

2022 Annual Report

Sydney Secondary College Balmain Campus



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Introduction

The Annual Report for 2022 is provided to the community of Sydney Secondary College Balmain Campus as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Balmain Campus enjoyed a successful year in 2022 and a return to normal curricular and extracurricular activities for the most part. It was great to see sport activities up and running again, including Tuesday sport, carnivals and college events, along with school camps for years 7 and 10 and school excursions.

There were a number of positive changes to the school site in 2022, with the school wide air conditioning and solar panels completed, along with metal sheeting improving the functionality and appearance of some concreted areas and a new permanent classroom.

We introduced two new educational programs in 2022 - Big Picture, a rigorous and highly personalised approach to education which combines academic work with real-world learning, and the T-Centre, a semester program catering to the needs of stage 4 learners that need support in re-engaging with school.

Our Wellbeing processes were bolstered in 2022 with the appointment of Margot, our Student Support Officer (SSO). Located in the newly refurbished SSO space, Margot quickly built relationships with many students who seek her out for support when needed. This has allowed the Head Teacher Welfare and the school counsellor to focus more on students with high level or acute wellbeing needs.

In curriculum, year 9 were the first group to undertake the new 100 hour elective courses, and choose their second 100 hour courses for year 10. The first group of HSC Acceleration completed their HSC in their accelerated subject in 2022. Earth and Environmental Studies in particular achieved outstanding results.

I look forward to another successful year at Balmain Campus in 2023.

Ingrid Koodrin

Principal

Message from the school community

Monthly P&C meetings continued from the beginning of 2022, with a mix of face to face and virtual meeting formats. The monthly P&C meetings are the ideal way for community members to engage with the school and hear about the issues that will affect their child's journey through their high school years. The Principal, school executive and teaching staff report monthly to the P&C on school planning, student welfare, curriculum matters and policy developments.

In 2022, the P&C proposed and passed a change to the meeting frequency from monthly meetings, to meetings in week 3 and 8 of every term. This started from Term 3 and the revised timing of meetings allows for better P&C planning and decision making which aligns with the school term dates. The P&C were again successful in 2022, in securing another

Community Building Partnership Grant - with \$28,000 being allocated to phase 2 of a whole school bathroom upgrade.

The P&C also funded a variety of initiatives including the purchase of a Coffee Cart, funding for the Breakfast Club, Gold Award excursions, Year 10 2022 Dux prize, and the Annual World Teacher's Day lunch. The continuation of the P&C Small Grants Program saw funding allocated to a variety of student-led initiatives including the RoboCup team, T-Centre projects, the dance ensemble and supporting sports groups.

The P&C held a number of events in 2022, focusing on the opportunities for the community to get together and socialise after several years of disruption. The year started with the annual Year 7 parents and carers welcome event in the school hall with a great turn out of parents and school staff. A Year 7 family picnic was held in October at Gladstone Park, Balmain, providing a great opportunity for many parents to connect or reconnect with each other. A P&C end of year party was held in late November at the Gladstone Park Bowling Club, with entertainment provided by local cover band comprising of several parents from SSC Balmain - The Grateful Dads.

We look forward to continuing to work with the school and community members in the coming year to continue to enhance our students' time at Sydney Secondary College Balmain.

Nicole Swanson

P&C President.

Message from the students

After a tiresome couple of years battling through COVID-19 the students, staff, teachers and parents at SSCBC are doing a fantastic job getting back on track with normal school life. All of our extracurriculars were able to start up face to face again and are running better than ever. After the challenges of online practices and concerts we were all so happy to hear our instrumental music program (IMP) back in action. Led by Director Richard Brus we were able to experience live concerts that featured all of the ensembles. After being trapped indoors for so long, the community at SSCBC was longing to start up our sporting programs again. Thankfully in 2022 our Tuesday sporting groups and competitions, as well as our talented athlete program (TAP) and other inter-school gala days and competitions were all able to resume. We had brilliant outcomes at our athletic, swimming and cross country carnivals with a number of students reaching regional and state level.

