

# Sydney Secondary College Balmain Campus Annual Report



2017



8484

## Introduction

The Annual Report for 2017 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 school 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.

Sydney Secondary College Balmain Campus

Julianne Beek

Principal

### School contact details

Sydney Secondary College Balmain Campus

Terry St

Rozelle, 2039

[www.balmain-h.schools.nsw.edu.au](http://www.balmain-h.schools.nsw.edu.au)

[balmain-h.School@det.nsw.edu.au](mailto:balmain-h.School@det.nsw.edu.au)

9810 0471

### Message from the Principal

Sydney Secondary College has an excellent reputation as a vibrant and successful public education community. We have a proud history of growth and innovation. As a College, we continue to reach outwards to ensure opportunity and quality education for our students. The strong partnership of the three campuses makes up the College and enables us to provide the advantages offered by both smaller schools (Campus) and larger schools (College). We provide age appropriate education, based on quality teaching and learning. Our focus on a diverse curriculum, student wellbeing and ever expanding co-curricular programs ensure that we put our College motto, 'Quality, Opportunity and Diversity' into practice.

Judy Kelly

College Principal

Balmain Campus is a part of the vibrant learning community that is Sydney Secondary College. Our staff support our students to develop and extend their talents and interests through engaging learning in the classroom and a broad range of extra curricular programs. All students of Balmain Campus are encouraged to achieve their personal best in a co-educational environment that provides academic challenges and artistic, cultural and sporting opportunities. Strong parental and community partnerships support the development of student voice and strong academic achievement.

Julianne Beek

Balmain Campus Principal

## School background

### School vision statement

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

### School context

Sydney Secondary College, with campuses at Balmain, Leichhardt and Blackwattle Bay, is an innovative multi campus co-educational public education facility. Our College caters for all learners with an academically selective stream, comprehensive stream and support classes for students with disabilities (Intellectual, Physical and Autism). The diversity of students from a multiplicity of cultural backgrounds creates the opportunity for future focused learning and authentic experiences. 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. They 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 an invigorating range of opportunities for our students. In 2017 we have a school population of over 2400 students. We have a very supportive and proactive parent and carer community who meet regularly through P&C and Campus events. The College also has an off-site program called Glebe Pathways, for students in Stage 5 who are disengaged from their learning. Sydney Secondary College provides an excellent, broad education for students based on quality, education and diversity.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

**Learning** – In the areas of Wellbeing, Curriculum, Reporting, and Student Performance Measures, Sydney Secondary College Balmain Campus has evidence to demonstrate that we are at the Delivering level. Areas of focus and development from 2017, are in areas of Learning Culture and Assessment where the school has been assessed as progressing to be at a Sustaining and Growing level. The 2018–2020 School Plan is focused around areas such as extending our wellbeing programs, reporting procedures and student performance measures.

**Teaching** – In Effective Classroom Practice and Data Skills and Use, Sydney Secondary College Balmain Campus has assessed that we are at a Delivering level. Following a focus from the 2017 implementation of the School Plan, Professional Standards and Learning and Development are at Sustaining and Growing. A 2018 focus for Balmain Campus will be on developing staff confidence in the use of data to inform teaching and effective future focused learning to enhance classroom practice.

**Leading** – After a focus in 2017, all areas of Leading are now at Sustaining and Growing level. Sydney Secondary College Balmain Campus has been focused on Educational Leadership, School Planning, Implementation and Reporting, School Resource Use and Management Practices and Processes. We are confident that areas identified in the 2018–2020 School Plan will further enhance these areas when a similar evaluation is undertaken for 2018, moving the school forward into the Excellence level.

Our self-assessment process will assist the school to refine our School 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/sef-evidence-guide>

## Strategic Direction 1

### Students

#### Purpose

Our students will be engaged learners who strive to achieve their best in a futures focused environment. Students will be creative and critical thinkers and resourceful, collaborative lifelong learners. Our students will be empowered to be successful, empathetic and resilient individuals.

#### Overall summary of progress

Student learning profiles were formulated to allow teachers to use student data to identify targeted areas for improvement, and to identify explicit teaching strategies to be implemented. Continued use of scaffolds and their inclusion in most assessment tasks across Key Learning Areas ensure a consistent approach to teaching writing across the curriculum and provide students with the support required to make their best efforts in assessment tasks.

