

Sydney Secondary College Leichhardt Campus Annual Report



2018



8507

Introduction

The Annual Report for **2018** 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 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.

Melinda Bright, Vincent O'Donnell and Belinda Conway

Senior Executive, Sydney Secondary College Leichhardt Campus

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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 well-being and ever expanding co-curricular programs ensure that we put our College motto, 'Quality, Opportunity and Diversity' into practice.

Judy Kelly

College Principal

Sydney Secondary College Leichhardt Campus places at its centre a focus on excellence in learning, teaching and leading. Student voice initiatives through social justice and representative groups highlight the diverse and welcoming school community and provide feedback on the progress of the school throughout the planning cycle. Our teachers participate in extensive professional learning to improve student learning outcomes and implement evidence-based approaches in an action research model. This report provides an account of a range of initiatives in 2018 and demonstrates the commitment at Sydney Secondary College Leichhardt Campus to the provision of a quality education for all.

Melinda Bright, Vincent O'Donnell and Belinda Conway

Senior Executive, Sydney Secondary College Leichhardt Campus

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-education 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 2016 we have a school population of over 2200 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 based on quality, opportunity 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.

Progress achieved across the domains of Learning, Teaching, and Leading include:

LEARNING

Continued improvements in assessment and reporting including the extension of the Student Led Conferencing pilot to include all stage 4 in 2019; Significant growth in the number of curriculum offerings designed to cater for future–focused learning in addition to the preliminary planning to expand stage 5 elective curriculum offerings further in 2019 with the introduction of a future–focused elective line in year 9.

TEACHING

We continue to excel in our collaborative teaching practices and the way we support teachers at all stages of their career to focus on continual improvement in practice. Our longitudinal data collected on the '6 Effective Practices of High Growth Schools' confirms excellent classroom practice and the commitment of our teachers to learning and development as well as their own professional standards.

LEADING

In the domain of school leadership within the framework, evidence continues to support that we have demonstrated excellence in the way school resources are utilised and that our planning, implementation and reporting practices are of a high standard. We continue to seek feedback from our community to refine our leadership and management practices and processes.

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

Excellence in Learning

Purpose

Our students will be engaged learners who develop strong content knowledge and skills in literacy and numeracy. They will be creative, critical thinkers and adaptable, collaborative lifelong learners. Our students will be empowered to learn, connect, succeed, thrive and be empathetic and resilient individuals capable of demonstrating, communicating and reflecting on their learning.

Overall summary of progress

The school has undertaken several action research initiatives driven towards improving assessment and reporting, with a particularly strong focus on student-led conferencing. Future-focused learning has been prioritised in the three year plan, with this first year being devoted to extensive professional learning to upskill all staff in the 4Cs and R focus. Several student initiatives for Year 7 have also exposed teachers to a range of pedagogical approaches through challenge days. Analysis of student data has also been conducted in preparation for several numeracy and literacy initiatives and to assess the implementation of literacy scales in reporting across all KLAs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
SEF data returns to sustaining and growing value adding between 2019 and 2020	Professional learning funds (2018 funds: \$68,390)	Literacy and numeracy teams have been supported by executive staff and increased in membership to build pedagogical approaches to literacy and numeracy across the curriculum. Professional learning has been highly successful as has including literacy in assessment and reporting with data ready to analyse for 2019.
Decrease in students getting a score indicating a drop in performance in 2018 using our centralised tracking system for academic data		Sentral data is regularly analysed to track student performance. The student-led conferencing is designed for enhancing a culture of continuous improvement.
Increase in students achieving a sound grade or above and/or sustained academic growth as demonstrated in internal data in 2018		Student-led conferencing has fostered stronger engagement with learning and improved metacognition in the pilot group building a focus on academic growth in a future-focused learning environment.
Teachers are engaged in professional learning and reflection to increase their understanding of the 4Cs + R (future focused learning initiative) and the 4Cs + R are identified in teaching and learning programs in 2018	Professional learning funds (2018 funds: \$68,390)	Presentation of staff PL and upskilling staff understanding of 4Cs and R capabilities has been successful. Initiatives led by the HT T&L have challenged junior students to engage in creative problem solving and reflection. The curriculum committee have evaluated and proposed a new elective for 2020 to drive Stage 5 future-focused learning.

