress

A range of strategies were implemented to improve student attendance in 2021. An Attendance Manager was appointed and a process established for more structured monitoring of partial attendance, with a number of consequences and DP referral process established, as well as a review of late desk procedures. New procedures were formalised and disseminated to staff. Partial attendance data is collected, analysed daily and disseminated to relevant staff. Data is also tracked over the term to determine trends. Additional strategies were implemented to address online attendance issues during periods of remote learning. Student interviews were conducted with selected students, on top of the usual communication with parents. For a specific sub-set of students, a comprehensive online program was provided which included learning and support, close monitoring and a staggered return following remote learning.

A review of Glebe Pathways was conducted. The College Management Group proposed to establish tutorial centres at both junior campuses to replace Glebe Pathways. In Term 4, plans for the tutorial centre at Balmain Campus were communicated to the community. All staff undertook professional learning on PLPs to support Pride Night and the Executive Team undertook professional learning on the Aboriginal Education Policy. The teacher mentor system system was established for 2021. An Aboriginal Support Officer was employed for Term 2 and Pirru Thankgkuray, and external mentor program was established in Term 4. This resulted in an intensification of support for Aboriginal students. Comprehensive learning and support was provided for Aboriginal students for assessments and wellbeing. Both teacher mentors and learning and support staff met with mentees upon return from remote learning.

Wellbeing and PBL required some pivoting during the remote learning period. Both RAISE and RISE mentoring were re-established and implemented for appropriate students. RAISE mentoring had to finish the program in online sessions. Tell Them From Me surveys were conducted in Term 2 and 4. External organisations were engaged to support students such as Ted Noffs counselling, Reconnect counselling and Elevate Education. Following remote learning, the new Head Teacher Wellbeing, connected with external agencies and re-engaged them onsite. An additional structured student wellbeing/case management tracking template was implemented for the period of remote learning to ensure that appropriate students were identified for support. A Draft Wellbeing and PBL handbook was written to consolidate information for staff and ensure consistent implementation. Professional Learning was held for all staff on Tier 1 PBL interventions. PBL micro-awards were implemented during the remote learning period, and Gold Awards and student achievement ceremonies were modified to manage the remote learning period.

A Head Teacher Wellbeing panel was convened and the position advertised and filled. Regular Zoom meetings were introduced in Wellbeing Wednesday during the remote learning period. A student survey was conducted to determine student perceptions of wellbeing support, ability to cope, and the Wellbeing Wednesday program. The Wellbeing Wednesday program was reviewed and leadership of the program transferred to the new Head Teacher Wellbeing. the program was published online for the remote learning period. Key staff attended the Youth Mental Health First Aid course. Previous and existing role statements were reviewed.

Strategies were implemented to support staff wellbeing, particularly during the remote learning period. A staff wellbeing survey was undertaken. Positive feedback was gathered about staff from students and distributed, a social committee was established and Friday afternoon online sessions run. The P&C provided a lunch for World Teacher's Day, and a staff picnic was held. Morning teas were re-established following remote learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Student Attendance:</p> <p>Increased percentage of students attending school more than 90% of the time by 7% from the system-negotiated baseline</p>	<p>The COVID pandemic and related period of learning from home negatively impacted attendance towards the end of 2021. A comparison of students who attended at or over 90% indicated that 79% had attendance at 90% or over in Term 1, 77% had attendance at 90% or over in Term 3, 89% had attendance at 90% or over in the period of remote learning while only 73.1% had attendance at 90% or over in the period following remote learning. (25 October - 7 December).</p>
<p>Aboriginal Student Attendance:</p> <p>Increased percentage of Aboriginal students attending school more than 90% of the time by 5% from the system-negotiated baseline.</p>	<p>In 2021 4.3% of Aboriginal students attended school 90% or more. this is a decline from 2020, when 22.2% of Aboriginal students had attendance at 90% or above. Remote learning was largely unsuccessful for our Aboriginal students and much effort was spent on transitioning student back into school following this period.</p>
<p>Student Wellbeing:</p> <p>Increased percentage of students positively reporting on sense of advocacy, belonging and high expectations by 3% from the system-negotiated baseline.</p>	<p>In Semester 1 2021 68% of students reported a sense of belonging (against a NSW norm of 67%). In Semester 2 (following remote learning) sense of belonging was reported to be 59% of students (against a 66% NSW norm).</p> <p>In Semester 1 2021 6% of students reported a sense of advocacy (against a 6% NSW norm). In Semester 2 (following remote learning) sense of advocacy was reported to be 5.5% of students (against a 6% NSW norm).</p> <p>In Semester 1 7.1% of students reported sense of high expectations for success (against a 6.9% NSW norm). In Semester 2 (following remote learning) sense of high expectations was reported to be 6.7% (against a NSW norm of 7%).</p>
<p>Staff Wellbeing:</p> <p>Increase in staff engagement, belonging and work satisfaction to 80% of teaching and support staff.</p>	<p>88% of surveyed staff believe that the school is a welcoming and culturally safe space.</p>
<p>Student Engagement:</p> <p>Reduction in the number of students not satisfactorily completing year 10 by 20%.</p>	<p>The number of students who received N-determinations in 2021 was halved from 2022.</p>