Indigenous students have access to an Indigenous Student Learning Support Officer. This has had a positive impact on the attendance and engagement of our Indigenous students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase of 3% in students achieving expected or above expected growth in all aspects of Year 9 NAPLAN testing.	RAM Equity Low Level Adjustment for Disability funds \$34,067 to employ Student Learning and Support Officers (SLSO).  Support provided through 0.4 allocation of Learning and Support Teacher (LaST).	2016 Year 9 Reading – 64.6%, Spelling – 55.1%, Grammar and Punctuation – 49.7%, Numeracy – 58%  2017 Year 9 Reading– 76.4%, Spelling– 71.5%, Grammar and Punctuation– 70.4%, Numeracy– 75.6%  For students in the Year 9 cohort there has been growth in: Reading with an increase of 11.8%, Spelling with an increase of 16.4%, Grammar and punctuation with an increase of 20.7% and Numeracy with an increase of 17.6%  Sydney Secondary College Balmain Campus surpassed our target of 3% in all areas of literacy and numeracy. We were unable to use the writing data to evaluate the impact of our interventions as in 2016 NAPLAN text type was a narrative text and in 2017 NAPLAN text type was a persuasive piece.
Reduce the achievement gap for ATSI students in all literacy and numeracy domains in Year 9 NAPLAN from an average of 165 down to 135 by 2017.	RAM Equity Aboriginal Background funds \$13,820.	Significant achievement was made in the reduction of the achievement gap for our Aboriginal and Torres Strait Islander students in literacy and numeracy, with our target being exceeded.  The achievement gap in Reading was 124, in Spelling it was 99, in Grammar it was 132 and in Numeracy it was 91.
Reduce the gap in average attendance for ATSI students from 25% to less than 15%.	RAM Equity Aboriginal Background funds \$13,820.	The gap in attendance for Indigenous students compared to Non Indigenous students was 9.2% in Semester 1 and 21.3% in Semester 2. Both of these figures were well below the 2016 figure of 24%. Continued efforts will be made to improve attendance of Aboriginal and Torres Strait Islander students.
All learning areas produce	Teacher Professional	All faculties produce registers that evaluate the

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
evidence of effective teaching and learning (T&L) programs.	Learning funds \$15,000.	program at the completion of the unit. These are maintained by Head Teachers. These then form the basis for faculty program evaluations and inform future planning. Teachers participate in faculty planning days to assist with this ongoing process. All Key Learning Areas evaluated Year 8 programs and assessments to ensure that they reflect the Quality Teaching Framework and incorporate strategies that specifically target literacy, numeracy and differentiation.
More than 30% of students achieve in the top two bands in all mandatory subjects in the Record of School Achievement (RoSA).	Nil	In 2017, school targets for students achieving an A or B in all mandatory subjects in the Record of School Achievement (ROSA) were met in 80% of subjects and an improvement in Mathematics from 28% to 39.39%. English– 40.83%, Mathematics– 39.39%, Science– 42.93%, History– 50% and Geography – 64.64%.
ALARM (A Learning And Response Matrix) literacy strategy is used across the school.	Nil	All faculties incorporate writing scaffolds to support students development of writing skills. English, HSIE, CAPA, PD/H/PE, Science and TAS all use ALARM scaffolds and hand these out routinely as part of their assessment tasks.
At least 75% of teachers report confidence in utilising technology to maximise learning in a future focused environment.	Teacher Professional Learning funds \$5,000.	In 2017 according to a technology survey conducted by the Technology Committee: 86% of respondents reported feeling either “highly confident” or “somewhat confident” about their ability to embed ICT into their daily teaching practice.  81.4% of respondents reported either feeling “extremely positive” or “positive” about their attitudes and beliefs about the role of ICT in the classroom.
Increase in the % of students submitting assessment tasks on time.	Nil	An indicator of student assessment tasks completion, is the number of N–Warning letters issued to students. In 2016 180 were issued. In 2017 this was reduced to 75.

## Next Steps

The 2018–2020 School Plan will be in place next year. Areas of focus for the Excellence in Learning Strategic Direction include:

- Students gain ongoing explicit guidance and feedback on learning and assessment and processes are in place to gather student feedback and evaluation.
- Teachers reflect on literacy and numeracy performance to develop teaching and learning strategies to differentiate lessons and accommodate the learning needs of their students.
- Student literacy and numeracy performance demonstrates improvement.
- Assessment instruments are valid and reliable and are consistently applied across the school.
- Enhanced learning environments and teaching and learning programs provide for the ongoing development of future focused skills through authentic learning experiences.
- Respectful relationships are evident and widespread amongst students and staff that promote student wellbeing to ensure optimum conditions for learning across the school.
- Positive Behaviour for Learning and wellbeing strategies are explicitly taught and the language is embedded across the school community. This is supported by the authentic analysis of data.

