

2021 Annual Report

Sydney Secondary College Blackwattle Bay Campus



Sydney Secondary College Blackwattle Bay



8539

Introduction

The Annual Report for 2021 is provided to the community of Sydney Secondary College Blackwattle Bay Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Sydney Secondary College Blackwattle Bay Campus

Taylor St

Glebe, 2037

www.sscbwattle-h.schools.nsw.edu.au

sscbwattle-h.school@det.nsw.edu.au

9660 5688

School vision

Sydney Secondary College Blackwattle Bay Campus will challenge students of all abilities to achieve excellence as successful, future focused learners through positive participation in a changing society. By offering a differentiated, inclusive and rigorous curriculum to our students, they will become resilient, responsible and independent young adults, respectful of diversity and advocates for social justice. In partnership with parents and the community, our highly motivated and professional staff will encourage each student to achieve their full potential as good communicators, creative thinkers and problem solvers in a disciplined and caring environment, based on mutual respect.

School context

Sydney Secondary College Blackwattle Bay Campus is the senior campus for Sydney Secondary College. Balmain Campus and Leichhardt Campus are the two junior campuses which feed into Blackwattle Bay Campus. The College caters for all learners with an academically selective stream, comprehensive stream, support classes for students with disabilities, (Intellectual, Physical and Autism), International students and Aboriginal students. The campus embraces and celebrates the diversity of the student population and creates outstanding opportunities for future focused learning with a genuine focus on post school opportunities.

Blackwattle Bay Campus caters for one of the largest Higher School Certificate cohorts in the state, offering an extensive curriculum to meet the needs of all students. Strong links to TAFE and universities, community organisations, large business corporations and smaller local businesses provide a range of opportunities and support for students to explore future pathways. Excellent student wellbeing programs, including regular mentoring programs, sporting opportunities, leadership opportunities and extensive extra curricula activities give students a strong sense of belonging to the school. A very supportive and proactive P&C community meet regularly.

Student performance is one of the key factors in determining focus areas for further improvement. The data analysis of student HSC results demonstrate that students generally performed well, however there is opportunity for improvement. These opportunities are more evident when the data is separated into boys and girls HSC results and selective and mainstream results. There is a strong trend that boys do not perform as well as girls in both selective and mainstream groupings, and consequently there is a need to include a focus on Boys Education in future planning.

Feedback from School Planning Surveys and educational research (CESE, Hattie and Sharratt), identified areas to improve pedagogy. These include improving formative feedback to students, to inform future learning and improvement. Teaching and learning strategies such as Quality Teaching Rounds, HSC High Leverage Strategies and the Pivot feedback surveys are included in the School Improvement Plan.

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

HSC data analysis highlights opportunities to improve HSC results for all students. To achieve this in a school with a diverse student population, data analysis for selective and mainstream students will be mapped independently as will data for boys and girls. Teachers will evaluate their effectiveness through HSC data analysis and adapt their teaching practice through targeted professional learning.

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.

- Highly Effective Teaching Practices
- Boys Education Strategies

Resources allocated to this strategic direction

Professional learning: \$24,332.00

Summary of progress

The restrictions placed on schools due to Covid 10 presented challenges in meeting the activities to support improved student targets. In some cases professional learning activities could be adjusted to suit remote learning. An example of this relates to the research drawn from CESE on providing effective feedback to students. The focus for professional learning was adjusted to provide effective online feedback to students. This practice is now embedded across all faculties. Other planned strategies were not possible and will be included in the 2022 school improvement plan, including strategies to improve boys education.

The targets in this Strategic Area directly relate to HSC results. Unexpected events influenced these results. These included no trial examinations, uncertainty about whether the HSC Examinations would proceed, the delay of the examinations and students having limited access to teachers during this time, some practical tasks being cancelled, modified or internally marked, modified assessment tasks, an increase in early entry offers to university and the moderation of student assessment marks.

