

2022 Annual Report

Sydney Secondary College Leichhardt Campus



**Sydney
Secondary
College**
Leichhardt

8507

Introduction

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

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

School contact details

Sydney Secondary College Leichhardt Campus

Balmain Rd

Leichhardt, 2040

<https://leichhardt-h.schools.nsw.gov.au>

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

9560 2565

School vision

Sydney Secondary College, with campuses at Balmain, Leichhardt and Blackwattle Bay, is an innovative multi campus co-education public education facility. Located in the inner city, with two harbour side locations, students complete Year 7 - 10 education at Balmain or Leichhardt where the focus is on middle schooling. Students move to the young adult learning environment of Blackwattle Bay campus for Years 11 -12 with its broad curriculum and links to TAFE and universities.

Sydney Secondary College offers innovative opportunities for students and provides an excellent broad education based on quality, opportunity and diversity. Students of all abilities are challenged to achieve excellence as successful, future focused learners through positive participation in a diverse learning community. By offering a differentiated, inclusive and rigorous curriculum to our students, they will become resilient, responsible and independent people respectful of diversity and advocates of social justice. In partnership with parents and the community, our professional and dedicated staff will encourage each student to achieve their full potential as effective communicators, creative thinkers and problem solvers in a disciplined and caring environment, based upon mutual respect.

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Summary of progress

In 2022, Teacher Professional Learning (TPL) to develop staff capacity to deliver explicit teaching strategies in reading comprehension was undertaken by the school involvement in the SSS Reading Strategy. This built upon feedback in 2021 that teachers required further opportunity to incorporate best practice into teaching and learning programs. Given staff turnover, a continued focus in 2023 is required to build on teacher capacity to embed best practice literacy and numeracy strategies effectively into T&L programs as part of consistent classroom routines and structures.

The English and Mathematics faculties continued to use PLAN2 to record, analyse and monitor student progress against the learning progressions. Further evaluation has found that time needs to be allocated to analysis of data sources to evaluate efficacy of teaching and learning, identify individual and class strengths and target learning deficits. In 2023, we will further enhance strategies for the use of PLAN2 to target growth in literacy and numeracy with identified groups of students through formative assessment practice.

Planned Executive PL utilizing teaching programs and student assessment as the tool to drive improvement in teaching and learning was completed. Executive PL to build faculty head teachers capacity to drive school improvement through assessment renovation and effective programming commenced at the end of 2022 and has been planned to continue throughout 2023. This will incorporate a fully mapped whole school strategy and include an assessment renovation plan for each faculty that has been informed by thorough data analysis and will be presented by each faculty head teacher.

The accelerated reading program ran successfully throughout 2022. Targeting student growth in reading the program was implemented with Year 7 and Year 8 students in English classes in 2022. End of year data indicated improvement in average reading age in Year 7 from 12:10 to 13:07, and in Year 8 growth in average reading age from 13:05 to 14:07. There was anecdotal evidence that silent reading for the first 15 minutes of each English class in Year 7 and 8 provided a calmer and more settled start to the class.

School leaders including the principal, deputy principal, head teacher mathematics and classroom teachers completed the Leading Secondary Numeracy Professional Learning in 2022. The whole school numeracy strategy commences in 2023 with a focused on broadening teaching and learning activities in the mathematics faculty including a mathematics enrichment program at the beginning of year 7, including the introduction of Do Now activities in Year 7, increased participation in external competitions and the commencement of the Accelerated Mathematics Program in Year 9 in 2023.

Teacher Professional Learning focusing on explicit teaching strategies and engagement with embedding the new curriculum in Mathematics, English and Languages will be a priority in 2023.

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
• Value add scores (7-9) tracking in	Value add scores were not released in 2022 due to NAPLAN tests not

