

# 2021 Annual Report

Sydney Secondary College Leichhardt Campus



**Sydney  
Secondary  
College**  
**Leichhardt**

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# Introduction

The Annual Report for 2021 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 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.

## School contact details

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## School vision

Sydney Secondary College, with campuses at Balmain, Leichhardt and Blackwattle Bay, is an innovative multi campus co-education public education facility. 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. Students 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 innovative opportunities for students and provides an excellent broad education based on quality, opportunity and diversity. Students of all abilities are challenged to achieve excellence as successful, future focused learners through positive participation in a diverse learning community. 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 professional and dedicated staff will encourage each student to achieve their full potential as effective communicators, creative thinkers and problem solvers in a disciplined and caring environment, based upon mutual respect.

## School context

Leichhardt Campus is a partially selective co-educational middle school campus of Sydney Secondary College (SSC) catering for students from Year 7 to Year 10 and is located in the inner west. The school has an enrolment of 930 students and includes a support unit with a designated Head Teacher for students with mild and moderate intellectual disabilities and autism. 3.6% students are from an Aboriginal and Torres Strait Islander background. There are strong links to the broader community and a highly effective and involved P & C organisation.

A commitment to innovative, rigorous and future focused education underpins future directions of the school. High expectations will be placed on students' academic achievement and consistent high engagement in every classroom. The situational analysis identified the need for a whole school approach to the use of evidence based teaching methods to optimise learning progress for all students across the full range of abilities. Staff will need to develop a deep understanding of student assessment and data concepts to inform planning and modify teaching practice, especially in the areas of literacy and numeracy. Staff will focus on the delivery of differentiated, needs based instruction utilising a repertoire of effective feedback and assessment strategies.

Curriculum provision that supports high expectations in learning and include opportunity for student voice and choice remain a priority in our middle school context. VIBE electives have been a successful initiative from the previous school plan, a focus on the evaluation and refinement of VIBE electives will ensure student engagement through continued challenge and deep learning. Further development of assessment in the 4C's plus R is imperative with VIBE elective offerings to optimise student learning.

Whole school monitoring of student progress will be further facilitated through the introduction of the College Grade Average (CGA) as a College initiative. The CGA will provide a common language across the college to focus on improvement in student achievement through goal setting. This will provide a focus for teacher professional learning to ensure consistency in teacher judgement within faculties and across the school and opportunity for collaboration between the two junior campuses.

Leichhardt campus will continue to provide an educational learning environment that is appropriate for the personal and social developmental needs of young adolescents. The school values reflected in the Leichhardt Way focus on Respectful and Responsible Learners. A consistent whole school approach to classroom management will instil a sense of personal responsibility for learning with students and promote mutually respectful relationships and positive communication across every classroom.

With a high proportion of beginning, early career and temporary teachers; mentoring and support of all staff is a high priority. A teacher mentor position is an initiative to support teachers to be effective practitioners through in classroom support and opportunities to reflect and evaluate teaching practice. Regular teacher professional learning in effective teaching and assessment strategies will ensure teachers are well supported to collaborate, share and embed good practice.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure that all students, across the full range of abilities, reach their learning potential. A focus on the delivery of differentiated, needs based instruction through explicit teaching strategies will drive improvement in student progress measures. Teachers will inform teaching practice through effective data analysis to identify student achievements and progress.

### 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.

- Explicit Teaching of Literacy & Numeracy
- Data Skills in Teaching

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$169,996.85

**Socio-economic background:** \$33,249.66

**Professional learning:** \$13,250.00

**COVID ILSP:** \$56,049.89

### Summary of progress

In 2021, Teacher Professional Learning (TPL) to develop staff capacity to explicitly teach reading was effective as evidenced by growth in NAPLAN data. Teacher evaluation surveys have indicated teachers would benefit from additional time to embed ERICA reading strategies into T&L programs. Further work is required to build on teacher capacity to embed best practice literacy and numeracy strategies effectively into T&L programs as well as strong classroom routines and structures. In 2022 we will establish quality assurance processes to facilitate analysis of explicit teaching of literacy and numeracy in T&L programs and classroom observations to provide evidence of the quality and extent of explicit teaching of literacy and numeracy across the school and support data triangulation.

