Our college at a glance

Students

Sydney Secondary College, with campuses at Balmain, Leichhardt and Blackwattle Bay, is an innovative multi-campus public education facility. The college caters for all learners with an academically selective stream, comprehensive stream and support classes for students with disabilities.

The diversity of students from a multiplicity of national and religious backgrounds creates the opportunity for real life learning and authentic experiences.

Located in the inner city, with two harbour side locations, students complete their Year 7 – 10 educations at Balmain or Leichhardt where the focus is on middle schooling. They are given absolute priority for enrolment at the Blackwattle Bay campus for Years 11 – 12 with its broad curriculum and links to TAFE and universities.

Staff

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

100% of staff at Sydney Secondary College have either a Degree or a Diploma. A number of staff have additional degrees or diplomas in areas of high relevance to the College such as Gifted and Talented education, Technology and the education of boys. Twenty nine staff have a Masters degree.

Significant programs and initiatives

- Leichhardt’s 50th Anniversary and "High Voltage" the musical. This celebration allowed the school community to celebrate 50 years of public education.
- Increased local enrolments at Balmain Campus
- Year 7 NAPLAN Results
- Environmental as Anything 2010
- Talented Athlete Program and associated gym refurbishment at Balmain
- Leichhardt campus becomes a National Centre for Excellence in middle schooling. In this program Leichhardt will work with four other 7-10 schools to become a Cluster for Excellence.
- Establishment of a vegetable gardens at Balmain
- The Maritime Youth Mentoring partnership
- A cultural study tour of Paris involving twenty students and three teachers was a highlight for language students from Leichhardt and Blackwattle Bay campuses.
- Excellent numeracy results in the School Certificate
- NSW Premiers’ Volunteering program was launched at both Balmain and Leichhardt Campuses.
- Official opening of the new school oval at Leichhardt

Student achievement in 2010

- Jacob McKenna performing with Opera Australia in "Carmen"
- HSC Results 2010 : our highest, achieved by Benjamin Szczesny was an ATAR of 99.1
- Students studied 49 subjects for the Higher School Certificate, with mathematics, biology and business studies being the most popular. Our students achieved 141 band 6 results in 29 subjects. 72 students scored band 6 in at least one subject and 21 scored band 6 in 3 or more subjects. In 17 subjects Blackwattle Bay Campus students were more than 2 points above the
state average, with all mathematics courses more than 5 points above the average and students in Visual Arts, Business studies, society and culture and software design and development between 4 and 6 points above the average.

- In 22 subjects, results in the top 3 bands surpassed the state by more than 20%, and in another 6 subjects, all students performed in the top three bands.
- **Damien Spinks topped the state in the Chinese Beginners HSC course.** Carthy Vuong achieved 4th place in the same subject.
- **Gemma Waters** was successful at the Sydney Region Vocational Student of the Year award ceremony for her outstanding achievement in Retail VET.
- 34% of **Visual Arts** HSC students score band 6 while the rest were mostly band 5. **Peita Keilar** had her Visual Arts body of work selected for Art Express.
- Students in **Best Buddies Program** for enthusiastic participation in a wide range of activities.
- The phenomenal success of the **Instrumental Music Program** including the "Primarily Fun Workshop"- over 120 students from SSC and local primary Schools performing at Music In the Park
- Ryan Chen achieving 99/100 for his School Certificate science exam
- **Maths Challenge**- a cross campus maths initiative. Year 9’s Chenming Tang won the College Mathematics challenge against students from Yr 9 to 1. Chenming was also awarded a University of New South Wales medal for achieving 100% in the annual mathematics competition.
- **Nicholas Zeng**, Leichhardt and **Celeste Leong**, Balmain, were the dux of the School Certificate averaging 95 in their School Certificate exams.
- Brianne Lake was the first Indigenous School Captain of Leichhardt Campus
- Team Balmain who competed at the **Australian Schools Basketball Competition** in Victoria.
- Five students from **Glebe Pathways Project** gaining their School Certificate
- **Balmain Year 8 Drama production “Who Dun It?”**

**Messages**

**Principals’ message**

Sydney Secondary College entered its eighth year of operation in 2010 and continued to build on the successes of previous years.

The partnership of the three campuses makes up the college and enables it to provide the advantages offered by both smaller schools (campus) and larger schools (college).

Our ability to provide age appropriate education, based on quality learning and teaching and our focus on diverse curriculum and student welfare is not matched by many other schools.

The College provides students with specialised educational, leadership and welfare opportunities and services in stage 4/5 (years 7-10) and stage 6 (years 11-12) environments.

Strong ties with associated primary schools saw a real focus on a K-12 continuum of education in 2010.

The college continues to create new pathways for students with links to local businesses, Sydney Institute of Tafe and the University of Technology. These are supported by active and forward thinking parent bodies.

The Senior Campus combines quality teaching with the “Principles of Adult Learning” as it develops a more adult working and learning environment.
The 7 – 10 campuses also combine quality teaching with a strong focus on middle school principles of relationships, reliance, rigour, relevance and responsibility.

The College strives to ensure a quality, balanced program, in either comprehensive or selective educational streams, for all students. It has established a proud record of excellence in academic, cultural and sporting endeavours.

I certify that the information in this report is the result of a rigorous college self-evaluation process and is a balanced and genuine account of the college’s achievements and areas for development.