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
HSC Achievement Top Two Bands - Achievement by 2021 Whole School Growth 2019 Actual - 43% Baseline - 45.3% Lower Bound - 52.6% Teaching staff determined growth of 1.5% per year for each group in the Top Two Bands would be the agreed target. Top Two Bands - Achievement by 2021	In 2021 the goals for the top two bands were not met. 41.6% of students achieved in the top two bands. However, many of the initiatives within this goal were not able to be implemented or were implemented in a limited way due to Covid restrictions. However, the Pivot survey was implemented with 51 teachers engaging in the process. The pivot survey allowed staff to reflect on their practise in a genuine way, this was supported through guided professional learning run by both the school and provided by the company. HSC Professional Learning was undertaken by 12 teachers, covering all subject areas offered. The staff involved were able to implement the pedagogy presented into their classrooms and make changes in their practice to support growth in the students achievement. Two staff members were identified as demonstrating excellence in their engagement with the program and were chosen to become community of practice members. Limited professional learning underpinned by CESE informed best practice was presented throughout 2021, with a focus on formative feedback. This allowed staff to ensure they were implementing best practice around both formative and summative assessment through an online learning platform, including conducting yearly examinations. The Welfare Watch initiative allowed for early identification for students at risk of not achieving potential, this was particularly successful during the online learning period, with students at risk of disengagement being identified early before it became a

<p>Selective Boys - 57.3% (2019) - 58.8% (2021)</p> <p>Selective Girls - 71% (2019) - 72.5% (2021)</p> <p>Mainstream Boys - 30% (2019) - 31.5% (2021)</p> <p>Mainstream Girls - 38.4% (2019) - 39.9% (2021)</p>	<p>significant issue.</p> <p>In 2021 the school did not meet its identified targets. It is complex to quantify the impact of Covid on the students HSC results. Our results indicate Covid may have had a greater impact on mainstream students.</p> <p>Top Two Bands - Achievement in 2021</p> <p>Whole School Growth - 41.6% (2021)</p> <p>Selective Boys - 60.4% (2021)</p> <p>Selective Girls - 73.3% (2021)</p> <p>Mainstream Boys - 26.4% (2021)</p> <p>Mainstream Girls - 35.4% (2021)</p>
<p>HSC Achievement</p> <p>Top Three Bands - Attainment by 2021</p> <p>Whole School Growth</p> <p>2019 Actual 73.8%</p> <p>Baseline 72.2%</p> <p>Lower Bound 80.1%</p> <p>Teaching staff determined growth of 2.5% per year for each group in the Top Three Bands would be the agreed target.</p> <p>Top Three Bands - Achievement by 2021</p> <p>Selective Boys - 89.2% (2021)</p> <p>Selective Girls - 97% (2021)</p> <p>Mainstream Boys - 68.6% (2021)</p> <p>Mainstream Girls - 75% (2021)</p>	<p>In 2021 the goals for the top three bands were not met. 73.8% of students achieved in the top three bands. However, many of the initiatives within this goal were not able to be implemented or were implemented in a limited way due to Covid restrictions. However, the Pivot survey was implemented with 51 teachers engaging in the process. The pivot survey allowed staff to reflect on their practice in a genuine way, this was supported through guided professional learning run by both the school and provided by the company. HSC Professional Learning was undertaken by 12 teachers, covering all subject areas offered. The staff involved were able to implement the pedagogy presented into their classrooms and make changes in their practice to support growth in the students achievement. Two staff members were identified as demonstrating excellence in their engagement with the program and were chosen to become community of practice members. Limited professional learning underpinned by CESE informed best practice was presented throughout 2021, with a focus on formative feedback. This allowed staff to ensure they were implementing best practice around both formative and summative assessment through an online learning platform, including conducting yearly examinations. The Welfare Watch initiative allowed for early identification for students at risk of not achieving potential, this was particularly successful during the online learning period, with students at risk of disengagement being identified early before it became a significant issue.</p> <p>In 2021 the school did not meet its identified targets. It is complex to quantify the impact of Covid on the students HSC results.</p> <p>Top Two Bands - Achievement in 2021</p> <p>Whole School Growth - 73.8% (2021)</p> <p>Selective Boys - 89.1% (2021)</p> <p>Selective Girls - 94.7% (2021)</p> <p>Mainstream Boys - 62.2% (2021)</p> <p>Mainstream Girls - 73.8% (2021)</p>
<p>25% of boys participate in extra learning curricula activities. (TTFM survey)</p> <p>In 2019 10% of Year 11 boys participated in extra curricula activities.</p> <p>The 2021 TTFM survey will indicate 15% of Year 11 boys will participate in extra curricula activities.</p>	<p>No initiatives have currently been implemented towards Boys Education they will be implemented as the plan progresses in 2022 and beyond.</p>

Strategic Direction 2: Refine teacher practice and collaboration

Purpose

The situational analysis highlighted the need for teachers to improve lesson engagement including higher expectations for all students. Research suggests effective collaboration is the key to sharing successful and innovative evidence informed practices (CESE What Works Best April 2020).