Next Steps

The new elective for 2020 has significantly driven the implementation of future-focused learning and will drive professional learning in 2019. A sustained focus on the 4Cs and R will underpin collaborative programming in 2019.

The student-led conferencing pilot was highly successful in emphasising student progress and promoting ownership of student data for all stakeholders. This pilot will be extended to all of Stage 4 in 2019.

Planning has also started to implement a new data tool to analyse and monitor engagement of students for 2019.

Strategic Direction 2

Excellence in Teaching

Purpose

Staff will ensure an ongoing Sydney Secondary College culture of high expectations. This will be based on evidence based practices and evaluation, continuous professional learning, accreditation support, innovative practice and the development of collaborative learning communities.

Overall summary of progress

The TAS and CAPA Faculties were reviewed in 2018. The process of reviewing faculties and the scope of the review is analysed regularly and conducted with involvement from all stakeholders. The review process ensures that previous findings from Science and Mathematics in 2017 are tracked and in place and the recommendations have all been addressed and put in action during 2018.

To address student data, differentiation and use of pre and post test, the school nominated for a Best Start trial and significant professional learning in 2018 to be continued into 2019. This approach will ensure collaborative evidence-based practice and a comprehensive understanding of our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in proportion of students in top two NAPLAN bands in literacy and numeracy		Scout data demonstrates some growth in the number of students in the top two bands.
In 2018, the 2017 recommendations for the Science and Mathematics faculties from the College Faculty Review process will be put in place.		Improvements suggested are underway and have yielded significant improvement in differentiation, assessment and collaboration in programming.
Increase the percentage of staff who agree that we are extensively using pre and post testing to assess learning and guide teaching practice.		The 6 Effective Practices tool identifies that pre and post testing is still an area of focus.
Increase the percentage of staff who agree that we are developing accessible resources to assist in differentiating the curriculum.	LAST employment RAM—Low level adjustment	Additional classroom support has assisted in differentiation of assessment and the modification of tasks.

Next Steps

Best Start whole staff PL will be used to improve data skills and pre and post test use. Engagement with learning data and processes of regular analysis of data will be prioritised in staff professional learning to build capacity and drive shift in literacy and numeracy data.

To address pre and post testing, Leichhardt Rounds (a quality teaching initiative) will highlight this aspect of teaching practice.

A college-wide focus on differentiation and the employment of a HT LET will enhance capabilities of all teaching staff to cater for diverse student needs.

Strategic Direction 3

Excellence in Leading

Purpose

Our school will have systems, structures and processes that underpin ongoing school improvement. 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 cultivate effective learning alliances to inspire students to learn and achieve.

Overall summary of progress

In 2018, systems and practices in a range of student focused initiatives were prioritised to build staff capacity to lead and to manage data relating to student achievement. Teaching staff were given the opportunity to lead professional learning communities through completing action research projects. PDP processes consolidated learning goals for all staff including SLSOs and SASS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Recommendations from action research teams will be embedded in practice.		Student-led conferencing pilot was successful and will be extended into Stage 4. Literacy scales have been applied to assessment and reporting for Stage 4.
Student Learning Support Officers and School Administrative Staff achieve Performance Development Plan (PDP) goals in 2018	Low Level Adjustment for Disability \$156,861	Employment of additional SLSOs consolidated PDP processes including the identification of goals, learning and resources.
Academic growth for students supported by EALD, Integrated Funding Support or Aboriginal and Torres Strait Islander equity funding.	RAM funding EAL/D \$77641	The continuation of the Norta Norta Program and the additional EAL/D teacher days supported completion of assessment, greater differentiation and stronger engagement with the school.

Next Steps

Employment of HT Learning and Enhancement to continue the school's focus on differentiation and will combine the focus on literacy and numeracy with a review of high potential learning to elevate differentiation practices and facilitate data use skills.

Funding for Aboriginal education team and Norta Norta tuition will continue the focus on lifting achievement, as will the continued employment of the EAL/D teacher.