P & C Messages

SSC Leichhardt Campus

P&C Executive

I would like to start by thanking the executive members of the P&C, I greatly appreciate everyone’s support and team work over the year. Office bearers in 2010 were

Mike Ticher, Vice President
Peter Cox, Vice President
Sue Russell, Secretary
Suzana Sukovic, Assistant Secretary
Max Pontin, Treasurer
Jeff Hockey, Sydney Region P&C representative and College Advisory Council representative
Ali Hill, School Council representative
Stephanie Searle, College Advisory Council representative

On behalf of the executive, I would also like to thank Judy Kelly for her incredible support and commitment to working in partnership with parents.

P&C representatives

Parents were represented at many forums and events in 2010 including the school council, the college advisory council, P&C regional advisory committee, school finance committee, orientation days and recruitment panels. Thank you to all those involved including Ali Hill and Stephanie Searle, Mick Houlbrook and Sue Russell.

P&C meetings

The P&C held 8 meetings in 2010. We would like to thank everyone who was able to come along and contribute to the discussions as well as those who followed our progress via the minutes and the parent email list. Your support and interest is invaluable.

P&C social events and fundraising

The P&C hosted a number of social events throughout the year. The Trivia Night committee put together a great night and raised over $6,000. Many parents said how much they enjoyed the evening. Thank you to Kate Teevan, Fiona Law, Mike Ticher, Glynis Jones and Sue Russell. It was a great team effort and many parents and staff helped on the evening, as well as donated prizes, silent auction items and cakes. Thank you also to our many sponsors who supported our efforts by donating goods and services to the silent auction.

The P&C continued to collect family donations. Our appreciation to the office staff for their support.

Funds raised from these activities were used to provide additional resources, facilities and equipment for students at the school. This included the Dux award, which recognised academic excellence and the “Gotcha” awards, which recognised student achievement and contributions to the school. The purchase of new equipment from 2010 funds includes: Smart Board for one of the Science rooms, mulcher, sewing machine, bike racks, and water fountain for refilling water bottles.

Many parents were involved in supporting school events throughout the year, including Open Days and the Year 7 Orientation Day. Parents assisted with the
50th Anniversary celebrations with the musical “Ibrox High Voltage”, the BBQ for visitors at the Welcome assembly and the Cocktail party for past students, staff, parents and community members. Thank you to everyone who was able to help in showcasing SSC Leichhardt as a wonderful school.

**Uniform Shop**

2010 saw the uniform shop transferred from the P&C to Your Uniform Shop/Pickles Schoolwear. Our gratitude to Judy Kelly, Laura Hart, Melanie Oxley and Max Pontin who planned and managed a very smooth transition. Thank you also to everyone who was able to help out at the Uniform Shop at the Year 7 Orientation Day in December 2009 and during the school holidays in January to ensure that Year 7 students were well outfitted to start the school year.

Our heartfelt appreciation to Laura Hart for her dedication in coordinating the P&C uniform shop activities over the past few years and to the volunteers who have assisted her each week.

**Canteen**

In 2010, the School Canteen lease came up for renewal. Thank you to Sue Russell for all her hard work as the parent representative on this committee.

**Bike racks for students riding to school**

The P&C investigated options for installing bike racks within the school grounds. To help us in our planning, we conducted an online survey to gain feedback from parents. Thank you to the many parents who participated. The submission to the Community Building Partnership grant program for $5,000 to cover the costs of materials (bike racks and fencing) was unsuccessful, so the P&C made a commitment to secure bike storage and has put funds aside for this purpose. Many thanks to Liam O’Sullivan who continues to passionately take the lead on this project.

**Lostock**

Lostock continued to be a fantastic asset for use by students and families across the College. We would like to thank Balmain and Blackwattle Bay P&C and schools for their financial contribution to this project and their interest and support for the future of Lostock. Special thanks to the Lostock subcommittee, led by Steve Cumming and Amanda Maddox for managing and maintaining the property during the year, as well as the many parents who assisted with the working bees. Without their efforts, many of our students and families would not have been able to enjoy a taste of country life.

**Communication**

The P&C regularly contributed to Highlights, the school’s fortnightly newsletter. The P&C also maintained pages on the school website and managed a parent email list in order to distribute the P&C minutes and inform parents of P&C events and other relevant information. Our appreciation to Peter Cox and Sue Russell for their unfailing efforts.

**Advocacy**

2010 was an important year in advocating for a number of improvements to the school and its surrounds. There was strong representation from parents at the P&C meeting in May with Verity Firth, Member for Balmain and Minister for Education and Training. NAPLAN testing and the MySchool website were major items for discussion. We also had the opportunity to raise a number of local issues, including ongoing problems with the school’s air conditioning; community use of the basketball court/cricket nets/ front lawn; funding for laptop repairs and maintenance and funding for bike racks within the school grounds. Many of these issues were taken up and some positive results were obtained.

On behalf of the P&C executive, I would again like to thank everyone for their many and varied contributions in 2010. We look forward to another positive and productive year in 2011.