## Strategic Direction 2

Staff

### Purpose

Our staff will be at the forefront of professional learning to ensure an ongoing Sydney Secondary College culture of high expectations. This will be based on continuous professional learning, innovative practice and collaborative leadership.

### Overall summary of progress

All staff have participated in the annual cycle of performance and development including creating a Performance Development Plan. Staff have documented goals, determined strategies and appropriate evidence and support where needed. Feedback cycles have occurred during meetings with supervisors and from lesson observations.

Professional learning centred on a number of themes throughout the year: literacy and numeracy, differentiation, growth mindset, student wellbeing and technology.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will have developed, implemented and evaluated their individual Performance and Development Plan (PDP), in line with the Performance and Development Framework (PDF), and will have achieved established goals.	Teacher Professional Learning funds \$20,000.	All staff have completed a Performance and Development Plan (PDP) in 2017.  All staff completed two lesson observations in 2017 as part of their PDP and have received feedback on their lessons.
All teachers undertaking accreditation at Proficient successfully complete and maintain the process.	Beginning Teacher funds \$30,000.	100% of teachers who undertook accreditation at proficient were successful.  37% of staff are currently in a cycle of maintaining accreditation at Proficient level.  All staff have been provided with information about accreditation in preparation for mandatory accreditation for all staff in 2018.
Increased numbers of teachers seeking accreditation at Highly Accomplished and Lead.	Teacher Professional Learning funds \$5,000.	10% of staff indicated interest in or are currently undertaking accreditation at Highly Accomplished and Lead levels. Staff were provided with an opportunity to work together on a research project on gifted and talented education.
A majority of staff will have engaged in at least one set of Quality Teaching Rounds by 2017.	Teacher Professional Learning funds \$5,000.	12% of the current staff have participated in at least one set of Quality Teaching Rounds. This approach is being reviewed in 2018 to allow for all staff to access.
Teachers trained in the implementation of ILPs and differentiation.	Teacher Professional Learning funds \$7,000.  RAM Equity Low Level Adjustment for Disability funds \$10,000.	All students who have Individualised Learning Plans (ILPs) have had them updated at a meeting with their parents and all of these have been sent to all teachers concerned by email. Students identified in 2017 as needing to access the Life Skills outcomes in all curriculum areas were moved to a lifeskills pattern. All teachers of these identified students have been liaising with the LaST to modify curriculum and assessment tasks. SLSO support is being provided in classes where students and or teachers have identified they need additional support. Professional learning on differentiation and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers trained in the implementation of ILPs and differentiation.		learning and support has been provided to staff.

## Next Steps

The 2018–2020 School Plan will be in place next year. Areas of focus for the Excellence in Teaching Strategic Direction include:

- Staff engage in a formalised system of observation of practice that supports the ongoing development and improvement of all teachers and incorporates quality reflective feedback.
- Teaching staff demonstrate and share their expertise with colleagues to support evidence based and effective teaching strategy implementation.
- Teacher professional growth and ongoing accreditation is evident in teacher performance and development planning and activity. This is supported by an observation and mentoring program across the school.
- Consistent school processes and procedures are implemented at faculty and whole school level that support NESA compliance.
- Staff demonstrate increased confidence and capacity to utilise student data and evidence based teaching strategies to inform teaching and learning practice, leading to student improvement.

## Strategic Direction 3

### Community

#### Purpose

Our community will be actively and strategically engaged in providing quality learning opportunities and experiences to support the development of our diverse student cohort. Working together we will build effective learning alliances to inspire students to learn and achieve.

#### Overall summary of progress

Sydney Secondary College Balmain Campus has maintained its numbers from 2017 with enrolment at 785 students. Open day was extremely popular again indicating strong local interest in the school. We had a record number of current students who attended on the day and acted as school ambassadors, conducting school tours, running information stalls and helping with faculty displays. Increased numbers of Indigenous parents attended our NAIDOC week activities and prize giving including families from the support unit.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of parents and caregivers engaging purposefully in supporting their child's education and the life of the school.	Nil	<p>The Sydney Secondary College Balmain Campus monthly P&amp;C meetings have an average of 20 parents attending. This represents 2.5% of our student population.</p> <p>Parent Teacher evenings have continued to be split into stage groups to continue to accommodate many parent requests for meetings with classroom teachers. Teachers reported a full evening of interviews for each parent teacher evening.</p>
Quality Teaching in the Middle Years is enhanced through deeper engagement with feeder primary schools.	Budget for Casual relief of staff built into program costs.	<p>The Peninsula Engagement Program (PEP) continued to be well supported by the local primary feeder schools. A new leadership team ran PEP this year allowing for a consolidation of the program. All teachers running a program received formal Gifted and Talented training, increasing the effectiveness of the program.</p> <p>Transition processes were implemented throughout the year to support a smooth transition of students and to continue to share information with partner primary schools.</p> <p>Primarily Fun engaged talented musicians from local primary schools and provided enrichment in musical and ensemble tuition providing an opportunity to perform at the Sydney Secondary College Music in the Park event.</p>
Increase in the % of ATSI students and families participating in school functions such as ILP and transition meetings.	RAM Equity Aboriginal Background funds \$1,000.	All parents were contacted and invited to attend Personalised Learning Pathway (PLP) and transition meetings. 50% of families attended Personalised Learning Pathway (PLP) meetings in person to set goals with their sons/daughters. At the College consultation process for the 2018–2020 school plan 100% of the parents present were from Sydney Secondary College Balmain Campus. We had 30% of our families attend the Year 6 transition days and Open Night to help support transition to high school. The NAIDOC Assembly was attended