The College Executive focus on building staff capacity will promote strong PDP processes and professional learning at a faculty level.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	English language proficiency: \$ 77641 • English language proficiency (\$77 641.00)	English language proficiency funds were directed to the employment of an EAL/D teacher to support student learning in the classroom and provide targeted support to emerging and developing learners. Students showed strong improvement in reading and steady progress in writing in assessment data.
Low level adjustment for disability	Low level adjustment for disability: \$156861 • Low level adjustment for disability (\$156 861.00)	LaST and SLSO's were employed and matched against funding. Staff provided extensive support in literacy and numeracy and supported social development for students. HT Learning and Enhancement raised as an executive role for 2019 and decision has been determined to further support differentiation of curriculum as well as intensive support for identified students.
Socio-economic background	Socio-economic background: \$ 29369 • Socio-economic background (\$29 369.00)	The student mentor has been highly effective in delivering interventions and developing support plans for many students identified by school data and referred by parents. The student mentor is an integral part of the school's Learning and Support Team.
Support for beginning teachers	• Support for beginning teachers (\$0.00)	Beginning Teachers have continued to access quality professional learning and support in ECTMS. Beginning Teachers have participated in Accreditation Support with several preparing reports for accreditation to be submitted early in 2019. Beginning Teachers have participated in Leichhardt Rounds, a program designed to build mentoring and quality teaching.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	582	591	628	615
Girls	267	302	317	316

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.4	94.6	94.6	94.7
8	91.7	92.5	91.9	92.3
9	91.4	92.9	91.6	90.9
10	91	91.3	89	90.5
All Years	92.3	92.9	91.8	92.1
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	90	90	89.9	88.7

Management of non-attendance

Student attendance at SSC Leichhardt is above state average. A range of strategies have been used to encourage and recognise attendance. These include Wellbeing team intervention through counselling, attendance cards and parental HSLO involvement. In 2018, the attendance rate for all students was 92.1% almost 4% above state average.

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	0	0	0
University Entry	0	0	0
Other	0.1	0	0
Unknown	0	0	0

Students at Sydney Secondary College Leichhardt Campus were successful in completing Year 10 and transitioning into Year 11. As students complete Years 11 and 12 at Blackwattle Bay Campus, please see their report for more information.

Year 12 students undertaking vocational or trade training

Students at Sydney Secondary College Leichhardt Campus who are interested in further study at TAFE have undertaken trade taster courses in preparation for vocational education and training in senior school. As students complete Years 11 and 12 at Blackwattle Bay Campus, please see their report for more information.

Year 12 students attaining HSC or equivalent vocational education qualification

Sydney Secondary College Leichhardt Campus continues to drive teaching and learning initiatives that prepare students for the academic rigour of senior study. As students complete Years 11 and 12 at Blackwattle Bay Campus, please see their report for more information.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	46
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	15.37
Other Positions	1

*Full Time Equivalent

Our College ATSI staff include five Aboriginal teachers, an Aboriginal Education Officer, two Aboriginal SLSOs at Glebe Pathways, one at Balmain Campus, and an Aboriginal SASS officer at Leichhardt Campus.

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	10

Professional learning and teacher accreditation

In 2018 all teachers across the state who began teaching prior to 2004 were accredited at Proficient and began a 5-year cycle of professional learning linked to maintaining accreditation.

School professional learning funds (\$68 390) were expended to support action research project teams involving all teaching staff and developed leadership capacity.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,175,107
Revenue	10,812,439
Appropriation	9,904,770
Sale of Goods and Services	73,617
Grants and Contributions	811,385
Gain and Loss	0
Other Revenue	6,566
Investment Income	16,101
Expenses	-10,491,290
Recurrent Expenses	-10,491,290
Employee Related	-9,569,374
Operating Expenses	-921,916
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	321,149
Balance Carried Forward	1,496,256

The school continued to use equity and base funds to support student learning in the classroom through the employment of SLSOs and the piloting of new literacy and numeracy programs.