upward trajectory towards sustaining and growing or higher.	running in 2020 and data is unavailable.
NAPLAN Top 2 bands <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 NAPLAN bands to be equal to or above the schools lower bound target in reading. 	2022 NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading by 0.5%.
NAPLAN Top 2 bands <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 NAPLAN bands to be equal to or above the schools lower bound target in numeracy. 	2022 NAPLAN scores indicate an increase in the percentage of students in the top two bands for numeracy by 2.28%.
NAPLAN Top 3 bands <ul style="list-style-type: none"> • Increase in the number of aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be equal to or above the schools lower bound target in numeracy. 	No Aboriginal students achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target.
NAPLAN Top 3 bands <ul style="list-style-type: none"> • Increase in the number of aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be equal to or above the schools lower bound target in reading. 	No Aboriginal students achieved results in the top 3 NAPLAN bands in reading indicating progress yet to be seen toward the lower bound target.
NAPLAN Expected Growth Improvement in the percentage of students achieving expected growth in: <ul style="list-style-type: none"> • Reading equal to or above 71.10% 	This target cannot be evaluated as growth data for 2022 was unavailable.
NAPLAN Expected Growth Improvement in the percentage of students achieving expected growth in: <ul style="list-style-type: none"> • Numeracy equal to or above 75.60% 	This target cannot be evaluated as growth data for 2022 was unavailable.
SEF assessment of elements "Effective Classroom practice" and "Data Skills and Use" indicates improvement to Excelling.	<p>SEF elements of Effective Classroom practice is at sustaining and growing. In 2022 the school introduced collaboratively developed Classroom Routines which address elements of lesson planning, classroom management and explicit teaching strategies. Student feedback will be a target area beyond 2023.</p> <p>SEF element of Data skills in teaching is at sustaining and growing. External data is assessed by senior executive and executive team members. This skill needs to be more universally embedded into the practice of all classroom teachers across the school.</p>

Strategic Direction 2: Collaborative and Highly Effective teaching practice

Purpose

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

Initiatives

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

- High Impact Assessment and Feedback
- Coaching & Mentoring Culture

Resources allocated to this strategic direction

Professional learning: \$7,000.00

Summary of progress

In 2022 professional learning, coaching and mentoring sessions delivered by an external expert was concluded and further developed our executive teams' capacity to evaluate existing teaching and learning programs and assessments effectiveness. Building teacher capacity through professional learning on program and assessment renovations was concluded with plan developed by each faculty on how they will approach the assessment renovation to better cater for diverse range of students including students with additional learning needs and high potential and gifted learners. In 2023 program and assessment renovations, student feedback coaching and mentoring remain strategic improvement plan focus areas.

The need for a teacher mentor role for the duration of the Strategic Improvement Plan was identified in 2021. In 2022 due to staffing issues a re-evaluation of the teacher mentor role, indicated that the role and responsibility would be best led by the Head Teacher, Teaching and Learning. With further changes in staffing anticipated for 2023, this role has been adjusted with further development of this role planned for 2023.

Opportunities were given to teachers and aspiring leaders to lead observational rounds to collaborate and develop teaching and learning and leadership capacity. Further development of this initiative is planned for 2023 under the leadership of a newly appointed Head Teacher Teaching & Learning.

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

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• >90% staff have participated in formative assessment and feedback professional learning.• Staff agree on best formative assessment and feedback mechanisms for our school context to improve practice and to move students forward in their learning.	>90% staff participated in professional learning focused on explicit teaching strategies to develop students reading comprehension.
<ul style="list-style-type: none">• >80% staff have embedded explicit teaching, formative assessment and	>90% staff have embedded explicit teaching strategies for reading comprehension into teaching practice.

<p>high-quality feedback strategies as regular classroom practice.</p> <ul style="list-style-type: none"> • >80% staff have participated in Leichhardt Rounds 	<p><80% staff participated in Leichhardt rounds due to the impact of the teacher shortage.</p>
<ul style="list-style-type: none"> • Professional learning for aspiring leaders, including (2IC) with an emphasis on leadership and/or instructional coaching. 	<p>Professional Learning opportunities were available for middle school leaders and aspiring leaders through executive PL and the Middle Leadership Development program.</p>
<ul style="list-style-type: none"> • Further develop the Teacher Mentor role to include a comprehensive beginning teacher and new staff induction program from day one 2022. 	<p>The Teacher Mentor role was not further developed in 2022 due to teacher shortages This remains a priority area for 2023.</p>

Strategic Direction 3: High Expectations Culture for Excellence

Purpose

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

Initiatives

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

- Wellbeing Continuum of Support
- Connected learning community

Resources allocated to this strategic direction

Student support officer (SSO): \$96,650.00

Summary of progress

A SSCLC wellbeing continuum of support was refined and published to staff. This resource indicates the existing supports that 'all' (universal), 'some' (targeted groups) and 'few' (individuals) Years 7-10 students receive. Through establishing this continuum, changes to wellbeing practices have been put in place, for example changes to Moomba, the development of wellbeing plans and a comprehensive SSCLC Positive Behaviour for Learning website.

It has also highlighted the need for consistency in support of the student body, including the scope for future programs. In 2022 all wellbeing team members received professional learning in Mental Health First Aid training. From consultation with staff, it seemed that an increased understanding of the various wellbeing, learning and enhancement team (LET) plans that exist should be further developed and prioritised through:

- New and beginning teacher workshops(fortnightly) and new teacher induction
- School Development Day activities
- One on one training opportunities with new staff.