Lisa Woodland President

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Dux Leichhardt 2010 – presented by Judy Kelly Principal & Lisa Woodland President P & C Association Leichhardt Campus to Nicholas Zeng: First in Mathematics Pathway 3 & Science, Band 6 in all subjects with an average of 95% in the School Certificate Tests, 2010
SSC Blackwattle Bay P&C

During 2010 Blackwattle Bay Campus P&C continued to assist with communication between parents and college staff, and supported the Principal, Jill Collier, and the College Executive as required, including participating in several selection panels for staff positions.

Highlights of the year included participation by various members of the P&C Executive and other P&C members at campus functions such as the Welcome night for Year 11 parents, the College Presentation Day and the Year 12 Visual arts exhibition, Muse. The P&C also played an advocacy role, meeting with the Hon. Verity Firth MP, the Member for Balmain to discuss improving the bus service for Blackwattle Bay students.

The P&C once again sponsored the Term 4 Year 11 conference that assists students as they transition to Year 12, and also acted as guarantor for the year 12 Graduation held at Luna Park.

During the year, the College library – now Information Services Centre – was given a major refurbishment using Federal funding through the Building the Education Revolution initiative. It seemed only fitting therefore that the focus of the P&C’s support for the College in 2010 would be helping to “refurbish” the Library’s collection.

Prior to our annual Gleebooks fundraiser in November, the P&C asked College staff to visit Gleebooks and pick out books relating subject areas taught at the College for a library “wish list”. On the night, parents and friends took the opportunity to do some early Christmas book shopping as well as purchase books from the staff wish list to donate to the College library. Gleebooks also kindly donated a percentage of the proceeds from the night to the P&C. I am happy to report that the P&C was able to purchase all remaining titles on the “wish list” – altogether some $5,000 worth of hand chosen titles.

There were a number of speakers and activities at P&C meetings during the course of the year, including a tour of the refurbished Information Services Centre, a demonstration by Deputy Principal, Jan Cuke, of one of the College’s new interactive whiteboards, a tour by Leigh Kelly, Head Teacher TAS, of the best Industrial Technology (Wood) and Design & Technology Major Works for 2010. The latter was awe inspiring and a testament to the enormous talent and commitment of both the staff and students involved.

Also, in August, the P&C invited parents from all three campuses to a meeting to discuss the findings of a College wide survey on the way literacy is taught across the College – Jill Collier and Doreen Wilson gave a presentation and the principals of Leichhardt and Balmain were also in attendance along with other College senior staff.

A big thank you is due to the 2010 P&C team for their commitment and assistance throughout the year, particularly Phillip Whitefield, Kanyarat Tresise, Marian Theobald and Marion Poynton.

Helen Rogers President

Sydney Secondary College HSC Dux 2010 - presented by Jill Collier
Principal SSC Blackwattle Bay Campus, the Honourable Verity Firth & Helen Rogers
SSC Blackwattle Bay Campus P & C Association to Benjamin Szczesny: First in Mathematics Extension 2 & Physics; Band 6 in 8 units – Chemistry, Mathematics Extension 1, Mathematics Extension 2 & Physics; ATAR of 99.1

SSC Balmain P&C

2010 has been a terrific year for Balmain Campus, with the P&C contributing extensively to the school and most importantly to supporting the students of the school. The P&C brings together the school community through initiatives and events and has continued the momentum of previous years with increasing numbers of parents getting involved. We have continued to have a strong voice across the school and to ensure that the voices of parents have been heard in key decisions.

The P&C continued to have a strong presence at school events, through information tables, speaking to parents and running BBQs at events including:

- The Balmain Campus Open Day
- The Year 10 Graduation and
• Selective Stream Information Morning.

In February 2011, the P&C hosted the New Parent Welcome evening creating an opportunity for new parents at the school to meet each other, P&C representatives and staff in an informal setting. This event contributes to building a strong Balmain school community and the number of parents has grown each year – making it an important part of the Balmain Campus calendar.

In 2010 the P&C was represented by Vice President Kate Doyle at SSC College Council meetings and Kate had extensive input into the College’s Environmental initiatives.

P&C members represented the P&C on a number of merit selection panels, assisting in the recruitment of senior and teaching staff, including in the recruitment of the Head Teacher – Welfare and teaching staff in the science faculty.

P&C members also assisted the School Executive on projects such as choosing contractors for the pontoon project and negotiating with Balmain Football Club over the use of the school ovals.

The P & C also contributed with tangible initiatives through across the school including:
• funding the purchase of lockers for (initially) year 7 and 8 students ($10,000)
• managing the bus transport contract for our support unit
• obtaining funding through the Community Building Program grant ($50,000) to build storage facilities for the school and local community groups on the harbour foreshore.

The P&C also again provided support through funding for:
• the end of year Gold Award excursion
• Camps and excursion subsidies for students
• College presentation day prizes
• Flag Day.
• Drama Club for props and sets.

We reviewed the P&C funding criteria in October 2010 and identified the need to develop a systematic process for receiving proposals for P &C funded initiatives.

The P&C hosted the Minister for Education and Member for Balmain, Verity Firth at our meeting in July and a record number of parents had the opportunity to hear the Minister discuss key priorities for education and have the Minister present to discuss the business of our P&C.

Some priorities I have identified for the P&C going forward include:
• Responding to the Breakfast Club Request for assistance to upgrade the kitchen area
• Finalising a clear process for timing of funding initiatives in the school
• Monitoring the bus project and ensuring that some future planning is made clearer
• Identifying fund raising goals and a program to assist in meeting those goals
• Updating P&C information on the website and developing more interactive strategies for parents interested in the P&C.