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.

- Quality Teaching Rounds
- Quality Summative and Formative Feedback and Consistency of Teacher Judgement
- Stage Six Learning Alliance

Resources allocated to this strategic direction

Professional learning: \$48,740.00

Summary of progress

As with Strategic Area One, Covid impacted on the ability to implement all strategies. Teachers continued to engage in quality professional learning, with some modification. Under Covid guidelines it was not always possible for shared classroom observation during the Quality Teaching Rounds and with the need to modify Assessment Tasks and Reporting, it was not appropriate timing to work on consistency of teacher judgement. Unfortunately Covid also placed restrictions on the ability to form learning alliances with other senior campuses.

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
Twenty Four (37.5%) teachers participate in Quality Teaching Rounds in 2021.	In 2021 38% of teachers participated in Quality Teaching Rounds. The teachers who participated in the Quality Teaching rounds agreed that they were beneficial and made changes in their pedagogical practice after participating in the rounds. Two teachers were identified to present at the National Quality Teaching Academy conference in 2022. The majority of participants continue to wish to be engaged in the program and those who did not continue either left the school or did not have teaching loads. Lesson observations occur during terms 1 and 4 due to the nature of teacher workload in a senior campus. However, feedback from participants resulted in the groups meeting for reading discussions during Terms 2 and 3.
2020 data indicates 67% (TTFM survey) receive explicit teaching practices and feedback and 64% of parents and students (school planning survey) consider quality of feedback to students about their work as an opportunity for improvement. 2021 Targets 75% (TTFM survey) 75% (school planning survey)	63% (TTFM Survey) of students said that they received explicit teaching practices and feedback. 64% of parents and students (school planning survey) consider quality of feedback to students about their work as an opportunity for improvement. Ongoing professional learning with a focus on feedback contributed to maintaining parents and students perception of feedback in a complex Covid environment. Despite the Covid environment all staff had and successfully engaged with formative assessment and feedback as a PDP goal in 2021, this was supported with internal professional learning and at a faculty level.
2020 data indicates 35.2% (school planning survey) consider teachers delivering engaging lessons as a	2021 data indicates 38.2% (school planning survey) consider teachers delivering engaging lessons as a strength and 54.3% (school planning survey) consider teachers know how to teach their subject content as a

<p>strength and 37.6% (school planning survey) consider teachers know how to teach their subject content as a strength</p> <p>2021 Targets</p> <p>50% teachers delivering engaging lessons</p> <p>50% know how to teach their subject</p>	<p>strength. The implementation of the common PDP goal around formative assessment resulted in pedagogical change, evidenced by the survey results. Staff were able to respond more effectively to student learning needs through increased implementation of formative assessment. Quality teaching rounds continued to grow in 2021, staff noted changes in their pedagogy upon participating in these rounds, the positive impact of this is reflected in the parent and student feedback in these survey results.</p>
---	---

Strategic Direction 3: Student Wellbeing and Transition

Purpose

Evidence shows that higher levels of wellbeing are linked to higher academic achievement, school completion rates, better overall mental health and a social and responsible lifestyle. In a school environment wellbeing is supported by practices that foster students' sense of belonging and promote and value student voice. (CESE 2020). The school community aims to support students to make successful transitions to future learning and employment with the skills to make informed contributions as citizens and leaders.

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.

- Preparing for Post School Pathways
- Holistic School Student Wellbeing
- Transitioning to the Senior School Campus

Resources allocated to this strategic direction

Summary of progress

The whole school approach to student wellbeing and transition was adapted to meet Covid restrictions. Parent and student surveyed indicated transition advice provided to students and the ability of welfare programs to meet the needs of students showed less satisfaction than previous years. This can be attributed to the impact of Covid. Some progress was made towards the redesign of the student leadership program.