Expenditure also focused on improving the school environment through investment in new classroom spaces and additional technology.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,507,757
Base Per Capita	188,388
Base Location	0
Other Base	7,319,369
Equity Total	291,273
Equity Aboriginal	27,403
Equity Socio economic	29,369
Equity Language	77,641
Equity Disability	156,861
Targeted Total	992,135
Other Total	527,010
Grand Total	9,318,175

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 assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school completed a mix of paper and online tests and therefore data cannot be reported on in 2018.

The school cannot report on data this year due to the mix of paper and online testing used.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

There are no additional reporting requirements in 2018.

Parent/caregiver, student, teacher satisfaction

With Sydney Secondary College's campus-specific 2018–2020 School Plans in motion, 2018 saw the strengthening of innovative teaching and learning practices as well as a continued focus on wellbeing across the board.

The College Management Group, the College Organisational Group and the College Student Wellbeing Action Team met fortnightly to organise College events such as Presentation Day, Year Advisers' Day and College Development Day (among many others), as well as review and follow up current issues and input from our community. This has continued to guide College priorities and future directions.

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

- Wellbeing surveys across all campuses – revealing a strong sense of parent and student connection to the school and confidence in the College's management and regard for wellbeing issues.
- Support for early career teachers and particularly those requiring assistance with accreditation ran across all three campuses – teachers reported that they felt supported and respected by their school community. This support provided opportunity for early career teachers to manage their accreditation process as well as collaborate with more experienced teachers for the purposes of observation, goals assistance and mentoring support.
- Term 3 college professional learning staff survey – the majority of staff rated the day as valuable and relevant to their roles and appreciated the variety in workshops offered, combined with the opportunity to collaborate as cross-campus faculties.
- College Student Representative Council meetings facilitated strong discussion about social justice, reducing the environmental footprint, and empowering students to become leaders in their communities to drive change.
- Exiting Year 10 students reported that they were challenged and catered for as learners at Sydney Secondary College. The large majority of students from the Balmain and Leichhardt campuses continued on to the Blackwattle Bay campus for their senior schooling. Of the small number who continued their stage 6 schooling elsewhere, most took up positions at fully selective high schools.

- 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. The College Instrumental Music program has strong parental support and maintains student enrolments of over 250 students.

Policy requirements

Aboriginal education

During 2018, our Aboriginal and Torres Strait Islander students showed progress and improvement in terms of academic success, engagement and recognition in the wider community.

In 2018, there were 30 Aboriginal and Torres Strait Islander (ATSI) students enrolled at Leichhardt Campus. Our College ATSI staff include five Aboriginal teachers, an Aboriginal Education Officer, two Aboriginal SLSOs at Glebe Pathways, one at Balmain Campus, and an Aboriginal SASS officer at Leichhardt Campus.

Our College has an Aboriginal Education Team at each campus which meets regularly. Representatives meet with the College Principal each term to ensure the continuity of College programs. The coordinators of these teams also engage in regular contact to develop cross-campus initiatives. Along with this, the College is committed to regular engagement with our strong Indigenous community through a connection with the Glebe Connected initiative.

In 2018, the College Aboriginal Education Team continued to run and further strengthen both the Sista Speak and Bro Speak programs for our ATSI students at the Balmain and Leichhardt Campuses. This program brought our students together to talk about their culture and country through a variety of activities, including workshops with the Sydney Story Factory, a Barangaroo Walking Tour, a Rock and Water workshop for Bro Speak led by an SSC teacher, a visit to the Maritime Museum to explore the Indigenous Art Exhibition, Tribal Warrior, a delicious cooking class with native ingredients, bike riding around Blackwattle Bay with an SSC teacher, a presentation from the Macquarie University Walanga Maru representatives and an ongoing engagement with the UTS Jumbunna program. As a result of the dedication of the College's teachers in connecting students with this variety of programs, 2018 saw the highest attendance rates at both Sista Speak and Bro Speak as well as a greater personal connection with the students' culture, community and other Aboriginal students across the campus.