2022 saw the reinstallation of peer support, a program that aims to help our new year seven students settle into high school and form relationships. These sessions are run by the new year ten students and we had an overwhelming number of year nine students who were eager to take part in multiple training sessions, preparing them for the day at high school, orientation days and the new year.

Getting into all of our old programs was fantastic but everyone was excited about the new ones we introduced. A new way of learning found its way to Balmain, the Big Picture Program. This new class allows students to focus on their passions in life. Instead of taking normal classes, students work on a project through a term. This can be anything they want and allows them to pursue what they love. Not only this but a new elective HSC Accelerated Modern History was introduced. This is where year 10 students can complete the HSC Modern History course early so that they do not have to do it later and can focus on other subjects.

In term two, the school introduced the coffee cart. A fantastic new program which taught students how to make coffee. We were taken out to barista training for a day and they taught us how to make many different types of coffee. Through the coming months after that the school set up a coffee cart in the mornings where teachers could come and buy coffee that the students would prepare. Everyone found the program very useful and are excited that they can use these skills for work. Overall 2022 was a refreshing and reviving year for all. In one year we have already achieved an incredible amount and can't imagine how much more we will do this year, as we leave Covid further and further behind us.

Stella Georgakis & Nick Graves

School Captains 2023

School vision

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

School context

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

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

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

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

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Student achievement in Literacy and Numeracy

Resources allocated to this strategic direction

Integration funding support: \$56,042.00

Aboriginal background: \$5,000.00

Professional learning: \$16,127.00

English language proficiency: \$168,873.00

Low level adjustment for disability: \$181,738.00

Summary of progress

Our focus in 2022 for Strategic Direction 1 was around student achievement in literacy and numeracy. The impacts of lockdown and the suspension of some specialist programs in 2020-21 is still apparent in the outcomes from internal and external assessment, including NAPLAN, and in 2022 we worked hard to provide high quality support in literacy and numeracy.

In literacy, an additional period was added into English to allow for our reading program. The Renaissance Reading program continued for stage 4 in 2022, with the addition of year advisers supervising to help build trust and confidence in reading and a more consistent approach across classes. Now in it's 4th year, the outcomes are reflected in the high level (99%) of first attempts for year 10 HSC minimum standards in literacy. In professional learning the literacy focus has been on use of exam verbs and short answer questions in stage 5. The aim is to improve student writing responses by scaffolding answers and building comprehension skills, sentence structure and paragraph structure. Additional measures to support literacy included the introduction of a study sheet as part of maths assessment tasks, which were marked for spelling and grammar. In 2023, mandatory reading sessions will be introduced in year 9 and 10 English periods

The learning and support team continued to support students with additional learning needs in literacy through the development of IEPs and delivering maclit programs. Individual students received targeted support from SLSOs to help with comprehension and classwork completion.

In numeracy, an additional period was added into maths to allow for a dedicated numeracy period per cycle. This has focussed on core numeracy skills - multiplication and division, addition and subtraction, and fractions, decimals, and measurement as these are skills were identified in our testing as needing improvement. We ran a diagnostic assessment of our year 7 students at the end of semester one and saw an overall improvement in their core skills of 17 %. and 89.5% of students improving their numeracy skills. This has meant that we will be able to target students who are HPGE in Mathematics and create a compacted curriculum for Year 8 in 2023. Maths staff completed the Leading Secondary Numeracy Program and delivered PL to staff, and a cross-KLA task was developed for numeracy with CAPA around measurement in Year 7.

Our COVID ISLP funding in 2022 was used to target a group of 20 Year 7 students for small group tuition in Numeracy. Students for this program were selected based on their results of a Numeracy Assessment for Stage 3, testing students' readiness to work in Stage 4 Mathematics..