In 2021, the English and Mathematics faculties implemented PLAN2 to record, analyse and monitor student progress against the learning progressions. After evaluation both faculties have agreed that more time needs to be allocated to analysis of data sources to evaluate efficacy of teaching and learning, identify individual and class strengths and target learning deficits. In 2022, we will implement best practice strategies for the use of PLAN2 to target growth in literacy and numeracy with identified groups of students through formative assessment practice.

In 2021, planned Executive PL utilizing student assessment as the tool to drive improvement in teaching and learning was interrupted. Executive PL to build faculty head teachers capacity to drive school improvement through assessment renovation and effective programming has been planned. This will incorporate a fully mapped whole school strategy and include an assessment renovation plan for each faculty that has been informed by thorough data analysis.

We have completed preliminary planning, including TPL and testing of current year 7 students reading levels for the introduction of an accelerated reading program in 2022. This program will target student growth in reading and will be implemented with Year 7 and Year 8 students in English classes in 2022.

By the end of 2022, we will have a comprehensive whole school numeracy strategy developed by the Leading Secondary Numeracy Team and informed by triangulated data analysis to identify numeracy focus areas and target student growth.

Teacher Professional Learning on the explicit teaching of evidence based literacy and numeracy strategies, including high impact teaching strategies (feedback, assessment and effective analysis of data in teaching and learning) will remain a priority in 2022.

### 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

<ul style="list-style-type: none"> <li>Value add scores (7-9) tracking in upward trajectory towards sustaining and growing or higher.</li> </ul>	<ul style="list-style-type: none"> <li>Value add scores (Y7-Y9) are at delivering.</li> <li>In Reading 65.8% of students were at or above expected growth.</li> <li>In Numeracy 41.15% of students were at or above expected growth.</li> </ul>
<p><b>NAPLAN Top 2 bands</b></p> <p>Increase the percentage of students achieving in the top 2 bands:</p> <ul style="list-style-type: none"> <li>45.39% or higher in reading.</li> <li>49.04% or higher in numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading by 1% and a decrease in the percentage of students in the top two bands for numeracy by 0.8%.</li> </ul>
<p>Increase in the number of aboriginal students achieving in the top 3 NAPLAN bands at:</p> <ul style="list-style-type: none"> <li>41.00% or higher in reading.</li> <li>45.50% or higher in numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>No Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress yet to be seen toward the lower bound target of 41%.</li> <li>No Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target of 45.5%.</li> </ul>
<p><b>NAPLAN Expected Growth</b></p> <p>Improvement in the percentage of students achieving expected growth in:</p> <ul style="list-style-type: none"> <li>Reading equal to or above 68.01%</li> <li>Numeracy equal to or above 55.28%</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of students achieving expected growth in reading increased indicating progress toward the lower bound system-negotiated target.</li> <li>The percentage of students achieving expected growth in numeracy decreased indicating that progress is yet to be seen toward the lower bound system-negotiated target.</li> </ul>
<p>SEF assessment of elements "Effective Classroom practice" and "Data Skills and Use" indicates improvement from Sustaining and Growing.</p>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.</li> <li>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</li> </ul>

## Strategic Direction 2: Collaborative and Highly Effective teaching practice

### Purpose

We will leverage the collective influence of our extended professional learning community to drive change in teaching practice that is immediate with high impact. This will take the form of embedding formative assessment and evidence based teaching into teaching practice to cater for a range of diverse learners. Staff will develop a repertoire of best practice feedback mechanisms. In addition, our school will develop a collaborative coaching and mentoring culture that supports all staff to further develop their capacity to improve student learning outcomes.

### 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.

- High Impact Assessment and Feedback
- Coaching & Mentoring Culture

### Resources allocated to this strategic direction

**Professional learning:** \$27,865.00

**Beginning teacher support:** \$45,504.00

### Summary of progress

Our 2020 Situational Analysis reflection indicated that feedback, assessment, coaching and mentoring should be strategic improvement plan focus areas. Preliminary ideas centred on the use of internal professional learning on formative assessment and renovating summative assessment to better cater for high potential and gifted learners. Furthermore, the use of a teacher mentor role for the duration of the Strategic Improvement Plan was hypothesised and established in 2021.