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
95% of parents and students consider the post school programs and advice to be accessible and useful (data sourced from school planning survey)	2021 data indicated 70.9% of parents and students considered post school advice to be accessible and useful and the school did not meet the 2021 Target of 80%. Due to Covid a number of career advice opportunities were cancelled, included the previously very popular careers expo.
80% of students think welfare programs support students, sourced from the school community survey. 80% of students have academic buoyancy (TTFM survey) 80% of students have a positive sense of belonging to the school (TTFM survey)	62% of parents and students think welfare program support students (School planning survey) 48% of students have academic buoyancy (TTFM survey) 63% of students have a positive sense of belonging to the school (TTFM survey) The survey results from 2021 are reflective of the impact Covid had on student engagement with the school. Parents and students appreciated the support offered from the wellbeing team throughout the lockdown period, as well as upon their return to school. The mentoring program was revised, with input from students. The school mentoring program was online and student directed. Whole school wellbeing days, such as Splendour at the Bay, were not able to go ahead. These are a critical part of the wellbeing program and build a sense of community amongst our students in the limited time they are here. Students were also impacted as the examinations were held online and this limited the amount of welfare and academic support able to be provided in a traditionally stressful environment.
Year 11 attendance data for Term 1 shows Year 11 students have	Year 11 attendance data for Term 1 showed that 84.5% of students had attendance rates greater than 85%

attendance rates greater than 85%.

Students who leave during Semester 1 go to alternate educational settings or employment.

Funding sources	Impact achieved this year
Flexible Funding for Wellbeing Services \$19,169.00	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Sydney Secondary College Blackwattle Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Student Support Officer to support vulnerable students <p>The allocation of this funding has resulted in: The full time employment of the Student Support Officer has resulted in students having accessing to wellbeing support. The Student Support Officer is an integral part of the student wellbeing team who work collaboratively to support individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of a Student Support Officer.</p>
Integration funding support \$43,827.99	<p>Integration funding support (IFS) allocations support eligible students at Sydney Secondary College Blackwattle Bay 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in: Positive and respectful relationships between the SLSO and student has resulted in the students feeling well support and able to achieve their potential.</p> <p>After evaluation, the next steps to support our students with this funding will be: SLSOs will be employed to meet the individual needs of students.</p>
Professional learning \$79,075.76	<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 Blackwattle Bay 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"> • Highly Effective Teaching Practices • Quality Teaching Rounds • Quality Summative and Formative Feedback and Consistency of Teacher Judgement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging casual teachers to release classroom teachers for participation in professional learning activities. <p>The allocation of this funding has resulted in:</p>

Professional learning \$79,075.76	Teachers participating in quality teaching rounds and Quality Teacher training and participation in PL groups. Teachers participating in subject specific HSC high leverage professional learning Teachers participating in professional learning with subject specific professional learning After evaluation, the next steps to support our students with this funding will be: Not all professional learning funds could be spent during the year due to the shortage of casual teachers. These will be rolled into 2022 planning.
Socio-economic background \$29,744.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Sydney Secondary College Blackwattle Bay Campus who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this equity loading include: <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items The allocation of this funding has resulted in: Positive and respectful relationship among students and staff promoting wellbeing and optimum conditions for student learning across the whole school. After evaluation, the next steps to support our students with this funding will be: Ongoing early identification of students requiring financial assistance to support learning outcomes.
Aboriginal background \$80,661.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sydney Secondary College Blackwattle Bay Campus. Funds under this equity loading have been targeted to ensure that 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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this equity loading include: <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 The allocation of this funding has resulted in: Improved communication with Aboriginal families to encourage attendance and improve learning outcomes and post school opportunities. After evaluation, the next steps to support our students with this funding will be: Ongoing employment of an Aboriginal Education Officer one day a week at Blackwattle Bay Campus.
English language proficiency \$106,007.57	English language proficiency equity loading provides support for students at all four phases of English language learning at Sydney Secondary College Blackwattle Bay Campus.