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Reading Top 2 Bands	While the top two reading bands for year 9 have declined since 2019, they remain above the school's 10 year average and well above similar schools

Increase the proportion of students achieving in the NAPLAN top 2 reading bands by 12.5%	and state averages.
NAPLAN Numeracy Top 2 Bands Increase the proportion of students achieving in the NAPLAN top 2 numeracy bands by 10%	Top two numeracy bands have remained steady since 2019, and in 2022 above similar school and state averages.
NAPLAN Reading Expected Growth Increase in the NAPLAN expected growth in reading by 4%.	Expected growth figures for 2022 are unavailable as year 9 students did not sit NAPLAN in 2020. In 2021, 60.6% of students reading results in NAPLAN 7 reading were at or above expected growth levels. 57.2% of students results in NAPLAN 9 reading were at or above expected growth.
NAPLAN Numeracy Expected Growth Increase in the NAPLAN expected growth in numeracy by 5%	Expected growth figures for 2022 are unavailable as year 9 students did not sit NAPLAN in 2020. In 2021, 76.7% of students results in NAPLAN 7 numeracy were at or above expected growth levels. 44.4% of students results in NAPLAN 9 numeracy were at or above expected growth.
NAPLAN Writing Expected Growth Increase in the NAPLAN expected growth in writing by 5-10% from 2019 results.	Expected growth figures for 2022 are unavailable as year 9 students did not sit NAPLAN in 2020. In 2021, 62.1% of students results in NAPLAN 7 writing were at or above expected growth levels. 61.7% of students results in NAPLAN 9 writing were at or above expected growth.
NAPLAN outcomes for Aboriginal students Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy	Due to the very small amount of Aboriginal students in year 9, no statistically significant data is available
NAPLAN outcomes for Aboriginal students Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy	Due to the very small amount of Aboriginal students in year 9, no statistically significant data is available

Strategic Direction 2: Wellbeing and Engagement

Purpose

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

Initiatives

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

- Whole school approach to wellbeing and engagement

Resources allocated to this strategic direction

Socio-economic background: \$28,056.00

Aboriginal background: \$12,683.00

Summary of progress

A range of strategies were implemented to improve attendance. The Attendance Manager position was consolidated at the beginning of the year, new Attendance Policy/Procedures were developed and formalised in collaboration with the Attendance Manager, SASS and Senior Exec, and were communicated to the community. There was a review and analysis of historical suspension data for trends, and strategies were identified to address the needs of student groups over-represented in the historical suspension data. To improve engagement in Year 10 students at the end of the year, Work Experience was extended to two weeks, and Wellbeing Week introduced.

A wide variety of strategies were employed to support Aboriginal and Torres Strait Islander students. Pride Night was held and student PLPs were developed. All Aboriginal students matched with a teacher mentor. New Aboriginal Education roles and structures were developed and communicated, including an additional AEO position to support students in Stage 5 students. A decision was made to hire a full time AEO for 2023. A structured system was developed for collaborative monitoring of teacher mentoring of Aboriginal and Torres Strait Islander students (Google Doc for teachers to fill in each fortnight). An external mentoring program, Pirru Thankaray was engaged and sessions with student commenced. Professional Learning of the whole staff took place about Aboriginal Education at the school, PLPs and staff mentors. This allowed the whole staff to engage with PLPs and provide feedback to student mentors. Individualised careers advice was provided for Aboriginal and Torres Strait Islander students.

Student wellbeing has been supported through the appointment of a new school counsellor, the engagement of a number of external providers such as Safe Minds and Love Bites, the creation of a new space for students seeking support from the SSO, Wellbeing Week was trialled for Year 10, and school-based procedures were adapted to meet obligations under IER. Year 7 and 8 Year Advisers were provided with additional opportunities in their timetable to connect with students in their year group. Girls club and boys club increased their days of operation. Clubs and Extracurricular activities were re-established post-COVID. The Wellbeing Wednesday program was continued, with several year groups trialling having a theme for the term. Comprehensive Transition activities for 6 into 7 were reintroduced following the changed circumstances that occurred during COVID. This included the Peninsula Engagement Program, 6-7 family interviews, Day at High School and Orientation Day. A detailed handover of Year 10-11 high risk students, took place which included development of detailed documentation and a series of briefing meetings to support a strong and consistent handover process.