Strategic Direction 3: Quality Teaching and Learning

Purpose

Our purpose is to continue adapting our collaborative culture to utilise expertise, teaching and learning and technology innovations to provide a diverse curriculum in a high stakes environment. Through differentiated curriculum and assessment, we are able to identify individual needs and create transformational impacts in order to ensure learning progressions that meet our community's expectations.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Developing a culture of high expectations

Resources allocated to this strategic direction

Beginning teacher support: \$87,000.00

Professional learning: \$23,000.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to develop reflective students and teaching practitioners whilst diversifying our curriculum to better differentiate for and engage all learners. Focusing on High Impact Professional Learning, schools teams were guided through the process of developing consistent evidence-informed practices across the school and used a range of data to identify the point of need with student learning and engagement.

Professional dialogue on goal setting frameworks, leadership, HPGE and differentiation strategies were a focus in faculty groups, school teams and whole school forums to ensure student engagement and high expectations were at the forefront of all planning and teaching practices. This saw the development of a whole College student goal setting framework (CLP), the introduction of the HSC Acceleration Program (HAP), the creation of 100 hour curriculum Stage 5 electives, the application of high impact differentiation practices and the development of teacher middle leadership skills through the Pathways 2 Leadership program. Teachers gathered a range of summative and formative data to plan for these educationally innovative activities and regularly reviewed a range of data sources to refine teaching policies, practices and procedures. Support has been provided for students through goal setting coaches and HSC mentor teachers whilst students have had a voice in curriculum delivery in the creation of 100 hour stage 5 courses through the Student Voice and Choice program. The development professional dialogue pods are required to better equip beginning and early career teachers to become middle school leaders. Student learning outcomes and engagement levels have been tracked through the collection and analysis of student goals, surveys and assessment data and have shown improvement across the board.

Next year in this initiative staff will be working closely with educational expert Brian Miller to deconstruct learning programmes to better embed formative assessment, differentiation strategies and collaborative teaching and learning practices into our shared middle schooling ethos. This will support further development of our middle leadership skills and teaching practices across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Proportion of staff who feel confident in providing student feedback increase by .5 points, as one of the Four Dimensions of Classroom and School Practices in the "Focus on Learning" Teacher report for the Tell Them From Me Survey	Staff gave a collective rating of 7.2/10 to indicate an element of confidence in providing student feedback according to the "Focus on Learning" Teacher Report NSW Tell Them From Me Survey (Feedback as one of the four dimension of Classroom and School Practice) demonstrating positive movement toward this progress measure. It is important to note that NSW TTFM Surveys have not been administered at SSC Balmain Campus since 2016.