Further evaluation of this will occur throughout 2023 to ensure that all teachers have a clear understanding of the various wellbeing and LET roles across the school.

Curriculum provision increased with 2 new Various Interest Based Electives chosen by students. Co-curricular activity participation continued to increase in 2022 primarily through Homework club, Study Club, Chess Club, Rock Band, Vocal ensemble, and Theatre Sports.

In 2022, the first joint college SRC camp was undertaken in term 4. The Student Representation Council (SRC) increased collaboration across the college via term meetings with Balmain and Blackwattle Bay campus SRC groups.

Student Support Officer (SSO) role, introduced in semester 2 2021 continues to be further developed to support the wellbeing team and will be strengthened by increased SSO support in 2022 of 0.4. The SSO role will continue to work collaboratively and in consultation with families to improve student attendance and ultimately student learning outcomes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• >85% staff report strong understanding and high consistency	>65% of staff reported strong understanding and high consistency with school processes, as assessed through the PB4L survey.

with school processes and procedures to support student engagement with learning.	
<ul style="list-style-type: none"> • TTFM Wellbeing data tracking towards the lower bound system negotiated target of 89.6%. 	<p>69% of students (in semester 1), 103 parents and 11% of staff completed the TTFM survey. The overall average wellbeing rating was 62.49%.</p> <p>65% of staff indicating that positive behaviour for learning universal practices are comprehensively in place from Self Assessment Survey (SAS).</p>
<ul style="list-style-type: none"> • Evaluations inform CGA initiative across 7-10. • Student led conferencing evaluated and reviewed based on evaluation survey results from staff, students and parents and appropriate changes made. • Implementation of opportunities to increase student voice including evaluation in Term 4. • Implementation of program/initiatives to increase student engagement, connection to school especially in Y8-9. • Implementation of opportunities for students to have choice in their learning. 	<p>Evaluations from CLP were implemented to improve the efficacy of the CLP through MOOMBA lessons.</p> <ul style="list-style-type: none"> • 86% staff surveyed thought that the new CLP process in MOOMBA was successful. • Staff indicated that more than 85% of students in their class engaged positively with the CLP. • Staff felt that the CLP should be extended over three or more sessions in 2023. • Staff felt that a review and reflection at the start and midway through the term could be of benefit in 2023. <p>As a result of CLP initiative, student led conferencing was discontinued in 2022.</p> <p>Student leadership opportunities were expanded to include:</p> <ul style="list-style-type: none"> • expanded SRC representation from Years 7 and 8. • inaugural college SRC camp in 2022. • Combined College SRC meetings each term, expanded • Student surveys on VIBE offerings resulted in new courses being offered for study in 2023. <p>Year 9 and 10 various interest based electives were consolidated. Four new electives were chosen by students in 2022.</p> <ul style="list-style-type: none"> • 87% of students would recommend the elective they studied to others. • 81% of students enjoyed their VIBE elective in 2021. • 93% of students indicated positive development in creativity, critical thinking, collaboration, communication and reflective skills(4c's+R). • 90% of staff teaching VIBE classes indicated an increase in students ability to understand concept of a driving question and improved confidence in designing their own driving questions. • 100% of surveyed staff indicated 83% of students improved their 4C's +R capabilities.
<ul style="list-style-type: none"> • Improvement in the percentage of Aboriginal students who attend school >85% of the time to be 4% or higher above the school's lower bound system negotiated target. 	<p>29.3 % of Aboriginal Students attend school>85% of the time, based on SCOUT data for 2022.</p>
<ul style="list-style-type: none"> • Increase proportion of students attending school more than 90% of the time to be 4% or higher above the school's lower bound system negotiated target. 	<p>49.38% of students attended school more than 90% of the time from SCOUT data for 2022.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$388,619.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sydney Secondary College Leichhardt Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • 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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: students with additional learning needs are supported in the mainstream classroom through adjustments being made to personalise learning and support for students.</p> <p>After evaluation, the next steps to support our students will be: monitor progress in learning outcomes, ensure adjustments are made to individual learning plans and supports are effective.</p>
<p>Socio-economic background</p> <p>\$33,651.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sydney Secondary College Leichhardt Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: additional resources being provided to support participation in learning of students who may be experiencing educational disadvantage as a result of socio-economic background.</p> <p>After evaluation, the next steps to support our students will be: to ensure equity in accessibility of funding for all students who experience disadvantage as a result of socio-economic background.</p>
<p>Aboriginal background</p> <p>\$26,547.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sydney Secondary College Leichhardt Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a 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>