Thank you to all our active members and our Executive for their hard work in keeping P&C business running throughout the year.

I would also like to acknowledge the support of the Balmain Campus Executive and staff and thank them for their hard work and willingness to assist.

Karen Bevan

Dux Balmain 2010 - Presented by Lee Wright Principal & Karen Bevan President P & C Association Balmain Campus to Celeste Leong: First in Science & Elective History; Band 6 in all subjects with an average of 95% in the School Certificate Tests, 2010.

Student representative’s message

Balmain

The SRC at Balmain Campus is comprised of a passionate and diverse group of young people who continue to be highly active members of our campus community. Our eight school leaders from year 10 are democratically elected to the SRC; however the SRC is open to all students to participate. Last year the SRC consisted of 30 students from years 7 to 10.
We are very proud that our SRC represents all students; indeed our SRC members come from over 20 cultural backgrounds and have many gifts and talents. The SRC aims to embrace and involve all students throughout the campus.

To ensure that the SRC represented the interests of all community members to the best of its ability, a survey was conducted in term one to determine which events students would like to be organized and run by the SRC. Using the results of this survey in 2010 the SRC organized and ran the following:

- “Valentine’s Day Chocolate drive and Love Serenade Assembly”, which included serenades to students and some lucky teachers;
- 40 Hour Famine – where students raised over $3000 for World Vision. Students made a range of sacrifices including not eating, speaking or even using the internet for 40 hours;
- Legacy Week and Badge Day - students fundraised over $1000 for Legacy by selling merchandise in the school, the local community as well as in the city;
- Lunchtime student vs. student and student vs. teacher sporting events - The SRC organized oz-tag, soccer, basketball, indoor hockey, badminton and ‘capture the flag’ competitions. Sausage sizzles were also run during these competitions;
- A mufti day to raise money for Kid’s Help Line and numerous cake stalls in support of members of the basketball team who travelled to Bendigo for the Australian School’s Championships;
- Multicultural Flag Day – a day to celebrate the diverse cultural backgrounds of all staff and students;
- A Spelling Bee and automated Numeracy Bee competition in preparation for NAPLAN;
- A Talent Quest to showcase the performing arts talents of the students at the school;
- Initiatives such as a ‘Clean-up Australia Day’ school clean-up, ‘Mobile Muster’ boxes around the school to get cash for recycling used mobile phones, a Jeans for Genes mufti day and a cake and tea stall during Parent/Teacher interviews;
- The advent of an environmental committee to address environmental issues;
- Students from all years also had an opportunity to apply to attend a leadership training day run by ‘Rising Generations’ to develop their leadership skills and philosophies. Further to this, the SRC sent members to represent the school in the Zone SRC meetings held at various schools around the Zone.

Georgia Matters Co-ordinator

Leichhardt

In 2010 the SRC at Leichhardt continued to be an active part of our Campus community. There is a large student leadership presence within the Campus with six representatives each from Years 7, 8, and 9 as well as eight Prefects from Year 10

- 2010 was an eventful year with fundraising for charities and our own projects, as well as opportunities to represent the Campus and develop leadership skills.
- SRC representatives attended all the Zone SRC meetings.
- The SRC participated in fundraising for Shades for Aids where we raised over $250 and Jeans for Genes day and raised over $600. The SRC also effectively promoted the 40hr famine and a book swap to help literacy in Indigenous communities.
- SRC members involved themselves in the Campus’s Multicultural Day with activities designed to raise campus spirit including games on the campus oval.
2010 was a very successful year for the SRC at Blackwattle Bay. Driven by a committed and passionate group of students working in particular committee groups, Blackwattle Bays’ profile has been enhanced both within the school and in the wider school community.

A particular focus in 2010 has been the raising of awareness of the student body to those who are less fortunate than us. The Beyond Horizons Project Committee has been active in raising funds and running events in support of the people and the schools in Maliana in East Timor. Funds were raised with the preparation and sale of food as part of the schools Diversity Day held on March 15. Also, the committee coordinated visiting overseas school groups via the International Students Centre which also contributed funds to this project.

Beyond Horizons Committee: Asantewaa Asima, Alana Menere, Rebecca Byrne, Kelvin Chen and Alan Chen

Presentations at school assemblies were also an important role for the SRC. In particular, the presentation & fund raising for the Haiti Earthquake on March 1st proved an emotional event for the school. The SRC have also been active participants in the Maths Challenge Day held on the 26th August and the 40 hour famine.

2010 was also an important year in significantly improving the structure and organisation of the SRC. It is now a more effective and effective student group. A SRC conference was held on June 17th combining year 11 and year 12 students where the school’s first SRC Constitution was written. Items such as a mission statement, membership, elections and roles of the executive and meeting procedures now form a formal part of the SRC.

In the wider school community the SRC has been active in a wide range of events. These include to attendance at zone and state and regional SRC conferences. The school has also been represented at National Young leaders Day held on the 22nd of November and the World Vision Conference held on the 18th of October.

A Leadership Camp was also held for the SRC at the College’s rural property at Lostock. Students spent 3 days developing their leadership skills and formulating the agenda of events for 2011. The students excelled in discussions and debates and working together in teams to make this event the success that was. Many thanks to the support and efforts made by Ms Collier and Ms Cuke in establishing this camp as a vital part of the schools calendar.