However, in 2021, we re-evaluated and reset in a new direction with a model that incorporated ongoing professional learning, coaching and mentoring sessions delivered by an external expert Brian Miller (Former Principal) that developed our executive teams' capacity to evaluate existing teaching and learning programs and assessments effectiveness. This will encompass changing formative and summative assessment practices, as well as catering for literacy, numeracy and high potential and gifted learners. A re-evaluation of the teacher mentor role in 2021, indicated that the role and responsibility would be best to be led by the Head Teacher, Teaching and Learning.

Opportunities were given to aspiring leaders to lead observational rounds to collaborate and develop leadership capacity. Unavoidable interruptions in semester 2, 2021 hindered the progress of this initiative, this necessitated the emphasis of reciprocal mentoring and coaching within faculties, to ultimately improve the confidence of staff delivering high quality teaching and learning.

The College Grade Point Average (CGA) initiative was established in 2021, with a select number of staff given professional learning and ultimately acting as Coaches. In 2022, the goal is to develop the capacity of a greater number of staff members to strengthen collaborative practice.

### 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
• Audit of T&L programs across KLA's confirm formative assessment practices, feedback and explicit teaching of literacy and numeracy are embedded in T&L programs across with evidence of student outcomes improving.	<b>Updated whole school Professional Learning plan exists for embedding formative assessment and feedback strategies. The timelines have been adjusted due to interruptions.</b>
• Whole school T&L plan details	<b>Updated whole school Teaching and Learning plan exists for</b>

<p>timeline for embedding formative assessment and high quality feedback strategies into classroom practice.</p> <ul style="list-style-type: none"> <li>• Leichhardt Rounds as a mechanism for classroom observation planned and implemented for a cross section of staff.</li> </ul>	<p><b>embedding formative assessment and high quality feedback strategies into classroom practice that reflects delayed implementation.</b></p> <p><b>Whole school plan exists. 6 funded beginning teachers participated in Leichhardt rounds, split into two groups for observation rounds, led by teacher mentor. Other experienced teachers utilised in mentoring program to lead small groups of beginning and new teachers to the campus. Lessons observed of mentor and mentees. Feedback via surveys indicates positive impact on new and beginning teachers. Unavoidable interruptions halted continuity throughout 2021.</b></p>
<ul style="list-style-type: none"> <li>• The school executive team undertake PD for executive leadership coaching.</li> </ul>	<p><b>Whole school plan exists. Executive involved in sessions with Brian Miller. Unavoidable interruptions led to adjustment of timeline. Head Teachers led faculties in TEAMS session in semester two examining assessment task and feedback mechanisms.</b></p>
<ul style="list-style-type: none"> <li>• Implement classroom teacher level 'Teacher Mentor' role that supports and mentoring all new staff, refinement of the role throughout 2021.</li> </ul>	<p><b>Teacher mentor role established in 2021 with experienced teacher. Regular sessions of coaching with new and beginning teachers. Unavoidable interruptions scaled back process and progress of mentoring. 100% satisfaction of beginning teachers with program and participates indicated greater confidence with ability to manage the classroom as a result of sessions.</b></p>



## Strategic Direction 3: High Expectations Culture for Excellence

### Purpose

Our purpose is to develop positive learning environments that support continuous improvement within a culture of high expectations for student achievement. There is a need for a clear continuum of support that includes specialist support for students with complexity and a focus on student well-being through the development of positive relationships. Our school will look to strengthen collaborative connections between parents, teachers, students and the community to provide quality learning opportunities and experiences to inspire our students and raise the level of students expectations, engagement and achievement.

### 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.

- Wellbeing Continuum of Support
- Connected learning community

### Resources allocated to this strategic direction

**Professional learning:** \$20,140.00

**Beginning teacher support:** \$11,660.00

### Summary of progress

A SSCLC wellbeing continuum of support has been developed that indicates the existing supports that 'all' (universal), 'some' (targeted groups) and 'few' (individuals) Years 7-10 students receive. Through establishing this continuum, changes to wellbeing practices have been put in place for example-changes to Moomba, On Track, the development of wellbeing plans and a comprehensive SSCLC Positive Behaviour for Learning website for staff. It has also highlighted the opportunities that exist to further support the student body (scope for future programs) and how to develop the capacity of the wellbeing team for example all wellbeing staff received professional learning in Mental Health First Aid training. From consultation with staff, it seems that an increased understanding of the various wellbeing, learning and enhancement team (LET) plans that exist needs to be developed. Closer consultation and further collaboration work will be done on this in 2022 to ensure that all teachers have a clear understanding of the various wellbeing and LET plans.