<p>Aboriginal background</p> <p>\$26,547.00</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 teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: support of the additional learning needs of aboriginal students in the mainstream classroom and in small group tuition.</p> <p>After evaluation, the next steps to support our students will be: ensure that funding has supported the development of sustainable strategies and initiatives to improve educational outcomes for aboriginal students.</p>
<p>English language proficiency</p> <p>\$100,549.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sydney Secondary College Leichhardt Campus.</p> <p>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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Increased confidence leads to increase in language proficiency.</p> <p>After evaluation, the next steps to support our students will be: to ensure that student assessments follow the principles of universal design and consider the needs of EAL/D learners across all KLA's . Targeted professional development for EAL/D teachers will be provided to enable continued support of teachers across all KLA's in the form of co-teaching and co-planning student assessments.</p>
<p>Low level adjustment for disability</p> <p>\$172,520.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sydney Secondary College Leichhardt Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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. • 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>\$172,520.00</p>	<ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes. employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. employment of LaST and interventionist teacher. <p>The allocation of this funding has resulted in the following impact: The school has achieved a consistent approach to the provision of student learning support services within the context of increasing referrals of students requiring individualised support.</p> <p>After evaluation, the next steps to support our students will be: Use data effectively to measure impact of individualised support to students. Maintain flexibility of learning support team workforce to effectively utilise the expertise of SLSOs. This includes a comprehensive induction program and ongoing professional development to effectively support classroom teachers.</p>
<p>Professional learning</p> <p>\$81,115.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sydney Secondary College Leichhardt Campus.</p> <p>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"> Coaching & Mentoring Culture Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: high impact professional learning delivered to all school staff to support improved student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: ensure that the range of professional learning supports all staff to meet the diverse range of student learning needs.</p>
<p>COVID ILSP</p> <p>\$44,840.00</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 providing targeted, explicit instruction for student groups in literacy/numeracy. employing/releasing staff to coordinate the program releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups. <p>The allocation of this funding has resulted in the following impact: the support of students most impacted by the pandemic to improve learning outcomes through small group tuition.</p> <p>After evaluation, the next steps to support our students will be:</p>

COVID ILSP \$44,840.00	ensure sustainability of practice and learning support through long term strategic school planning.
Student support officer (SSO) \$96,650.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sydney Secondary College Leichhardt 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"> • Wellbeing Continuum of Support • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Student Support officer supports improved student attendance at school • Student Support officer develops MOOMBA lesson outlines targeting student social-emotional learning outcomes. <p>The allocation of this funding has resulted in the following impact: Student Support Officer (SSO) has built a strong profile and rapport amongst students throughout 2022. The SSO provides strong support to students through mediation, mentoring and early identification of potential mental health concerns.</p> <p>After evaluation, the next steps to support our students will be: The SSO role will have a stronger role in supporting improved student attendance.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	586	589	531	536
Girls	335	349	381	368

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.0	95.4	93.5	88.8
8	91.0	93.2	92.3	87.2
9	90.7	92.3	89.9	85.4
10	90.0	91.1	88.9	84.9
All Years	91.5	93.1	91.2	86.6
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	na	na	na
Employment	na	na	na
TAFE entry	na	na	na
University Entry	na	na	na
Other	na	na	na
Unknown	na	na	na

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	44.91
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	16.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,577,837
Revenue	11,892,563
Appropriation	11,074,792
Sale of Goods and Services	48,198
Grants and contributions	743,218
Investment income	20,578
Other revenue	5,777
Expenses	-11,634,839
Employee related	-10,310,568
Operating expenses	-1,324,271
Surplus / deficit for the year	257,724
Closing Balance	1,835,561

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	474,250
Equity Total	331,721
Equity - Aboriginal	26,547
Equity - Socio-economic	33,651
Equity - Language	100,550
Equity - Disability	170,974
Base Total	9,044,578
Base - Per Capita	238,701
Base - Location	0
Base - Other	8,805,876
Other Total	894,181
Grand Total	10,744,730

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

In 2022 at Sydney Secondary College Leichhardt Campus, the school community participated in Tell them From Me surveys.

95% of parents supported the school and their child to be a respectful and responsible learner and follow teacher instructions. 84% of parents reported that they felt the opportunity for their child to complete the College Learning Plan provided valuable opportunity to reflect on learning and set learning goals. 84% of parents were happy with the subjects available for their student at school.

For students, 85% reported having positive relationships with peers within the school which was in line the NSW Govt Norm for positive student-teacher relationships. 89% of students reported experiencing positive behaviour at school. 78% of students reported they know where to seek help if they are being subjected to bullying behaviours. Students reported high levels of satisfaction with school facilities and provision of shaded areas. The majority of students agreed that it was important to attend school regularly and try hard at school. Students also reported that they feel safe at school and are treated with respect by staff.