Across our College, greater parental involvement occurred in the preparation of students' personalised learning pathways, attendance at cultural events and celebrations. Mentors across all three campuses, in conjunction with the Aboriginal Education Officer (AEO) and College parents, work with students to develop

Personalised Learning Plans that identify the areas in which learners need additional support. Mentors and the AEO monitor attendance, classroom behaviour, as well as the emotional and social development of students. Mentors also provide support, demonstrate leadership and work closely with students in a safe learning environment.

Sydney Secondary College continues to demonstrate commitment to ATSI education through a variety of programs across the three campuses, including Young Mob, homework clubs, Pride Nights and welcome evenings and transition events for ATSI students. In addition, Leichhardt campus' HSIE teacher and Year 10 Adviser Leanne Jamieson received the Nanga Mai award for her outstanding contribution to educational achievement.

Literacy and numeracy programs continued at Balmain and Leichhardt Campuses in 2018. These programs aim to assist targeted ATSI students in the areas of literacy and numeracy. Leichhardt Campus continued complementing the allocation for a Norta Norta teacher, providing ongoing support for the literacy skill development of our ATSI students. In 2018, ATSI students from Leichhardt and Balmain Campuses demonstrated continued growth in writing, as evidenced by improved NAPLAN results.

Sydney Secondary College students participated in regional programs including the Great Debate at NSW Parliament House, Speak Up 2018 (where Leichhardt's Alex Peisley and Sarah Rodger came first and third, respectively) and the Koori Art Expressions Exhibition. Notably, Alex Peisley also emceed the exhibition and Leichhardt's Gabriel Raad's drawing of Aunty Fay Carroll has been used by the Department.

The 2018 Deadly Awards saw Sydney Secondary College students Paris Caines–Sghabi (Balmain Campus), Rosie Manners (Leichhardt Campus), Beau Syron (Blackwattle Bay Campus) awarded with Deadly Kids Doing Well Awards.

Multicultural and anti-racism education

The acceptance of cultural diversity is an essential part of the teaching and learning programs at all three campuses. In 2018, the English as an Additional Language/Dialect (EAL/D) teaching allocation at Leichhardt Campus was 0.4.

Teaching programs at all three campuses ensure that multicultural education is explicitly taught so that all students are well equipped for life in Australian society. Each campus has an Anti–Racism officer. A Diversity Day was held for Year 11–12 students during Term 1 at Blackwattle Bay Campus and Harmony Day assemblies celebrated diversity of teachers, students and the wider community at both the Balmain and Leichhardt campuses.

At Leichhardt Campus, whilst many students were born in Australia they speak another language at home. Given that the allocation of staffing is limited, the focus for teaching EAL/D means that new arrivals are given

priority and every effort is made to assist students in their transition.

The school has an Anti–Racism officer and Harmony Day was recognised as an opportunity to celebrate the diversity of the student and teaching staff at school.

EAL/D Report

In 2018 there were 344 LBOTE students enrolled at the Leichhardt campus. These students came from diverse language backgrounds and 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 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 assessments and classwork were modified to meet the various needs of EAL/D students. The end of year academic reports showed improvements in English language competences of EAL/D students. Additionally, the submissions of on–time assessments increased as did the quality of responses. The 2019 EAL/D program would aim to expand on these successes and implement more formal reading and writing English programs.

Other school programs

SSC Instrumental Music Program

During 2018 the IMP moved ahead with several initiatives to further broaden the scope of learning within the co–curricular music ensembles framework. The program successfully rehearsed 10 ensembles across the college involving more than 270 students who frequently represented our college and NSW Public Schools at high profile events throughout the year including performances at the Sydney Opera House, Sydney Town Hall, ABC studios for the Sydney New Year's Eve fireworks production, Manly International Jazz Festival and the Sydney Conservatorium of Music. The IMP last year trialed an extra percussion ensemble to cater for junior percussionists who would otherwise have had limited engagement with the IMP. The trial was a success and this group will be implemented in full for the duration of 2019. Students rehearsing in IMP ensembles participated in a formal assessment of their skills in term 4 that provided feedback for students to develop their own learning goals. Instrumental music continues to thrive and the college ensemble program is further developing a reputation for developing high quality musicians who perform for and support our community.

Mark Stevens, IMP Music Director