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the % of ATSI students and families participating in school functions such as ILP and transition meetings.		by a number of our Indigenous families as the presentation of a film reflecting the diverse number of Indigenous language groups represented by our students was presented to the school by Balmain media.  We had a significant number of Indigenous students speak at the International Woman's Day event at Glebe Town Hall.

## Next Steps

The 2018–2020 School Plan will be in place next year. Areas of focus for the Excellence in Leadership Strategic Direction include.

- Staff leadership capacity is developed through increased leadership opportunities to lead whole school improvement initiatives.
- The school promotes and supports the attainment of higher levels of accreditation with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.
- Increased parent participation and satisfaction with school initiatives and activities.
- Students are involved in a range of leadership and participation activities through community partnerships.
- Community partnerships provide authentic learning and leading opportunities, enhancing a culture of achievement.
- Leadership opportunities are developed to enhance student voice.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM Equity Aboriginal Background Funding \$14,820.	In 2017 the Aboriginal student mentoring program continued, with each student and family formulating an individual Personalised Learning Pathway (PLP) with their mentor teacher, a member of the Aboriginal Education Team. This has encouraged increased communication and connection between families and the school. There was a 100% increase in parental engagement in the formulation of PLPs. Staff continued to implement 8 Ways of Learning strategies in teaching and learning programs. Funding was utilised to employ an Aboriginal Student Learning Support Officer to assist students with literacy and numeracy skill development. This has supported student attendance and academic progress, building confidence and resilience as well as providing a positive role model for students.
<b>English language proficiency</b>	RAM Equity EAL/D Funding \$13,840.  EAL/D support provided through the employment of 2 FTE EAL/D teachers.	Two EAL/D teachers supported 170 students in 2017. Parallel English classes of approximately 15 students were established at the Emerging to Developing levels for Years 7–10. Parallel HSIE classes for EAL/D students in Years 9 and 10 were developed to further target their writing development. Parallel Maths 5.3 classes for Years 9 and 10 were established to support EAL/D students who were talented in this area but lacked the language proficiency to excel in the regular 5.3 class. This level was essential in allowing them to access the courses required in Year 11 and 12 and beyond into university. Team teaching also occurred in Science for two Year 7 and two Year 8 classes who had the highest level of EAL/D need. Coursework, homework and assessment task support was provided by our EAL/D staff during recess and lunchtime. Year 9 were given additional focus in 2017 during this breaktime coaching. This assisted them greatly in better meeting the new minimum requirements for NAPLAN.
<b>Low level adjustment for disability</b>	RAM Equity Low Level Adjustment for Disability Funding \$44,067.  Support provided through 0.4 allocation of Learning and Support Teacher (LaST)	Funding was utilised to employ SLSOs and 0.6 of a teacher to support the 0.4 LaST allocation, bringing it back to the 2015 1.0 support level. This enabled the Learning and Support Team to allocate both in class and individual support for students requiring assistance with literacy, numeracy and general learning skill support. This enabled all targeted students to confidently submit assessment tasks. All teachers who requested support were provided assistance to modify assessment tasks and course work. All students who were identified by the NCCD had Individualised Learning Plans (ILPs) written in consultation with staff, students and parents.
<b>Socio-economic background</b>	RAM Equity Low Socio-Economic Funding \$26,417.	Financial assistance was provided to families throughout 2017 to enable students to access classroom and extra curricular activities as well as uniform and learning supplies.