Wayne Colcott
College context

Student information

Student enrolment profile

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This figure does not include those in Special Education classes. 60% of students attending the college are from Non-English speaking backgrounds. There are 84 indigenous students enrolled.

Student attendance profile

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<th>Balmain</th>
<th>Blackwattle</th>
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Management of non-attendance

Poor attendance is monitored by the Welfare and Learning Support teams and the district Home School Liaison Officer.

A range of strategies are used across the college including welfare team intervention through counseling, attendance cards and parental and HSLO involvement.

Strategies include:

SMS Messages are sent to parents notifying them of their child’s absence

Good attendance is recognised as a way of motivating all students.

Board of Studies letters are sent to Years 11 and 12 notifying them of their failure to meet course outcomes.

Students are grouped in mentor or pastoral care classes where staff follow up attendance.

Post-college destinations

250 students completed their HSC in 2010 at Sydney Secondary College Blackwattle Bay Campus.

190 of these students completed their ATAR and of this group 175 gained university entrance to a course of their choice.

60 of students completed their HSC but did not apply for university entrance.

In total 50 students are attending TAFE or private provider courses.

20 students went in to full time employment.

Destination Universities

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Year 12 students undertaking vocational or trade training

125 students completed an industry accredited certification in addition to the HSC in 2010

An extensive transition program, including counselling for subject selection, a week-long Taste of Blackwattle and a Beyond Year 10 program, encourages and prepares students for the transition from the junior campuses to the senior campus.

VET Trainee of the Year: Gemma Waters was successful at the Sydney Region Vocational Student of the Year award ceremony for her outstanding achievement in Retail VET.

Staff information

Staff establishment

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<td>Counsellor</td>
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</table>

College Support Staff (SASS) | 41

Total                         | 201.8

The National Education Agreement requires schools to report on indigenous composition of their workforce.

The college employs a full time permanent Aboriginal Education Officer, a temporary part–time Aboriginal Education Officer, a permanent full time classroom teacher, a temporary classroom teacher and three temporary part time School Learning Support Officers.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</tr>
<tr>
<td>Postgraduate</td>
<td>29</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Funds are reserved at the Blackwattle Bay campus for grounds and fencing improvement following completion of the City of Sydney foreshore walkway currently under construction.

College funds and partnership funds are managed by the Balmain campus.

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>Balmain</th>
<th>Leichhardt</th>
<th>Blackwattle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>471875.90</td>
<td>408045.21</td>
<td>615366.26</td>
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<tr>
<td>Global funds</td>
<td>387545.58</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>324823.06</td>
<td>231966.87</td>
<td>146643.03</td>
</tr>
<tr>
<td>School &amp; community</td>
<td>350166.60</td>
<td>455896.12</td>
<td>286093.72</td>
</tr>
</tbody>
</table>
In 2010 Sydney Secondary College’s IMP expanded to include seven instrumental ensembles- 3 Wind Bands, 3 Jazz Bands plus our string ensemble. The IMP is made up of over 130 students from all three campuses of the College. In 2010, there were many new initiatives, as well as continuing our strong tradition in community performances.

We welcomed two new conductors to our program in 2010. James Pensini is the conductor of our Concert Band and Ray Cassar is the conductor of Stage Band. These conductors have been a valuable asset to our College IMP.

The biggest initiative in 2010 was hosting a series of Primarily Fun Workshops, where over 100 students combined from local primary schools and the college to attend a workshop with Stephen Williams- Chief Instrumental Conductor, The Arts Unit. These workshops culminated in a performance at our annual Music In the Park concert in Term 3. The Inner West Combined Schools Band was a massive success- with over 100 students playing together on stage.

All wind and string ensembles performed in eisteddfods in 2010. The Wind Orchestra performed in the top division of the NSW Band Festival- which is an outstanding accomplishment. The Wind Ensemble won Gold at the NSW their sections NSW Band Festival, and the String Ensemble received a Highly Commended Award at the City of Sydney Eisteddfod.

There were a lot of fun performances for the IMP this year, including performing at the Royal Easter Show, Manly Jazz Festival and the Art Exhibition, as well as many appearances at the Leichhardt 50th Anniversary celebrations. Our tradition of the annual Swing Supper Dance continues to showcase the
improvements of our SSC jazz bands, and as always was great fun for both, families, friends and students to have the opportunity to dance to some live jazz.

The IMP Camp was a highlight for many performers, and our biggest year yet! Three days of ultimate musical emersion with professional tutors and special guest conductor Russell Hammond helped students prepare to present a fantastic concert back at school which culminated in a 120-piece rendition of the Hallelujah Chorus by our SSC camp combined orchestra and choir.

In fact, that growth in student participation was demonstrated in all areas of artistic performance in 2010. More Balmain students than ever before were involved in the IMP program, nine students performed musical items at Balmain Hospital as part of their Anniversary Celebrations.

Many more students were involved in rock bands, choral groups and a Latin Band co-ordinated by Mr Banks, Mr Leal and Mr Hill that presented items at assemblies and special events such as the visit by Yamamura High School. Zoe Brown and Havana Ellis-Vega were selected for state musical ensembles. Throughout semester 2, a Drama Enrichment Program ran before school, directed by Penny Biggins.