<p>English language proficiency</p> <p>\$106,007.57</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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Improved wellbeing and learning outcomes for EALD students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to include EALD as a discreet course in the school's curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$107,486.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Sydney Secondary College Blackwattle Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: This funding supported students with additional learning and wellbeing needs to complete the Higher School Certificate.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement and evaluate the employment and role of an Learning and Support Teacher.</p>
<p>COVID ILSP</p> <p>\$106,199.79</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Early intervention for students needing assistance in subject specific literacy and/or numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue tutoring program</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	441	501	493	469
Girls	277	275	310	301

Student attendance profile

School				
Year	2018	2019	2020	2021
11	90.9	90.2	92.4	89.9
12	91.3	91.3	91.5	89.4
All Years	91.1	90.7	92	89.6
State DoE				
Year	2018	2019	2020	2021
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	87.7	87.5	89.1	85.1

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	1	8
Employment	N/A	20	3.5
TAFE entry	N/A	22	12
University Entry	N/A	0	60
Other	N/A	34	8
Unknown	N/A	24	8

Year 12 students undertaking vocational or trade training

34.31% of Year 12 students at Sydney Secondary College Blackwattle Bay Campus undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Sydney Secondary College Blackwattle Bay Campus expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1.5
School Administration and Support Staff	16.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,357,189
Revenue	11,301,716
Appropriation	10,490,644
Sale of Goods and Services	144,398
Grants and contributions	637,946
Investment income	2,176
Other revenue	26,552
Expenses	-10,869,598
Employee related	-10,080,309
Operating expenses	-789,289
Surplus / deficit for the year	432,118
Closing Balance	1,789,307

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	32,271
Equity Total	323,898
Equity - Aboriginal	80,661
Equity - Socio-economic	29,744
Equity - Language	106,008
Equity - Disability	107,486
Base Total	9,098,820
Base - Per Capita	203,465
Base - Location	0
Base - Other	8,895,355
Other Total	693,176
Grand Total	10,148,165