A very high percentage of staff reported strong levels of positive relationships with students and fellow teachers. Staff also understood and utilised data to inform teaching practice effectively. but reported that they would like increased levels of support in managing increasingly complex student behaviour in the classroom. 84% of staff reported that the school is a culturally safe place for students.

The survey indicated opportunities to improve in the future are focused on the consistent use of school processes and procedures conducive to improving a more positive school climate. Teachers also need ongoing support to maintain high expectations across all classrooms. A focus on creating more positive learning environments with improved classroom facilities and including more effective feedback to students and parents and supporting students with their learning goals are an ongoing initiative in our current school plan. Reviewing and improving school communications including the school newsletter and school website would be advantageous.

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.

Aboriginal Education - School statement

SSC Leichhardt Campus had 38 Aboriginal and Torres Strait Islander students enrolled in 2022. The Aboriginal Education Team met once a fortnight to support the academic, cultural, social and emotional needs of students. The team continued to support students through the SSC Leichhardt Mentoring Program. All Aboriginal and Torres Strait Islander students had a teacher mentor who collaboratively developed the Personalised Learning pathway (PLP) and mentored them in relation to their study and schooling. Mentors also support relationships between families, community and the school. Mentor teachers met with parents to develop students' Personalised Learning Pathways at Pride Night, the school's community engagement evening. All staff contributed to the PLP process and PLPs were revised with students throughout the year.

In 2022 Leichhardt campus continued to partner with Young Mob, an Aboriginal and Torres Strait Islander mentoring and leadership program. All students had the opportunity to participate in workshops that focused on culture, histories, relationships and leadership.

A continuing major focus in 2022 was to support Aboriginal and Torres Strait Islander students to improve in the attainment of literacy and numeracy skills. The school employed 2 additional Aboriginal SLSOs who worked with students to complete a weekly targeted literacy program. Progress on literacy achievement was recorded in students PLPs. In addition, the school supplemented the Department funding with additional funds to employ a teacher 2 days a week to support students with their numeracy. Student's academic data was used to identify students for a withdrawal small group program called Norta Norta. Academic results for pre and post testing was added to the students Personalised Learning Pathways. Both programs saw dramatic improvement in the pre and post testing results for students who actively engaged with program.

Aboriginal excellence was recognized during 2022 with the continuation of the Leichhardt Deadly Awards. The Aboriginal Education Team regularly nominated students to receive a certificate for either excellence in leadership, excellent engagement with Aboriginal culture and programs, as well as excellence in schooling and engagement. The award recipients were recognised in the school newsletter, Highlights and in letters sent home to parents. Student excellence was also recognised at the conclusion of the year in formal assemblies with the presentation of School and College awards to students across all grades.

SSC Leichhardt campus continues to support Aboriginal students to develop their leadership skills. Students from across all years completed peer support training and used these skills to support students transitioning from Year 6 to Year 7 at three transition events. The school's Junior AECG provides students with additional leadership opportunities and skills. Pirru Thangkuray is a cultural, mentoring and leadership program for our Aboriginal students. Facilitated by the AECG, it builds student sense of belonging and leadership skills through yarning and other interactive activities.

Students were well supported to transition into stage 4 at SSC Leichhardt and into Stage 6 at SSC Blackwattle Bay campuses in 2022, with multiple transition events that focused on building relationships, school readiness and connectedness to place.

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.

Anti-Racism - School statement

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 incidents and concerns in relation to racism and to provide awareness to students and staff of anti-discrimination policy and procedures.

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.

Multicultural and anti-racism education - School Statement

Embracing cultural diversity is an essential part of the teaching and learning programs at all three campuses. In 2022, each campus had high numbers of students from English as an Additional Language/Dialect (EAL/D) background with multiculturalism embedded as a significant part of the fabric uniting our college.

In 2022 at Leichhardt Campus, we had 323 students Language background other than English (LBOTE) students enrolled at Leichhardt campus. Our main LBOTE student background composition included Mandarin, Spanish, Vietnamese, Cantonese, Italian and Greek.

These students had a range of proficiencies relating to the English language (including beginning, emerging, developing, consolidating and proficient). Throughout the year, EAL/D support was given to identified students (with priority given to beginning, emerging and developing). When first meeting the students, EAL/D plans were created with specific English language goals to achieve by the end of the academic year. Support came in the form of in class assistance, team teaching, small group sessions and one-to-one assessment support. The EAL/D teacher consulted with classroom teachers to ensure assessment tasks and classwork were modified to meet the various needs of EAL/D students.

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.