<b>Socio-economic background</b>	RAM Equity Low Socio-Economic Funding \$26,417.	Funding was also utilised in the employment of SLSOs to support student learning in the classroom and the implementation of PLPs and ILPs in the classroom.
<b>Support for beginning teachers</b>	Beginning Teacher Support Funding.	<p>Funding was utilised to reduce the teaching allocation of teachers within their first two years of teaching. A beginning teacher mentor was employed to work with beginning teachers around their teaching practice, implementation of Positive Behaviour for Learning and requirements of accreditation. Teachers reported increased support and confidence in their practice.</p> <p>A mentoring program was established for beginning teachers where they identified a mentor and began developing a relationship to provide long term support and guidance.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	438	464	487	485
Girls	283	280	312	300

Total student enrolment in 2017 was 785 students, with 300 girls and 485 boys. Due to an increase in local enrolments, there was a conscious reduction in the number of non local student enrolments throughout 2017. 3% of students are Indigenous and 41% have English as an additional language dialect (EAL/D). 47% of students are in the top quarter for socio economic advantage and 7% are in the bottom quarter.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95	94	94.9	92.9
8	93.2	92.6	92.1	91.5
9	90.7	92.4	91.7	89
10	88.7	90	90	90.1
All Years	91.9	92.2	92.2	90.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	90.5	90	90	89.9

### Management of non-attendance

Student attendance at Sydney Secondary College Balmain Campus is above state average. Good attendance is an indicator of high student engagement. A range of strategies have been used to encourage and recognise attendance at school. These include wellbeing team intervention through counselling, attendance cards, parental and Home School Liaison Officer (HSLO) involvement. Fortnightly meetings with the Head Teacher Wellbeing, Year Advisor and Deputy Principal has allowed targeted support to be provided to students with identified attendance issues. 100% attendance by students is recognised at Sydney Secondary College Balmain Campus recognition assemblies. In 2017, the attendance rate for all students was 90.9% .

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	1.52	0	0
University Entry	0	0	0
Other	1.01	0	0
Unknown	1.52	0	0

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not currently hold the data on Year 11 and 12 post school destinations. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report.

96.51% of Sydney Secondary College Balmain Campus Year 10 students continue their secondary school education after completing Year 10 studies at Balmain, with 94.43% continuing their learning at Sydney Secondary College, Blackwattle Bay Campus. The 1.01% listed as other have continued their education overseas, interstate or have moved to private schools.

### Year 12 students undertaking vocational or trade training

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not currently hold the data on Year 12 vocational or trade training. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report.

### Year 12 students attaining HSC or equivalent vocational education qualification

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not currently hold the data on Year 12 vocational or trade training. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report.

## Workforce information

### Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	40.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	15.96
Other Positions	2

\*Full Time Equivalent

Please note, College staffing is included in the Sydney Secondary College Balmain Campus workforce composition.

4.9% of the teaching staff and 5% of Student Learning and Support Staff of Sydney Secondary College Balmain Campus identified as being of Aboriginal or Torres Strait Islander background. In addition to this, Sydney Secondary College employs a full time Aboriginal Education Assistant who supports Aboriginal and Torres Strait Islander students across all three campuses.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

### Professional learning and teacher accreditation

Teachers accessed professional learning through school development days, faculty planning sessions, regular faculty and professional learning meetings. Professional learning was also accessed by teachers

attending courses run outside school. Mandatory training was provided to meet Department of Education and legislative requirements including Child Protection updates, CPR, Emergency Care and Anaphylaxis. Professional learning was also provided to teaching and non-teaching staff to ensure the successful implementation of LMBR.

Professional learning centred on a number of themes throughout the year, such as literacy and numeracy, differentiation, growth mindset, student wellbeing and technology.

Staff were introduced to the Premier's Priority of an increase of the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019. Sessions were provided to increase capacity of staff to analyse NAPLAN data using the SMART data package. Staff explored a range of strategies to improve students' literacy including the SMART suite of resources and Super Six. Sessions were provided specifically on improving reading and writing in Stage 4 and an evaluation of the ALARM strategies. Staff were provided with time to undertake literacy and numeracy planning, and to enhance their Year 8 teaching and learning programs with additional literacy and numeracy strategies.

Whole school professional learning and faculty sessions emphasised the importance of differentiation for the full range of students at Sydney Secondary College Balmain Campus. Sessions included NCCD, how to enrich enrichment and strategies for differentiation. Staff were provided with time to undertake a review of Year 8 teaching and learning programs and to enhance the strategies for differentiation, within them.

A range of sessions were provided around the theme of student wellbeing and engagement. These included student engagement and growth mindset (Dan Haesler), several Mind Matters modules, Positive Behaviour for Learning, strategies for positive conversations with students, high expectations and goal setting, quality feedback, peer feedback, learning intentions and success criteria.

A range of optional technology sessions were provided throughout the year on different software packages and programs. These sessions were differentiated for staff providing choice in terms of both level of difficulty and personal interest.