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

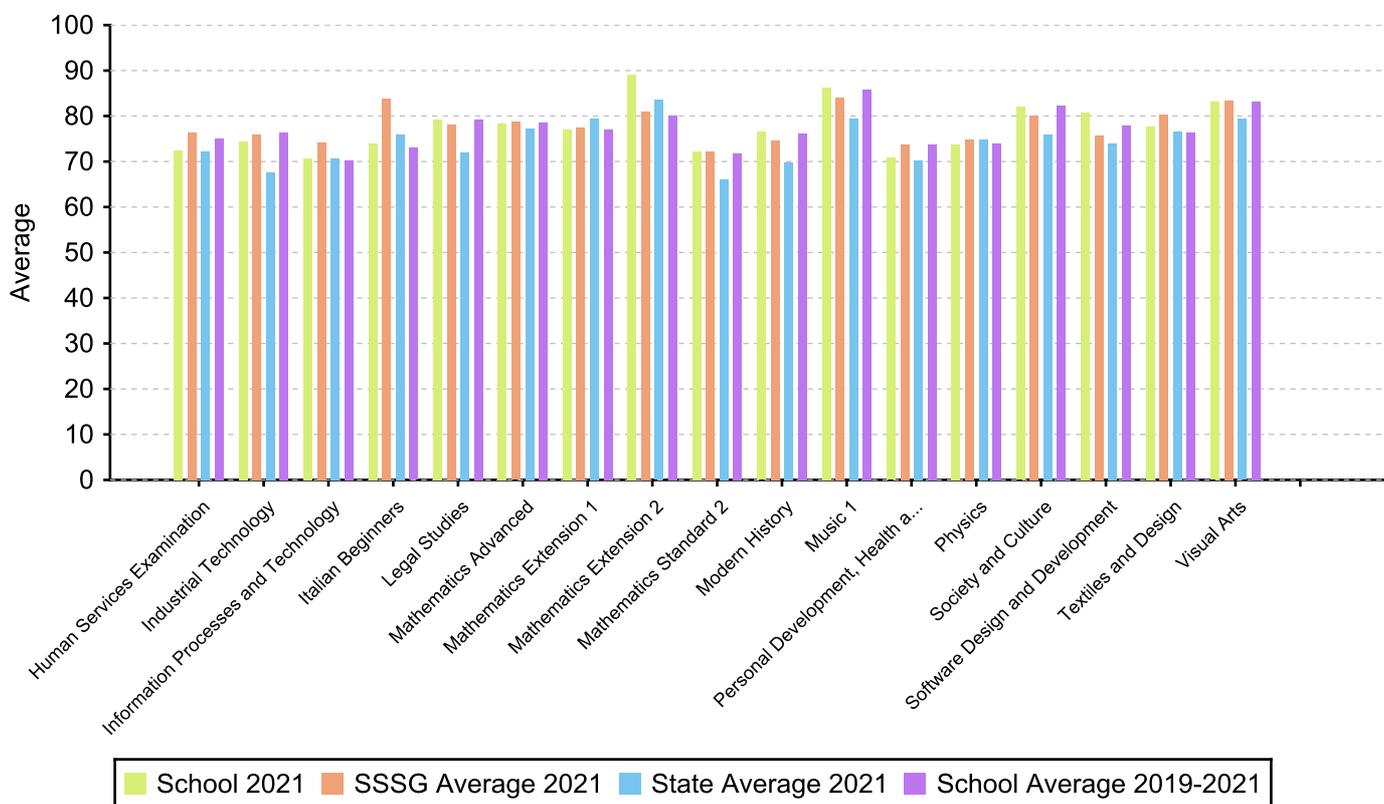
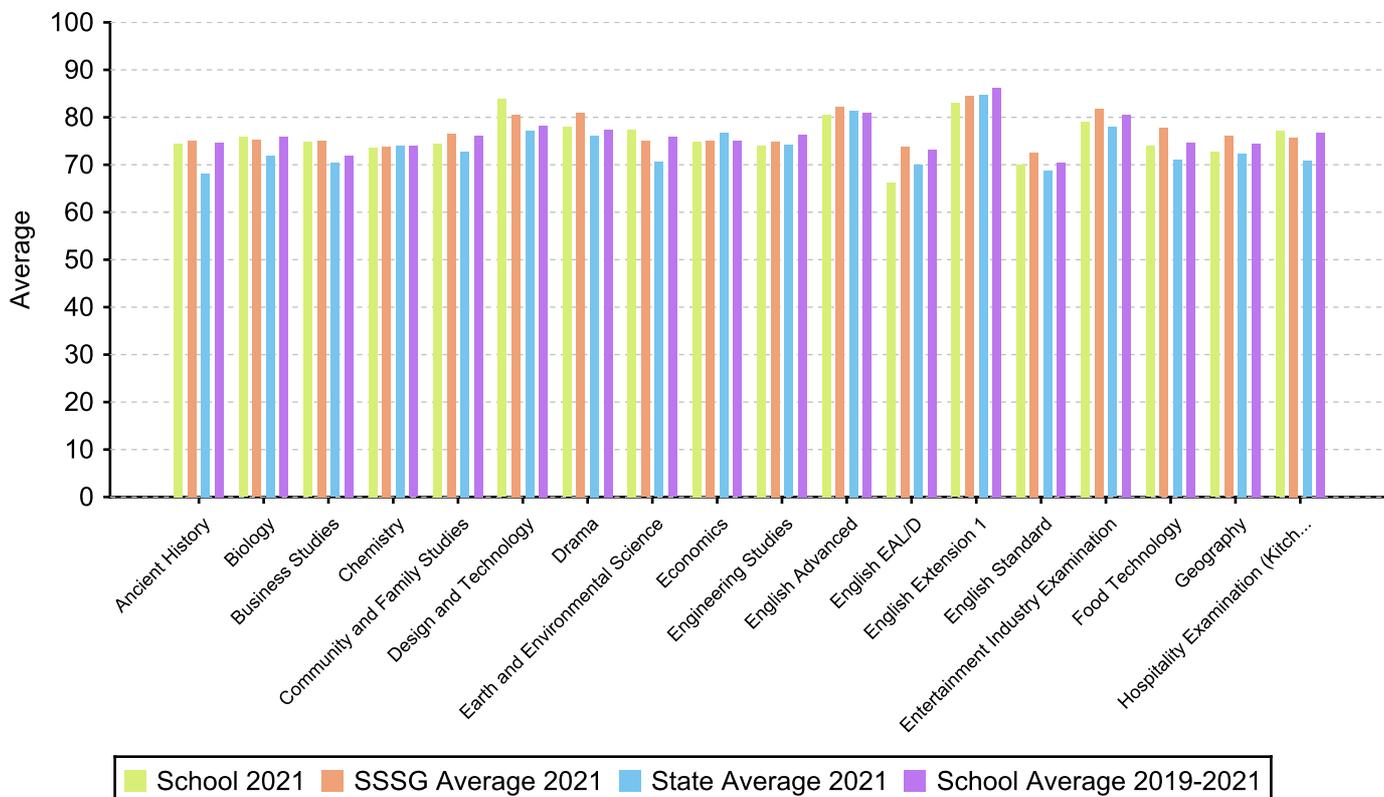
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	74.4	75.1	68.1	74.6
Biology	75.8	75.2	71.9	75.9
Business Studies	74.8	75.1	70.4	71.9
Chemistry	73.6	73.8	74.1	73.9
Community and Family Studies	74.4	76.6	72.7	76.1
Design and Technology	83.8	80.6	77.2	78.2
Drama	77.9	80.9	76.1	77.4
Earth and Environmental Science	77.4	75.0	70.6	75.8
Economics	74.9	75.1	76.7	75.0
Engineering Studies	74.0	74.8	74.1	76.4
English Advanced	80.5	82.2	81.4	81.0
English EAL/D	66.3	73.9	70.0	73.2
English Extension 1	83.0	84.5	84.8	86.2
English Standard	70.0	72.6	68.8	70.3
Entertainment Industry Examination	79.1	81.9	77.9	80.6
Food Technology	73.9	77.7	71.0	74.7
Geography	72.7	76.1	72.4	74.4
Hospitality Examination (Kitchen Operations and Cookery)	77.1	75.7	70.8	76.8
Human Services Examination	72.5	76.4	72.3	75.1
Industrial Technology	74.5	75.9	67.7	76.4
Information Processes and Technology	70.7	74.1	70.8	70.2
Italian Beginners	74.0	83.9	75.9	73.0
Legal Studies	79.3	78.2	72.0	79.2
Mathematics Advanced	78.3	78.7	77.4	78.5
Mathematics Extension 1	77.0	77.5	79.5	77.1
Mathematics Extension 2	89.2	81.0	83.5	80.2
Mathematics Standard 2	72.3	72.2	66.1	71.7
Modern History	76.5	74.6	69.7	76.1
Music 1	86.3	84.0	79.4	85.9
Personal Development, Health and Physical Education	70.8	73.8	70.3	73.7
Physics	73.7	74.8	74.8	73.9
Society and Culture	82.0	80.1	76.0	82.3
Software Design and Development	80.8	75.8	74.0	77.9
Textiles and Design	77.7	80.3	76.6	76.4
Visual Arts	83.1	83.4	79.4	83.3