A number of initiatives to improve staff physical and mental health were implemented including The Amazing Race, Staff Member of the Month, RU OK?, and Premier's sporting challenge. The Balmain Social Committee is active, has re-introduced in-person social activities and has almost universal approval of its activities by staff. A range of events were run to support staff wellbeing, and related professional learning was offered. Staff surveys have been conducted to assess teacher wellbeing and allow an opportunity for staff to have input into initiatives.

Roles within the Wellbeing Team were expanded and new roles established. A Student Support Officer role was established, the Girls and Boys Adviser roles were expanded, a role description was written for the Transition Advisor. PBL was relaunched with a PBL teacher handbook designed and distributed to staff, PBL packs created and distributed. Professional Learning was held for head teachers about Tier 2 interventions. College wide discussions and professional learning were held about PBL consistency across the three 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
<p>Student Attendance:</p> <p>Increased percentage of students attending school more than 90% of the time by 13% from the system-negotiated baseline.</p>	<p>The attendance rate for Term 4 2023, at 84.4% showed an improvement on attendance in a pre-COVID period of for Term 4, 2019 at 83.1%. This is an increase of 1.5%</p> <p>Students attending greater than 90% of the time in Term 4 2019 was 48.6%, in the same period in 2023 it was 48.3%. Projected growth has not been achieved as a result of a number of factors including: high levels of anxiety and mental health issues following COVID and readjustment to face-to-face schooling, a growing expectation of parents and students to be able to access remote learning and have flexible learning plans despite face-to-face learning being the school's delivery method, a greater number of parents allowing students to have partial days at school due to mental health (outside of formal partial attendance plans), an increased number of families taking leave outside of holidays for family reunion.</p>
<p>Aboriginal Student Attendance:</p> <p>Increased percentage of Aboriginal students attending school more than 90% of the time by 12% from the system-negotiated baseline.</p>	<p>In Term 4 2021, 4.3% of Aboriginal and Torres Strait Islander students attended school greater than 90% of the time. In Term 4 2022, 22.2% of Aboriginal and Torres Strait Islander student attend school greater than 90%. This is an increase of well above the 12% targeted increase.</p>
<p>Student Wellbeing:</p> <p>Increased percentage of students positively reporting on sense of advocacy, belonging and high expectations by 5% from the system-negotiated baseline.</p>	<p>In 2021 68% (Semester 1) and 59% (Semester 2) reported a sense of belonging. In 2022 67% (Semester 1) and 69% (Semester 2) reported a sense of belonging. There has been an increase of 10% from Semester 2 2021 to Semester 2 2022.</p> <p>In 2021 6% (Semester 1) and 5.5% (Semester 2) reported a sense of advocacy. In 2022 6.0% (Semester 1) and 6.1% (Semester 2) reported a sense of advocacy. There has been an increase of 0.6% from Semester 2 2021 to Semester 2 2022.</p> <p>In 2021 7.1% (Semester 1) and 6.7% reported a sense of high expectations. In 2022 6.1% (Semester 1) and 7.0% (Semester 2) reported a sense of high expectations. There has been an increase of 0.3% from Semester 2 2021 to Semester 2 2022.</p>
<p>Staff Wellbeing:</p> <p>Increase in staff engagement, belonging and work satisfaction to 85% of teaching and support staff.</p>	<p>In 2021 88% of staff indicated that thw believed the school is a welcoming and culturally safe place. In 2022, 84% of staff indicated that they agreed or strongly agreed that they are "engaged and intellectually stimulated by their work". 70% of staff indicated that they agreed or strongly agreed that they are in "a comfortable environment and feel a sense of belonging when at work". 92% of staff provided positive feedback regarding initiatives to enhance staff wellbeing.</p>
<p>Student Engagement:</p> <p>Reduction in the number of students not satisfactorily completing year 10 by 30%.</p>	<p>Only seven students received N Determinations in 2021. 8 students were issued with N Determinations in 2022. This result has remained steady since 2021.</p>