Executive staff undertook their own program of professional learning including Leading NAPLAN analysis in their faculty, School Planning and Milestoning, Sentral Markbook and Reporting programs, School Communities Working Together, Corruption Prevention, Positive Behaviour for Learning review, Scope and Sequences, and engaging low socio economic parents with schools.

In 2017 21% of permanent and temporary teachers were working towards NESA accreditation with 100% of applicants successful in attaining proficient level.

37% New Scheme Teachers were maintaining

accreditation at Proficient.

10% of staff have formally registered or are interested in seeking voluntary accreditation at Highly Accomplished or Lead.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>566,882</b>
Global funds	410,919
Tied funds	221,721
School & community sources	494,983
Interest	7,503
Trust receipts	38,965
Canteen	0
<b>Total Receipts</b>	<b>1,174,091</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	42,285
Excursions	107,661
Extracurricular dissections	82,310
Library	6,393
Training & Development	0
Tied Funds Payments	263,595
Short Term Relief	155,376
Administration & Office	126,941
Canteen Payments	0
Utilities	58,046
Maintenance	118,498
Trust Payments	47,063
Capital Programs	66,996
<b>Total Payments</b>	<b>1,075,165</b>
<b>Balance carried forward</b>	<b>665,809</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,412,718
Appropriation	1,167,940
Sale of Goods and Services	34,191
Grants and Contributions	209,505
Gain and Loss	0
Other Revenue	0
Investment Income	1,083
<b>Expenses</b>	-607,838
Recurrent Expenses	-607,838
Employee Related	-291,012
Operating Expenses	-316,827
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	804,880
<b>Balance Carried Forward</b>	804,880

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

In 2017, Sydney Secondary College Balmain Campus migrated from the existing OASIS financial system to the new financial system SAP/SALM. This was a change from a cashflow to accrual accounting system. This necessitated administration and executive staff undertaking training and implementation in a new financial and administrative system. This took much time as staff enthusiastically undertook this total change in their practices and procedures. This had an

impact on expenditure in 2017. Some larger purchases have been held over until the 2018 school year. It is anticipated that the Annual Financial Statement for 2018 will indicate balance carried forward that is similar to those of previous years. Areas of focus will be on upgrading of school facilities and resources.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	6,352,357
Base Per Capita	125,394
Base Location	0
Other Base	6,226,963
<b>Equity Total</b>	342,922
Equity Aboriginal	14,820
Equity Socio economic	26,417
Equity Language	216,988
Equity Disability	84,697
<b>Targeted Total</b>	1,229,135
<b>Other Total</b>	789,509
<b>Grand Total</b>	8,713,923

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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 assessment tasks.

Year 7 students at Sydney Secondary College Balmain Campus performed above state average for Bands 7 to 9 in all areas of Reading, Writing, Spelling, Grammar and Punctuation. 76.4% of students in Year 7 achieved in the top 3 bands for Reading (16.2% above State average). 51.6% of students in Year 7 performed in the top 3 bands for Writing (8.7% above State average). 75.8% of students in Year 7 achieved in the top 3

bands for Spelling (10.6% above State average). 71.5% of students in Year 7 achieved in the top 3 bands for Grammar and Punctuation (11.2% above State average). 74.4% of students in Year 7 achieved in the top 3 bands for Numeracy (10.5% above State average).

Year 9 students at Sydney Secondary College Balmain Campus performed above state average for Bands 8 to 10 in all areas of Reading, Writing, Spelling, Grammar and Punctuation. 76.4% of students in Year 9 achieved in the top 3 bands for Reading (band 8 and above). This result is 18% above State average and 2.1% above the Statistically Similar Group. 53.5% of students in Year 9 achieved in the top 3 bands for Writing. This result is 8.3% above State average. 71.5% of students in Year 9 achieved in the top 3 bands for Spelling. This result is 16.4% above State average and 2.5% above the Statistically Similar Group. 70.4% of students in Year 9 achieved in the top 3 bands for Grammar and Punctuation. This result is 18.9% above State average and 3.5% above the Statistically Similar Group. 75.6% of students in Year 9 achieved in the top 3 bands for Numeracy. This result is 17.1% above State average.

The school continues to focus on Literacy (particularly writing) as growth areas.