Student Led Conferencing (SLC) was undertaken in 2021, but, due to unavoidable interruptions, only Stage 4 students completed their sessions. The implementation of CGA mentoring and a move towards formative assessment practices has superseded the need for SLC for 2022 and beyond.

Curriculum provision increased with 4 new Various Interest Based Electives chosen by students. Co-curricular activity participation increased in 2021, for example Homework club, RAISE, Bro and Sista speak. Unavoidable semester two interruptions affected the continuity of the programs. In 2021, the Student Representation Council (SRC) had a review of election processes roles and responsibilities. A junior Aboriginal Education Consultative Group (AECG) was established in collaboration with the Balmain Campus. Unavoidable semester two interruptions affected the further establishment of community links.

Student Support Officer (SSO) role was introduced in semester 2 to strengthen community and school partnerships. SSO developed strategies in consultation with families resulting in improved attendance and students better meeting learning outcomes.

### 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
<ul style="list-style-type: none"><li>• TTFM surveys completed by students, parents and staff to achieve baseline data.</li><li>• &gt;80% staff report strong understanding and high consistency</li></ul>	<p><b>86% of students (in semester 1), 211 parents and 31% of staff that have completed the TTFM survey. The overall average wellbeing rating was 64.3%.</b></p> <p><b>65% of staff indicating that positive behaviour for learning universal</b></p>

<p>with school processes and procedures to support student engagement with learning.</p>	<p>practices are comprehensively in place from Self Assessment Survey (SAS).</p>
<ul style="list-style-type: none"> <li>• CGA implemented across 7-10 with core team of staff to complete interviews across each year group and evaluation completed.</li> <li>• Student led conferencing evaluated and reviewed based on evaluation survey results from staff, students and parents, with timelines and exemplars implemented for accountability.</li> <li>• Review of student leadership across the school and identification of opportunities to increase student voice.</li> <li>• Identification of program/initiatives to increase student engagement, connection to school especially in Y8-9.</li> <li>• Review of existing opportunities for students to have choice in learning, and identification of further opportunities for students choice in learning.</li> </ul>	<p><b>25 staff used as coaches across semester one and two. PL given to all staff. Survey results from staff involved indicate 78% feel timing of coaching sessions was suitable. Staff reported 86% of students were competent in setting goals. 79% understood how to calculate their CGA. Recommendations for 2022 and beyond 2 goals maximum is achievable by students. Staff recommended refinements for semester two sessions, that were implemented. Unavoidable interruptions to timeline of sessions.</b></p> <p><b>Unavoidable interruptions to student led conferencing in 2021. Years 7 and 8 only completed sessions. Surveys and staff feedback indicate staff concern with process. CGA coaching sessions focus for future. Revert to traditional parent/teacher evenings, still with student presence.</b></p> <p><b>Nomination process for SRC reviewed in 2021. 15 nominees for leadership/prefect roles for 2022. Process of years 7-9 nominees refined. Years 7 and 8 to have 1 representative voted from each core class- total 8 students per year. Year 9- 8 representatives to be voted in by year group after nominations. 2 representatives from the support unit to be voted in by all of unit. Role statements redefined for 2022.</b></p> <p><b>Increase in programs offered to students for 2021 but unavoidable interruptions halted progress. 15 students involved in RAISE mentoring in 2021. Increase in opportunities given to Aboriginal students- cultural workshops, great debate, establishment of junior AECG, cross campus initiatives- sista and bro speak improved attendance, weekly mentoring by external agency.</b></p> <p><b>Year 9 and 10 various interest based electives consolidated. Four new electives chosen by students in 2021. 87% of students would recommend the elective they studied to others. 81% of students enjoyed their VIBE elective in 2021. 93% of students indicated positive development in creativity, critical thinking, collaboration, communication and reflective skills(4c's+R). 90% of staff teaching VIBE classes indicated an increase in students ability to understand concept of a driving question and improved confidence in designing their own driving questions. 100% of surveyed staff indicated 83% of students improved their 4C's +R capabilities.in 2021 Learning from home did affect some courses original plans and choices of projects.</b></p>
<ul style="list-style-type: none"> <li>• Improvement in the percentage of students attending school more than 90% of the time to be tracking 2% or higher above the school's lower bound system negotiated target of 82.1%</li> <li>• Improvement in the percentage of Aboriginal students who attend school &gt;85% of the time to be 2% or higher above the school's lower bound system negotiated target.</li> </ul>	<p><b>74.72% of students attending school more than 90% of the time from SCOUT data for 2021.</b></p> <p><b>29.3 % of Aboriginal Students attend school&gt;85% of the time, based on SCOUT data for 2021.</b></p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$260,513.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sydney Secondary College Leichhardt Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release for targeted professional learning around dyslexia</li> <li>• consultation with external providers for the implementation of appropriate curriculum adjustments and support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All ILPs 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><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student ISPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$33,249.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sydney Secondary College Leichhardt Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Literacy &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Literacy and Numeracy small group tuition to support identified students with additional needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support [name] program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> expansion of the team to support the additional learning needs of students who are experiencing educational disadvantage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to engage the literacy and numeracy small group program to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent and strengthen processes to support regular school attendance.</p>
<p>Aboriginal background</p> <p>\$25,792.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sydney Secondary College Leichhardt Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a</p>