Strategic Direction 3: Quality Teaching and Learning

Purpose

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

Initiatives

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

- Developing a culture of high expectations

Resources allocated to this strategic direction

Professional learning: \$60,000.00

Operational funds: \$20,000.00

: \$0.00

Summary of progress

Professional dialogue on goal setting frameworks, leadership, HPGE and differentiation strategies were a focus in faculty groups, school teams and whole school forums to ensure student engagement and high expectations were at the forefront of all planning and teaching practices. This saw the refinement and continued implementation of the College student goal setting framework (CLP), the continuation and expansion of the HSC Acceleration Program (HAP), the implementation of 100 hour curriculum Stage 5 electives, the application of high impact differentiation practices and the development of teacher middle leadership skills through the Pathways 2 Leadership program and Brian Miller coaching sessions. Teachers gathered a range of summative and formative data to plan for these educationally innovative activities and regularly reviewed a range of data sources to refine teaching policies, practices and procedures. Support has been provided for students through goal setting coaches and HSC mentor teachers whilst students have had a voice in curriculum delivery and assessment in the implementation of 100 hour stage 5 courses through the Student Voice and Choice program. The development of professional dialogue pods better equipped beginning and early career teachers to become middle school leaders this included the extension of the teacher induction program and early career teacher team plus the further promotion of the Pathways To Leadership Team as a space for all teachers to hone their leadership skills. Pathways to Leadership is growing as a team to combat the current teacher deficit and to engage early career teachers in leadership development skills. Student learning outcomes and engagement levels have been tracked through the collection of external data and the analysis of internal data including student goals, surveys and assessment data and have shown improvement across many domains.

Next year, in this initiative, staff will be reviewing data to better identify HPGE students, unpacking the differentiation tools from the Department of Education's HPGE Hub and Harvard's Project Xero Tool Box to equip staff with the appropriate learning tools to differentiate learning programs for HPGE students. Staff will be further developed, as internal experts, through teaching sprints in the application of differentiation tools. 2023 will also see the first of the HAP classes completing the remainder of their HSC subjects with the hope of students excelling across the board in these subjects given the early exposure to HSC rigors. The CLP process will continue to evolve and be adapted in the effort to find a best fit model for our setting and our community. 2023 will also see the completion of the first of our 100 hour cohorts in Stage 5 with the aim of further diverse curriculum exposure through an enriched and broadened curriculum offering. 2023 offers the school the opportunity to rest, reflect and reset through the external validation process and to develop a future focused vision which aligns to our Middle Schooling Model beyond EV and in the next phase of our planning cycle.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Proportion of staff who feel confident in providing student feedback increase by .4 points to 7.6, as one of the Four Dimensions of Classroom and School	Staff gave a collective rating of 7.1/10 to indicate an element of confidence in providing student feedback according to the "Focus on Learning" Teacher Report NSW Tell Them From Me Survey (Feedback as one of the four dimensions of Classroom and School Practice) demonstrating a .1