The drama club students put a tremendous amount of work into their original production, which was performed in late November in the school hall. The play, which was written by year 8 students and directed by Ms. Shay Silver, gave over 30 students the opportunity to perform and to work backstage. Work has already begun on the 2011 production.

Seventeen students from our Year 10 Elective Drama class presented two items at the College Drama Night, which was held in June. One performance was a self-devised piece, The Base Hotel on Elm Street’ and the other was an excerpt from ‘Are You Being Served?’ Congratulations to all students and staff involved in Drama in 2010.

SSC Balmain

Regrettably, at the end of Term 3, our Head Teacher, Creative and Performing Arts, Andrew Banks, transferred to Moorefield Girls High School after a long and successful career that covered thirty-three years and many periods in the history of Balmain High School. Fittingly, there were 18 student acts in the Variety Night that served as a farewell from students and parents at the end of term 3.
College Drama Night

Our students from the Support Unit took out the People’s Choice Prize at Leichhardt Council’s annual Bloomin’ Arts Exhibition at the Boomalli Gallery. Their work, featuring handprints, footprints and track marks from wheelchairs over a roller blind, was also hung in Parliament House in Macquarie Street. Two other collaborative works, ‘Bless Their Tootsies’ and ‘Closing the Gap by Making Connections’, along with David Shahriar’s ‘Where Would We Be Without Them?’ were exhibited as part of the Koori Art Expressions Exhibition in the Wilkins Gallery at the DET Head Office in Bridge Street.

The Year 9/10 debaters were the Interzone winners while still giving a total of eight debaters the opportunity to compete. The Year 7/8 team also performed well. We also had three Aboriginal girls, Holly Hughes, Taylor Powell and Celina Naylor; perform admirably in a debate at Parliament House.

SSC Leichhardt

The highlight for the creative arts community at Leichhardt in 2010 was the inaugural campus musical "Ibrox High Voltage." This was written especially for us by the very talented Michelle Thompson, and was based on Leichhardt’s rock’n’roll history. Drama, Music and Art students were given the opportunity to perform on stage as a performer, as part of the orchestra, or assist with set construction and backstage. Director, Libby Campbell, Music Director, Rochelle Beeson and Stage Manager, Alex Gavel all were incredibly proud of the efforts of all students, who worked extremely hard to learn their parts and gave an incredible performance with calls for encores after our limited run.

Music

In 2010 Leichhardt students continued to flourish in the music programs offered in our college and the community.

The formation of a choir after the musical was an exciting initiative which will continue in 2011. This choir gave a moving rendition of “Let it Be” at our memorial service and funeral for our valued student Evan Greenwood.

Leichhardt students continue to be involved in The Arts Unit programs, including members in the Symphonic Wind Orchestra, Singers, Sinfonia and State Music Camp. We also had students participating as musicians in the Schools Spectacular.

In addition to the expanding IMP, our female musicians were recognised this year, forming an ensemble to perform at the International Women’s Day assembly.

Congratulations to our musicians who have achieved outstanding results in the wider music community. Josh Afu toured with the Sydney Region Choir to China this year and Jacob McKenna who will be performing with the Australian Opera in...
their 2011 production of Carmen. Other students will be singing with the Sydney Symphony Orchestra in 2011 for the Peer Gynt performances.

**Drama**

Leichhardt once again has excelled in the dramatic arts. We welcomed the very talented Ms. Alex Gavel to the campus, and she has brought tremendous enthusiasm and skill to the drama faculty. In conjunction with the School Musical we also had our talented Theatresports team making it through to the semi-finals of the state competition again! The Semi-finals were hosted here and we welcomed students and friends from around Sydney who were up for some fun and entertainment. We also began our year 8 drama ensemble in term 4. Students spent afternoons, playbuilding and learning valuable lessons.

Students from Year 9 and 10 participated in the College Drama Night putting on playbuilt performances and Shakespeare scenes. Year 9 participated in the Shakespeare festival held at IGS and Students also watched a variety of performances including Sydney Theatre Company’s *Our Town*.

Congratulations to all students who were involved in both the NSW Arts Unit Drama Ensembles, as well as the newly created Fresh Ink Writer’s Ensemble. These students auditioned with students from all over the state and they are to be commended on their commitment to the dramatic arts: Declan Maher, Connor Teevan, Finn Potter, Harry Douglas, Bruno Dubosarsky and Hugo Thompson.

**Visual Arts**

The Visual Arts faculty has an ongoing exhibition of student work throughout the year. Students are encouraged to experiment with all mediums. Photography continues to grow in popularity as a Year 9 elective.

The annual Visual Art and Design exhibition showcased a range of work produced by students. Year 10 major works from both the TAS and Visual Arts faculties were displayed.

**SSC Blackwattle Bay**

A highlight was the annual HSC performances in Music and Drama followed by the HSC Visual Arts Exhibition at The Muse which was opened by Sydney based artist Tony McDonald. Congratulations to Peitar Keilar whose body of work has been selected for 2010 ARTEXPRESS exhibition at Armory Gallery, Sydney Olympic Park. This is an exhibition of outstanding works from Higher School Certificate Visual Arts from schools in NSW.