<p>Aboriginal background</p> <p>\$25,792.31</p>	<p>broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in Aboriginal families engaging in the PLP process including attendance at Pride Night, Ngara Homework club and Norta Norta.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued targeted support of Aboriginal students to achieve expected growth or higher in literacy &amp; numeracy including data analysis and tracking of literacy and numeracy outcomes in PLAN 2 .</p>
<p>English language proficiency</p> <p>\$62,431.77</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sydney Secondary College Leichhardt Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 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><b>After evaluation, the next steps to support our students with this funding will be:</b> to enhance the design of student assessments that reflect the needs of EAL/D learners across all KLA's . Targeted professional development for EAL/D teachers will be provided to enable continued support of teachers across all KLA's in the form of co-teaching and co-planning student assessments.</p>
<p>Low level adjustment for disability</p> <p>\$169,996.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Sydney Secondary College Leichhardt Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$169,996.85</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Literacy &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention small group mathematics and literacy program to increase learning outcomes</li> <li>• 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</li> <li>• support for students in provision of disability provisions.</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 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 including co curricular activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> 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. This includes an induction program and ongoing professional development and support for staff.</p>
<p>Professional learning</p> <p>\$61,255.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sydney Secondary College Leichhardt Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Literacy &amp; Numeracy</li> <li>• High Impact Assessment and Feedback</li> <li>• Coaching &amp; Mentoring Culture</li> <li>• Wellbeing Continuum of Support</li> <li>• Connected learning community</li> <li>• Data Skills in Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• collaboration within and across faculties to analyse assessment data</li> <li>• professional learning activities on explicit teaching of literacy including reading comprehension.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the establishment of continuous high impact professional learning for all school staff. The professional learning plan supports the professional growth of all teachers to strengthen evidence based teaching practice across the school to elicit growth in students progress and achievement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to ensure that the professional learning is high impact and is driven by identified student and staff needs.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$89,236.89

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.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Explicit Teaching of Literacy & Numeracy
- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups
- providing targeted, explicit instruction for student groups in literacy/numeracy - use of PLAN2. to identify focus areas.
- providing intensive small group tuition for identified students who were identified as significantly impacted through learning from home.
- development of resources and planning of small group tuition
- providing professional learning for COVID educators in PLAN2

**The allocation of this funding has resulted in:**

the majority of the students in the program achieving progress towards their personal learning goals. Of students required to meet HSC minimum standards in after Literacy intervention 50% of students in their second attempt met the HSC Minimum standard, 85.7% of students met the standard after their third attempt.

**After evaluation, the next steps to support our students with this funding will be:**

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. The development and refinement of resources and identifying students for small group tuition will be a priority.