Year 7 and 9 students at Sydney Secondary College Balmain Campus performed above State average for Bands 7 to 9 in Numeracy. 74.4% of students in Year 7 achieved in the top 3 bands for Numeracy (10.5% above State average). 75.6% of students in Year 9 achieved in the top 3 bands for Numeracy (band 8 and above). This result is 17.1% above State average.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <https://myschool.edu.au/school/41176/naplan>

The Premier's Priority of an increase of the proportion of NSW students in the top NAPLAN bands by eight percent by 2019 was a focus for staff development in 2017. Professional Learning has included SMART data analysis, SMART resources, Super Six reading strategies, ALARM, literacy and numeracy lesson planning and program development.

Attempts to address the State Priority of improving Aboriginal education outcomes have been made including engaging the Aboriginal community, Aboriginal Elders and Aboriginal staff, embedding and celebrating Aboriginal culture through incorporating 8 Ways of Learning and providing opportunities to celebrate culture through Bro Speak and Sista Speak and enhancing support for Aboriginal students through offering tutoring and Homework Club. Attendance is regularly and actively monitored and parents and carers are regularly engaged.

### Higher School Certificate (HSC)

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

As Sydney Secondary College Balmain Campus is a junior campus of Sydney Secondary College, it does not currently hold the data on Higher School Certificate performance. This information can be observed in the Sydney Secondary College Blackwattle Bay Campus Annual School Report.

## Parent/caregiver, student, teacher satisfaction

Across Sydney Secondary College and at Sydney Secondary College Balmain Campus, there was focused consultation with parents, students and staff members regarding curriculum, uniform and communication in 2017. Staff members were surveyed and consulted regarding What Works Best and the Wellbeing Framework and focus groups took place during this process of consultation. The data gathered from these surveys helped to inform the planning of the 2018–2020 School Plan with a revision of the College goals and Strategic Directions.

The College Management Group, the College Organisational Group and the College Student Wellbeing Action Group meet fortnightly to review and follow up current issues and input from our community. This determined College priorities throughout 2017.

Data to inform planning was extracted from the following quantitative and qualitative surveys as well as focus groups:

- Early Career Teacher Mentor Scheme ran at Sydney Secondary Balmain Campus, with the employment of a Teacher Mentor who met with Early Career Teachers once a fortnight. Early Career Teachers reported that they felt supported and respected by their school community with six teachers submitting their accreditation at the Proficient Level.
- In 2017, Faculty Reviews of the Mathematics and Science Key Learning Areas were conducted. Online questionnaires were sent to parents about their understanding of students' learning; to students about course delivery, engagement, behaviour management and ways teachers facilitate achievement; and to teachers on faculty organisation and procedures, student engagement and wellbeing, faculty ethos and professional development. Interviews were also conducted with students focusing on teaching strategies, rapport with the teacher, organisation and procedures and assessment; and with teachers focusing on student engagement and wellbeing, faculty organisation and procedures, faculty ethos and approach to professional development.
- In the Mathematics Review, interviews were conducted with 8 teaching staff and 34 students;

questionnaires were completed by 4 teaching staff, 61 students and 117 parents. From these results three key recommendations focusing on active student learning, differentiation and high expectations are to be implemented and reviewed in 2018.

- In the Science Review, interviews were conducted with 9 teaching staff and 55 students; questionnaires were completed by 5 staff, 280 students and 61 parents. From these results three key recommendations were made, which focused on teaching and learning programs that effectively integrate technology and real world links to improve student engagement. These are to be implemented and reviewed in 2018.

Parents value effective communication systems that cater for changing needs. A survey of our school community, where 60% of parents, students and staff provided feedback found that 94% of parents surveyed indicated they use a smart phone device to gather information, with 69.94% using Facebook. In response to this feedback adjustments to the newsletter, notification of assessments and upcoming events were made.

In 2017, a review of the Gifted and Talented program, including selective and enrichment at Sydney Secondary Balmain Campus was undertaken to actively investigate how to improve Gifted and Talented provisions. Data was collected from school reports, faculty programs, involvement in extra curricular activities, NAPLAN; with a Gifted and Talented survey being sent to staff, students and parents. Parent focus groups were held to discuss student and staff strategies to enrich student experiences in enrichment. This is reflected in the changes to the Year 7 2019 model.

Satisfaction was indicated by all parties in the following areas across the college:

- At Sydney Secondary College there is a vibrant and inclusive school community spread across three campuses. Our community fosters and continues to support co-education within a college structure. Parents at our middle schools were very appreciative of the range of co-curricular programs being offered to students. These courses improved student engagement and offered the opportunity to discover and develop interests and talents.
- Primary school partnerships, university partnerships, local councils and local community groups, parent groups, AECG, TAFE and Inner West Council youth services are valued. Both staff and parents want our College to maintain and build on these partnerships to enhance and expand student learning. Increased student enrolments from our partner primary schools are evidence of the success of these programs.
- Parents value effective communication systems that cater for changing needs. Sydney Secondary College continues to accommodate different parent/caregiver preferences through the use of a variety of communication platforms including websites, Skoolbag, Twitter, Facebook, Edmodo and school newsletters.
- Our community supports the promotion of the



strength of quality public co-education with emphasis on the middle schooling and young adult learning environment.