Increase the diversity of elective courses in stage 5 by ensuring a 5% increase in the variety of courses taken by students with the introduction of 100 hour electives for 2022	According to internal Edval Subject Selection Elective Data there has been a 7% increase in course variety for 2022 stage 5 electives. In 2021 28 elective classes ran in year 9 with 22 subjects or courses in total with more than one class in Commerce, Food Technology, iSTEM, PASS and Visual Arts. In 2022 27 Year 9 elective classes will run offering 24 subjects or courses with more than one class in Commerce Business, Food Technology and PASS.
100% of HAP students graduating from Preliminary to HSC Acceleration Programs	According to NESA Preliminary Grades Data 100% of students graduated from the Preliminary HAP program. In our inaugural year 24 Students completed HSC Preliminary Legal Studies and 21 students completed HSC Preliminary Earth and Environmental Science.
100% of Year 7-10 students co-develop learning goals based on their learning needs	According to data recorded in Sentral College Learning Plans 78% of students completed their Semester 1 College Learning Plan goal coaching session with 77% of students having recorded goals in Sentral. The initial target was not met due to movement to Learning From Home as Year 7 students were unable to undergo the CLP process for Semester 1. On reflection of the program significant timeline changes have been implemented for 2022 to better meet the learning needs of our students.
Proportion of staff reporting feeling supported by leadership increase by .5 points, as one of the 8 drivers of student learning as identified in Tell Them From Me "Focus on Learning" Teacher Report	Staff gave a collective rating of 6.4/10 to indicate a positive sense of leadership support according to the "Focus on Learning" Teacher Report NSW Tell Them From Me Survey (Leadership as one of the Eight Drivers of Student Learning) demonstrating movement toward this progress measure. It is important to note that NSW TTFM Surveys have not been administered at SSC Balmain Campus since 2016.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$27,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sydney Secondary College Balmain Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • supporting students during learning from home with frequent calls to carers and students and online support via google classroom. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeting year 6 to 7 transition to ensure students eligible for IFS have access requests lodged by early 2022.</p>
<p>Socio-economic background</p> <p>\$26,562.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sydney Secondary College Balmain Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the attendance manager position, to identify partial truancy issues and support students and carers in improving attendance • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: The attendance manager streamlined processes to identify and improve partial truancy, however learning from home increased disengagement in some students. While attendance records were kept by staff, the nature of online lessons did present logistical difficulties in assessing attendance for the entire period. Students at high risk of not attending school, especially those in uncertain housing, have remained at school due to support provided by the school in uniform and school supplies.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will continue to support students from low socio economic backgrounds to access the full range of curricular and extracurricular activities. Attendance and partial attendance will continue to be a focus.</p>
<p>Aboriginal background</p> <p>\$20,989.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sydney Secondary College Balmain Campus. Funds under this equity loading have been targeted to ensure that</p>

<p>Aboriginal background</p> <p>\$20,989.00</p>	<p>the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • professional learning for staff in PLP development and mentoring • Engaging in the Pirru Thangkuray mentoring program <p>The allocation of this funding has resulted in: Although we could only source an ASO for a portion of the year, we were able use our funding to train Balmain staff in best practice in developing Personalised Learning pathways. which were developed as rich and authentic plans. Starting in term 4, the Pirru Thangkuray mentoring program provided Aboriginal students with an extra source of support from Aboriginal mentors.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging an ASO to specifically support stage 5 students in 2022, across both College Junior Campuses. The College Tutorial Centre, starting in 2022, will allow early intervention for stage 4 students.</p>
<p>English language proficiency</p> <p>\$174,868.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sydney Secondary College Balmain Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist EAL/D staff to teach targeted classes in English and HSIE. <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).</p>
<p>Low level adjustment for disability</p> <p>\$183,029.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sydney Secondary College Balmain Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$183,029.00</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • Stage 4 Reading Renaissance (RR) data and check in data used to identify stage 5 students for extended RR program. • Learning support staff trained in Maclit - LAST and SLSOS, and program rolled out to identified students <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. and LASTs.</p>
<p>COVID ILSP</p> <p>\$95,384.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • small group tutoring in numeracy through the school-developed "Everyone Counts" program for selected year 7 and 8 students • Renaissance Reading program for targeted stage 5 students <p>The allocation of this funding has resulted in: some improvement in year 7 and 8 numeracy skills, however, the learning from home period significantly affected the efficacy of the program. One-on-one reading support for targeted stage 5 students saw 100% of students involved improving their reading age by at least two years.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, CILSP funding (reduced by 20% from 2021 allocation) will be used for small group numeracy tutoring for years 7 and 8.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	468	478	457	480
Girls	290	325	297	312

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.4	93.6	91.6	94
8	91	87.6	86.3	91.2
9	89.4	90	83.1	90.9
10	85.9	85.7	85.9	87.6
All Years	89.7	89.2	86.7	90.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
All Years	88.7	88.2	89.8	86.2