The Entertainment VET students were busy behind the scenes bumping in and out shows for various community functions including the Talent Quest, Drama and Music Nights and supporting the Jazz Super Dance and Environment Day. Industry personnel visited the campus in the areas of lighting design, directing, stage managing, and the classes visited theatres at Belvoir and NIDA. Congratulations to Jared Riley who was awarded an Australian Vocational Student Prize worth $2000. This prize recognises the outstanding achievements of students who have completed their senior studies while undertaking a Vocational education and training program in schools.

**Sport**

**Sydney Secondary College Sports Awards 2010**

Balmain Campus sportsman of year-James Liu

Balmain Campus sportswoman of year-Samantha Thomas

Leichhardt Campus sportsman of year-Harrison May

Leichhardt Campus sportswoman of year-Eliza Booth

Junior Sportsman of year-Harrison May

Junior Sportswoman of year-Eliza Booth

Senior Sportsman of Year-Cameron Fraser

Senior Sportswoman of Year-Gina Ricardo

Sportsman of Year-Harrison May

Sportswoman of year-Gina Ricardo
Pointscore College Houses

Sauvage-1st 2522    Stewart-2nd 249
Woods-3rd 2219    Pearce-4th 2126

2010 saw an increase in the numbers of students wanting to register for the program. There was a waiting list of students keen to enter the program and Balmain Campus were contacted by parents of year 6 students hoping to be selected for the program the following year.

Students and parents see many changes while being involved in the program. Teachers and parents have noticed that student engagement in class time, student confidence in sport and their overall self esteem has dramatically improved due to involvement in this program.

Students have regular tests to check on their performance improvements.

Future directions

It is hoped that funding opportunities (such as the Premier’s Sports Grant) will continue to be used to improve the quality of the gym space for students to use. Funds have already been used to redevelop the fitness studio, purchase new, safe and highly efficient equipment for the young athletes. Athletes who were selected for the program purchased t-shirts with the talented athlete logo and staff prepared a PowerPoint presentation & video identifying student’s achievement and improvements. Future directions include continuing the upgrade of facilities and public recognition of student achievements.

In 2010 Balmain Campus offered students two free training sessions run by a certified personal trainer, individualised resistance programs tailored to the specific sporting improvements. It is planned to continue this in 2011.

Continued support of this program is needed including financial support to fund the program. The gym space needs regular updating to keep it safe and current for young athletes. Regular professional

Athletes congratulated by Louise Sauvage

Talented Athlete Program at Balmain

Background

In 2010 through parent feedback and student performance in sporting competitions Balmain Campus recognised an established need for nurturing potential high performers in sport. A group had existed prior to this date however the needs of the group changed from a social fitness group to targeting specific individual needs of young athletes.

The target group became known as ‘The Talented Athlete’ Program (TAP). There were 23 athletes in the 2010 Talented Athlete Team.

Findings and conclusions

Students completed a registration form which listed their achievements and current goals for the year ahead. Athlete’s cardio-respiratory endurance, strength and muscular endurance were tested through a series of fitness testing techniques such as the 20m shuttle run, the push up test and the sit up test. Students performed well above average for all tests and registered as performing above Zone level for numerous sports throughout the year.

Due to these finding and by directly communicating with parents we recognised an urgent need for nurturing potential high performers in sport.

In 2010 Balmain Campus had a wide range of successful TAP applicants in sports such as AFL, rowing, soccer, cricket, tennis, swimming and basketball.
development for staff is part of the future planning for the TAP, to keep up with the latest ways to increase student’s performance in sport especially younger athletes.

A goal for 2011 is to increase the number of females involved in the program. Although there are many females involved in sport there is an urgent need for young girls to establish more confidence in applying for and staying in the program. Another goal for 2011 is to seed the project at the Leichardt campus for startup in 2012.

Academic

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest) Yr 9: from Band 5 (lowest) to Band 10 (highest)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

<table>
<thead>
<tr>
<th>NAPLAN 2010</th>
<th>Percentage in top three Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
</tr>
<tr>
<td>Balmain</td>
<td>82</td>
</tr>
<tr>
<td>Leichhardt</td>
<td>72.1</td>
</tr>
<tr>
<td>State</td>
<td>49.7</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
</tr>
<tr>
<td>Balmain</td>
<td>53</td>
</tr>
<tr>
<td>Leichhardt</td>
<td>68.9</td>
</tr>
<tr>
<td>State</td>
<td>48.3</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 7 Balmain

Highlights
- In Writing, 40% of Year 7 students were in the top 2 bands, 15% above state average.
- In Spelling, 58% of Year 7 students were in the top two bands, 22% above state average.
- In Grammar and Punctuation, 47% of Year 7 students were in the top 2 bands, 21% above state average.

Literacy – NAPLAN Year 7 Leichhardt

Highlights
- In Reading 53% of Year 7 students were in the top 2 bands, 19% above state average. Year 7 (Aboriginal) have improved by 102 scale scores from the 2010 data in the test aspect of Reading.
- In Writing 39% of Year 7 students were in the top 2 bands, 13% above state average.
- In Literacy (grammar, punctuation and spelling) 46% of Year 7 students were in the top 2 bands, 14% above state average.

Areas for investigation

Mean: Year 7 (ESL2) have shown a decrease of 28 scale scores from the 2010 data in the test aspect of Spelling.

Growth: Year 7 (Aboriginal) are 67 scale scores below the state average growth in the test aspect of Grammar & Punctuation.