Parent/caregiver, student, teacher satisfaction

Two survey types were used in 2021 to measure parent/caregiver, student and teacher satisfaction. These were the Tell Them From Me (TTFM) survey and the school developed School Planning Survey.

Due to the impact of COVID the TTFM survey was only distributed to Year 12 students at the end of year. 252 students completed the survey. In 2021 there has been a continuing downward trend in several the engagement areas particularly participation in extracurricular activities and sport, this may be linked to the opportunities available due to COVID as well as changes in the school offerings around sport. The school sat above the state mean both in students with positive behaviour at school and positive learning climate. Overall, the survey shows the continuing downward trend in relation to student engagement and their perceived outcomes, this is reflective of post COVID-19 attitudes.

The school developed school planning survey was distributed for the second year to parents, teachers, and students. It was completed by 38 parents, 161 students and 66 teachers. The survey asked for responses to identify strengths of the school or opportunities for improvement within the school.

Strengths of the school identified by:

Teachers

- Teachers have expert subject knowledge
- Post school advice is accessible and useful
- Front office staff are friendly and approachable

Students

- Teachers have high expectations for students
- Technology is used appropriately and beneficially in the classroom
- Front office staff are friendly and approachable
- Opportunities for students to take on leadership roles
- The use of past students to tutor current students
- There is a wide choice of subjects available

Parents/Caregivers

- There is a wide choice of subjects available
- The use of past students to tutor current students
- Front office staff are friendly and approachable
- Post school advice is accessible and approachable

Opportunities for improvement identified by:

Teachers

- Students have a strong sense of belonging to the school

Students

- The quality of teaching in every course is high
- Quality of assessment task given to students
- Communication with community
- Teachers deliver engaging lessons

Parents/Caregivers

- Head Teachers maintain a focus on quality teaching in the classroom
- Teachers deliver engaging lessons
- Quality to feedback to students about their work
- The school is well resourced to support learning
- The quality of teaching in every course is high

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.