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	6	NA	NA
TAFE entry	2	NA	NA
University Entry	0	NA	NA
Other	0	NA	NA
Unknown	2	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 2021.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	3
Head Teacher(s)	11
Classroom Teacher(s)	41.26
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,328,603
Revenue	11,060,192
Appropriation	10,596,350
Sale of Goods and Services	40,449
Grants and contributions	416,398
Investment income	1,106
Other revenue	5,889
Expenses	-11,154,621
Employee related	-9,927,543
Operating expenses	-1,227,078
Surplus / deficit for the year	-94,429
Closing Balance	1,234,174

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.

	2021 SBAR Adjustments (\$)
Targeted Total	27,525
Equity Total	405,449
Equity - Aboriginal	20,989
Equity - Socio-economic	26,563
Equity - Language	174,868
Equity - Disability	183,029
Base Total	8,734,450
Base - Per Capita	191,386
Base - Location	0
Base - Other	8,543,064
Other Total	947,797
Grand Total	10,115,221

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.

Parent/caregiver, student, teacher satisfaction

With the first year of the Sydney Secondary College's Campus specific 2021-2024 School Plan being implemented, 2021 saw the strengthening of innovative teaching and learning practices, the development of targeted literacy and numeracy strategies as well as an enhanced focus on wellbeing. This also saw the first year of the Sydney Secondary College Plan for 2021-2024 which emphasised strengthening transition processes, building a culture of Growth Mindset through goal setting and targeted Aboriginal Education strategies.

The College Management Group (CMG), the College Organisational Group (COG) and the College Student Wellbeing Action Team (SWAT) met regularly to organise college events and review and follow up current areas of focus and input from our community. This feedback has continued to guide Campus and College priorities and future directions. Information provided below indicates the data sources utilised and how satisfaction has been demonstrated by our stakeholders:

- * Year 10 Exit and Subject Selection 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 2022.

- * 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 remote access, wellbeing, engagement and goal setting. The development of the SiP in 2020 assisted in shaping priority areas for continued consultation and the reintroduction of the Tell Them From Me (TTFM) student, staff and parent surveys. Feedback from TTFM is an essential data set in determining how we are meeting our priorities especially in engagement and professional development. Feedback included:

- * TTFM Parents Questionnaire: Data indicated that parents felt their children were valued and cared for but sought more in regards to inclusivity. They also identified forms of communication improving and engaging the community more effectively.

- * TTFM Student Questionnaire: Data, of note, showed students felt positive behaviour was above the state mean at a level of 93% in comparison to 86%. Whilst, initially in Semester 1 students felt undervalued in the realm of goal setting, this had dramatically turned around by the Semester 2 TTFM survey. Wellbeing and engagement data also differed pre and post remote learning.

- * TTFM Staff Questionnaire: Data showed an overall increase in all areas since last conducted in 2016. Of particular interest to this cycle of school planning is a movement towards stronger school leadership through teaching and learning practice and parental involvement in curriculum review and delivery.

- * CLP Student Focus Group and Questionnaires: Student focus groups were conducted across the campus to gauge the value of and enhance the processes in creating individualised goals through the CLP process. 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 CLP's: 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 but wanted to choose their mentors and reconsider the time frames surrounding the process.

- * CLP Teacher Focus Groups, Questionnaires and Feedback Session: Staff took part in a number of training and development activities that examined the role of Goal Setting in assisting in student progression and co developed a SMARTER goal setting framework for success. Teachers highlighted the following areas for consideration in reviewing CLP's processes: The process was time and staff intensive and needed adjustment to ensure appropriate staff are teamed with identified students. The accountability of students dissecting their reports ensured staff continued to strive under a high expectations feedback environment. Staff also saw progression as an area for future development along with more interpretable outcomes.

- * Remote learning digital needs surveys of parents to ensure equitable provision of devices and internet access during

remote learning

- * Remote learning engagement surveys of students and monitoring of remote attendance data by the newly created Attendance Manager

- * 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, School Bytes payment systems, 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 who actively promote and support Public Education.

- * 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. This group was integral in ensuring the continued success of the remote IMP program and digital concerts

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.