- Parents and caregivers at Sydney Secondary College are proactive and willing to engage with and contribute to school life and programs. Each campus has a strong Parents and Citizens association. Parents in particular support College-wide Creative and Performing Arts and at each campus; the College Instrumental Music program has strong parental support and maintains student enrolments of 250+.
- The College manages assets and infrastructure to meet student learning needs including physical environment and technology infrastructure. Teachers, parents and students want future focused learning spaces. Significant progress was made in 2017 to enhance learning spaces and student amenities. There are professional learning teams at each campus dedicated to advancing innovation in our schools as all parties believe that amenities at each campus need ongoing modernisation.
- An evidence driven, dynamic, inclusive culture of consultation informs future College and campus planning and this direction is appreciated by all parties.

Parents were invited to meet their young person's teacher mentor, the College Aboriginal Education Officer and the Aboriginal Tutor, and assist in the formulation of a PLP. In 2016, none of our Aboriginal and Torres Strait Islander parents attended the PLP meetings, to participate in this process. In 2017, 8 students' parents attended. The College hosted an evening where parents were encouraged to provide feedback on the process of setting Personalised Learning Plans (PLPs) and providing feedback to parents. Parents were able to communicate their need for ongoing communication about how their students are progressing at school and the value placed upon student educational outcomes. Parents and guardians of Aboriginal and Torres Strait Islander students have been very supportive of these programs in 2017, seeing it as a means of monitoring their child's progress at school. Parents are able to access updates on activities their child is undertaking and areas of improvement and development.

The Glebe Pathways Project continued to engage students through innovative, personalised teaching and learning programs in partnership with Glebe Youth Service. Glebe Pathways students participated in writing programs initiated by Sydney Story Factory. Students' use of expressive language was developed. The course also improved their ability to communicate thoughts and feelings by allowing students to find their own voice through digital story telling.

Students from all three campuses of Sydney Secondary College participated in regional programs including the Great Debate at NSW Parliament House, Speak Up 2016 and Koori Art Expressions Exhibition.

## Policy requirements

### Aboriginal education

During 2017 our Aboriginal and Torres Strait Islander students showed progress and improvement academically as demonstrated by the improvement on NAPLAN results and meeting and exceeding our targets for closing the gap between Indigenous and Non Indigenous students.

In 2017 3% of students identified as being of Aboriginal and Torres Strait Islander (ATSI) background, including Glebe Pathways students.

The Sydney Secondary College Balmain Campus Aboriginal Education Team meets each fortnight. Representatives meet with the College Principal each term to ensure the continuity of College programs.

In 2017 the College launched Bro Speak. The aim of this program is to provide a forum for Aboriginal and Torres Strait Islander boys in both of our junior campuses to develop their confidence, leadership and public speaking skills. Sydney Secondary College Balmain Campus continued to participate in the Sista Speak program. This program supports our female Aboriginal and Torres Strait Islander students at our junior campuses and brings together the female students at Balmain and Leichhardt Campuses to talk about their culture and country. Local Aboriginal women led the sessions assisted by one of our Creative and Performing Arts (CAPA) teachers and our College Aboriginal Education Officer (AEO).

Sydney Secondary College Balmain Campus initiated a Personalised Learning Pathways (PLP) evening.

### Multicultural and anti-racism education

The acceptance of cultural diversity is an essential part of the teaching and learning programs at Sydney Secondary College Balmain Campus. In 2017 there were 170 students from Additional Language/Dialect (EAL/D) representing 21.6% of the student body.

In 2017 the English as an Additional Language/Dialect (EAL/D) teaching allocation was 2.0.

Teaching programs at Sydney Secondary College Balmain Campus ensure that multicultural education is explicitly taught so that all students are well equipped for life in Australian society. Sydney Secondary College Balmain Campus has an Anti-Racism Officer. There is a College wide Diversity Day held for Year 10-12 students during Term 1 at Blackwattle Bay Campus.

At Sydney Secondary College Balmain Campus the EAL/D program is based on a team teaching approach through English and HSIE key learning areas. The focus is adjusted each year to fit the changing needs of second and third phase learners in their various subject areas. Parallel English classes have also been created to cater to a number of the first and second phase learners, and International students entering Sydney Secondary College Balmain Campus. EAL/D teachers participate in the Learning Support and Wellbeing Teams.