Practices in the "Focus on Learning" Teacher report for the Tell Them From Me Survey	movement overall down. Whilst the overall collective rating was slightly down the question of "giving students feedback on how to improve their performance on formal assessment tasks" was rated highly at 8.6/10, 1.3 points above the state average.
Increase the diversity of elective courses in stage 5 by ensuring an accumulative 12% increase in the variety of courses taken by students with introduction of 100 hour electives for 2022	According to internal Edval Subject Selection Elective Data there has been a 12.5% increase in course variety for 2022 Year 9 electives. In 2021 28 elective classes ran in year 9 with 22 subjects or courses in total with more than one class in Commerce, Food Technology, iSTEM, PASS and Visual Arts. In 2022 27 Year 9 elective classes will run offering 24 subjects or courses with more than one class in Commerce Business, Food Technology and PASS. Year 9 2022 saw the introduction of 100 hour courses to ensure an increase in subject choice, experience and engagement. Year 10 in 2022 continued as the final year of 200 hour courses with 23 subjects running in comparison to 2021 where 24 subjects ran (with one additional HAP class).
85% of HSC Acceleration students achieving in the top 2 bands for the HSC in their HSC Acceleration subjects	According to HSC results for EES 2022 15/17 students achieved in the top 2 bands which equates to 88% of students with 16 Selective students and 1 comprehensive student completing the course. This is above the 85% target. Legal Studies had 14/15 students achieve in the top 3 bands with 10 Selective students and 5 Comprehensive students completing the course. 9 of these students achieved in the top 2 bands representing 60% of students.
60% of students showing personal growth on their College Grade Average from year 7 to year 10 demonstrating learning progression	According to data recorded in Sentral College Learning Plans 72.76% of students completed their College Learning Plan goal coaching session. Approximately 54% of these students showed GPA improvements. On reflection of the program significant changes were made to the 2022 process to better meet the learning needs of our students. Changes are still being considered and implemented for 2023 to find the best fit process.
Proportion of staff reporting feeling supported by leadership increase by .4 points to 6.8, as one of the 8 drivers of student learning as identified in Tell Them From Me "Focus on Learning" Teacher Report	Staff gave a collective rating of 6.7/10 to indicate a positive sense of leadership support according to the "Focus on Learning" Teacher Report NSW Tell Them From Me Survey (Leadership as one of the Eight Drivers of Student Learning) demonstrating movement toward this progress measure from a 2021 stance of 6.4.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$56,042.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sydney Secondary College Balmain Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with additional learning needs have individual learning plans which guide teaching staff in planning learning activities and assessment. Students have additional learning support from learning and support teachers and learning support officers.</p> <p>After evaluation, the next steps to support our students will be: We will track progress of students with additional learning needs to inform successful transition to employment or further study.</p>
<p>Socio-economic background</p> <p>\$28,056.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sydney Secondary College Balmain Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through [program] to support student learning • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Funding has provided access to uniforms, canteen lunches and extra curricular activities such as camps, for students experiencing educational disadvantage. School attendance has been improved through the attendance manager role.</p> <p>After evaluation, the next steps to support our students will be: We will continue to identify and support students experiencing disadvantage in accessing the full school curricular and extracurricular.</p>
<p>Aboriginal background</p> <p>\$17,683.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sydney Secondary College Balmain Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in Literacy and Numeracy

<p>Aboriginal background</p> <p>\$17,683.00</p>	<ul style="list-style-type: none"> • Whole school approach to wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: The Aboriginal Education team has created a number of opportunities for our Aboriginal students to participate in cultural engagement activities including mentoring. All Aboriginal students have a personalised learning pathway. Some Aboriginal students attended the T Centre in 2022, resulting in improved attendance.</p> <p>After evaluation, the next steps to support our students will be: In 2023 Balmain will employ a full time AEO to support our Aboriginal students in their school engagement and achievement.</p>
<p>English language proficiency</p> <p>\$168,873.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sydney Secondary College Balmain Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: The employment of a dedicated EALD teacher across English and HSIE has supported EAL/D students in their learning. The EALD teacher supports students transitioning from the IEC into Balmain Campus.</p> <p>After evaluation, the next steps to support our students will be: Tracking the progress of EALD students over years 7-10 and facilitating transition into year 11 at Blackwattle.</p>
<p>Low level adjustment for disability</p> <p>\$181,738.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sydney Secondary College Balmain Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$181,738.00</p>	<p>The allocation of this funding has resulted in the following impact: Additional LAST and SLSOs employed provide significant support for students with IEPs in the classroom and small group withdrawal..</p> <p>After evaluation, the next steps to support our students will be: Ongoing assessment of student needs and continued targeted support in 2023.</p>
<p>Professional learning</p> <p>\$76,127.00</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 Balmain Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student achievement in Literacy and Numeracy • Developing a culture of high expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Supporting beginning teachers through release time, targeted mentoring, induction processes and attendance at courses that build capacity.. • Providing relief time for teachers to engage in program and assessment renovation. • Employing Brian Miller to deliver PL to the executive staff on best practice in programming and assessment • Guidance and mentoring for staff seeking accreditation at proficient. <p>The allocation of this funding has resulted in the following impact: Staff continue to build skills in high standard, differentiated programs for our broad range of learners, including Aboriginal students, students with additional learning needs and HPGE students.</p> <p>After evaluation, the next steps to support our students will be: Staff will be supported in building their skills in classroom practice. Aspirational staff will be identified and supported in building their leadership capacity.</p>
<p>COVID ILSP</p> <p>\$76,306.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</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 • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: Small group numeracy program for identified students throughout 2022. Data shows distinct improvement in student numeracy outcomes.</p> <p>After evaluation, the next steps to support our students will be: This program will continue in 2023 and expanded to the T-Centre.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	478	457	480	491
Girls	325	297	312	327

Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.6	91.6	94.0	87.1
8	87.6	86.3	91.2	84.5
9	90.0	83.1	90.9	84.4
10	85.7	85.9	87.6	83.5
All Years	89.2	86.7	90.9	84.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
All Years	88.2	89.8	86.2	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.01	N/A	N/A
Employment	0.01	N/A	N/A
TAFE entry	0.01	N/A	N/A
University Entry	0	N/A	N/A
Other	0	N/A	N/A
Unknown	0	N/A	N/A

Balmain Campus does not have year 12 students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	43.01
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	16.36
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,220,783
Revenue	12,139,278
Appropriation	11,445,812
Sale of Goods and Services	37,703
Grants and contributions	631,922
Investment income	13,971
Other revenue	9,870
Expenses	-11,984,238
Employee related	-10,560,808
Operating expenses	-1,423,430
Surplus / deficit for the year	155,040
Closing Balance	1,375,824

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.

	2022 SBAR Adjustments (\$)
Targeted Total	56,042
Equity Total	396,351
Equity - Aboriginal	17,684
Equity - Socio-economic	28,056
Equity - Language	168,873
Equity - Disability	181,738
Base Total	9,055,519
Base - Per Capita	205,772
Base - Location	0
Base - Other	8,849,746
Other Total	1,097,103
Grand Total	10,605,014

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

With the second year of the Sydney Secondary College's Campus 2021-2024 Strategic Improvement Plan cycle, 2022 saw the strengthening of innovative teaching and learning practices, the development of targeted literacy and numeracy strategies as well as an enhanced focus on wellbeing. This also saw the continuation of the Sydney Secondary College Plan for 2021-2024 which emphasised strengthening transition processes, building a culture of Growth Mindset through goal setting and targeted Aboriginal Education strategies.

Campus and College based teams met regularly to review and implement strategies for learning improvement and to seek input from our community. Data was interrogated from various primary research methodologies. This feedback has continued to guide Campus and College priorities and future directions. Information provided below indicates the data sources utilised and how satisfaction has been demonstrated by our key stakeholders:

The Tell Them from Me Survey suite continued to be a primary tool for seeking community feedback which included:

TTFM Parents Questionnaire: Data indicated that parents felt their children were valued and cared for but sought more in regards to channels of communication. They also identified forms of reporting requiring improvement and physical spaces requiring renovation.

TTFM Student Questionnaire: Data, of note, showed students had an 8% increase in their sense of belonging from the 2021 data, continuing the upward trend of 2021. Further increases were also noted in areas concerning drivers of student outcomes with upward trends in the use of explicit teaching strategies and the development of a culture of high expectations.

TTFM Staff Questionnaire: There was a continued upward movement towards stronger school leadership and development of a stronger learning culture. Regarding school wellbeing 96% of staff felt that the school environment was welcoming to all students.

Year 10 Exit Survey: 93% of graduating Year 10 students valued their learning experiences whilst at SSC Balmain Campus with 90% also valuing the social aspects of school engagement. 83% of students felt engaged and challenged in learning and felt most challenged and engaged in the core subject areas. Students identified that they learn best when clear and explicit instructions were given and learning was modeled or exemplars were reviewed. Students highly valued assessment types that encompassed research skills, project based learning, creativity and collaboration. 96% of students felt that technology was used to enhance the learning experience, however, access to technology, in particular hardware (15%) and Wifi accessibility (65%) was an issue that hindered their learning. 83% of students valued the opportunities to be included in programming and assessment planning through the voice and Choice elective Program. Whilst 78% of students highly valued the opportunity to take part in the HSC Acceleration Program (HAP) in 2022. The vast majority of students (96%) identified staff as consistently providing support and a safe and inclusive environment to learn, particularly the Year Advisor and Wellbeing Team.

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.