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	615	586	589	531
Girls	316	335	349	381

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.7	94	95.4	93.5
8	92.3	91	93.2	92.3
9	90.9	90.7	92.3	89.9
10	90.5	90	91.1	88.9
All Years	92.1	91.5	93.1	91.2
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	n/a	n/a	n/a
Employment	n/a	n/a	n/a
TAFE entry	n/a	n/a	n/a
University Entry	n/a	n/a	n/a
Other	n/a	n/a	n/a
Unknown	n/a	n/a	n/a

#### Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Sydney Secondary College Leichhardt Campus undertook vocational education and training in 2021.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	43.7
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

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In 2021, staff professional learning was directly aligned to initiatives in the School Improvement Plan (SIP). The focus was on improving head teacher capacity to drive improved learning outcomes through each faculty. The school engaged a education consultant with an expertise in leading literacy improvement to work with the executive team.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,793,046
<b>Revenue</b>	11,130,914
Appropriation	10,526,607
Sale of Goods and Services	47,994
Grants and contributions	544,376
Investment income	1,937
Other revenue	10,000
<b>Expenses</b>	-11,346,123
Employee related	-10,269,221
Operating expenses	-1,076,902
<b>Surplus / deficit for the year</b>	-215,209
<b>Closing Balance</b>	1,577,837

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	341,086
<b>Equity Total</b>	291,471
Equity - Aboriginal	25,792
Equity - Socio-economic	33,250
Equity - Language	62,432
Equity - Disability	169,997
<b>Base Total</b>	8,789,835
Base - Per Capita	239,501
Base - Location	0
Base - Other	8,550,335
<b>Other Total</b>	833,282
<b>Grand Total</b>	10,255,674

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021 at Sydney Secondary College Leichhardt Campus, the school community participated in Tell them From Me surveys.

Parents/ carers reported high levels of satisfaction with general communication from the school (72%), 73% of parents had very high satisfaction levels with resources supplied during Learning from Home, and with feedback that students received from teachers to improve the quality of their work. 81% of parents reported that they were satisfied with the breadth and choice of subjects available in the school.

For students, a high percentage reported that they have a positive sense of belonging, feeling accepted and valued within the school. 85% reported having positive relationships within the school with peers and we were well above the NSW Govt Norm for positive student-teacher relationships. 71% of students reported trying hard to succeed in their learning at school. 83% of students reported they know where to seek help if they are being subjected to bullying behaviours. Students reported high levels of satisfaction with school facilities and provision of shaded areas. The majority of students 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 complex students including behaviour in the classroom.

The survey indicated opportunities to improve in the future are focused on the consistent use of school processes and procedures to deal with student behaviour and maintenance of high expectations across all classrooms. A focus on creating more positive learning environments with improved classroom facilities and including more effective feedback to students and supporting students with their learning goals are an ongoing initiative in our current school plan.

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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SSC Leichhardt Campus had 38 Aboriginal and Torres Strait Islander students enrolled in 2021. The Aboriginal Education Team 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 2021, 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 2021 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 P&C supplemented the Department 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 for a withdrawal small group program called Norta Norta. 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.

Aboriginal excellence has been recognized during 2021 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 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. The school also engaged with the Aboriginal Education Consultative Group and formed a Junior AECG which is providing students with additional leadership opportunities and skills.

Students were supported to transition into SSC Leichhardt and to SSC Blackwattle Bay campuses in 2021. With multiple transition events that focused on building relationships, school readiness and connectedness to place.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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Embracing cultural diversity is an essential part of the teaching and learning programs at all three campuses. In 2021, 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 2021, we had 316 students Language background other than English (LBOTE) students enrolled at Leichhardt campus. Our main LBOTE student background composition included Mandarin, Spanish, Vietnamese, Cantonese, Italian and Greek.

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 identified 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

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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.

## Multicultural and anti-racism education - School Statement

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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. With community support the school does its best to ensure a culturally inclusive, cohesive and safe and engaging learning experience for all students. Each campus has an Anti-Racism officer. All students have been made aware of who the Anti Racism Contact Officer (ARCO) is in the school and the procedure for making complaints of racism are published in the school newsletter and outlined by the ARCO at student assemblies.

A Harmony Day assembly celebrated the diversity of teachers, students and the wider community at Leichhardt campus in Term 1.