Numeracy – NAPLAN Year 7 Balmain

Highlights: Year 7 (Girls) are 71 scale scores above the state average in the test aspect of Numeracy.

Numeracy – NAPLAN Year 7 Leichhardt

Highlights
- In Numeracy 57% of Year 7 students were in the top 2 bands, 26% above state average.

The average score in Numeracy is well above state and similar schools’ averages, with girl’s 71 scale scores above the state average. 66% of students were in the top two bands, 36% above the state average.

Areas for investigation: Again, girls have significantly outperformed boys in both areas.
**Literacy – NAPLAN Year 9 Balmain**

Highlights

Mean: Year 9 (LBOTE2) have improved by 65 scale scores from the 2009 data in the test aspect of Grammar & Punctuation.

Growth: Year 9 (ESL3) are 52 scale scores above the state average growth in the test aspect of Numeracy.

Areas for investigation

Results for the small group of Phase 3 ESL students in Reading and Spelling have decreased from 2009. After a college-wide review of the teaching of writing, results improved in 2009 but that improvement has not been sustained. Growth: in the test aspect of Reading is below expectations.

**Literacy – NAPLAN Year 9 Leichhardt**

Highlights

Mean: Year 9 (ESL3) are 89 scale scores above the state average in the test aspect of Numeracy.

Growth: Year 9 (Aboriginal) are 45 scale scores above the state average growth in the test aspect of Grammar & Punctuation.

In Reading 42% of Year 9 students were in the top 2 bands, 17% above state average.

In Literacy (grammar, punctuation and spelling) 41% of Year 9 students were in the top 2 bands, 13% above state average.

Areas for investigation

Year 9 (Aboriginal) are 34 scale scores below the state average in the test aspect of Grammar & Punctuation

More explicit teaching and student practice at writing complemented by professional development in quality teaching will improve growth in writing.

**Numeracy – NAPLAN Year 9 Balmain**

Highlights

The average achievement of Year 9 students in Numeracy was well above the state average and the average for similar schools. 66% of students were in the top two bands, 36% above the state average.

Areas for investigation

Achievement in Number, Patterns and Algebra was stronger than achievement in Data, Measurement, and Space & Geometry for all groups.

**Numeracy – NAPLAN Year 9 Leichhardt**

Highlights

In Numeracy 50% of Year 9 students were in the top 2 bands, 22% above state average.

**School Certificate**

<table>
<thead>
<tr>
<th>Subject</th>
<th>College</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>79.8</td>
<td>75.9</td>
</tr>
<tr>
<td>Maths</td>
<td>76.5</td>
<td>69.0</td>
</tr>
<tr>
<td>Science</td>
<td>77.5</td>
<td>73.5</td>
</tr>
<tr>
<td>Australian Geography</td>
<td>74.2</td>
<td>70.3</td>
</tr>
<tr>
<td>Australian History</td>
<td>74.3</td>
<td>69.5</td>
</tr>
</tbody>
</table>

**School Certificate Balmain**

**School Certificate relative performance comparison to Year 5 (value-adding) Balmain**

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School Average 2006 -10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>0.5</td>
<td>1.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>Science</td>
<td>1.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>-0.3</td>
<td>0.8</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>-0.6</td>
<td>0.4</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>0.2</td>
<td>1.9</td>
</tr>
</tbody>
</table>

In English 43% of students were in bands 6 and 5, 6% above state average. There was strong growth by girls in particular.

In Mathematics 41% of students were in bands 6 and 5, 14% above state average.

In Science, 54% of students were in bands 6 & 5, 13% above state average.
In Australian Geography, Civics & Citizenship, 30% of students were in bands 6 and 5, 3% above state average.

Distinguished Achiever Balmain – Benjamin Zhao; First in Information Software Technology

Dux Balmain - Celeste Leong: First in Science & Elective History; Band 6 in all subjects with an average of 95% in the School Certificate Tests, 2010

School Certificate Leichhardt

School Certificate relative performance comparison to Year 5 (value-adding) Leichhardt

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School Average 2006 -10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1.0</td>
<td>0.7</td>
</tr>
<tr>
<td>Science</td>
<td>0.6</td>
<td>-0.3</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>2.2</td>
<td>0.4</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>0.7</td>
<td>-0.1</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>0.0</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Student performance in English Literacy, Mathematics Numeracy and Australian History were excellent.

Value-Added: Year 10 (Girls) have improved their average score difference by 2 points from the 2010 data in the test aspect of English - Literacy.

In English 48% of students were in bands 6 and 5, 11% above state average.

In Mathematics 36% of students were in bands 6 and 5, 9% above state average.

Mathematics continues to reduce the number of students in the lowest bands.

In Australian History 28% of students were in bands 6 and 5, 9% above state average.

Areas for investigation

Value-Added: Year 10 (Girls) have shown a decrease of their average score difference by 3 points from the 2010 data in the test aspect of Computing Skills

Distinguished Achiever Leichhardt – William Huynh

Dux Leichhardt – Nicholas Zeng: First in Mathematics Pathway 3 & Science; Band 6 in all subjects with an average of 95% in the School Certificate Tests, 2010

Higher School Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>College 2010</th>
<th>College 2006 - 2010</th>
<th>State 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>70.6</td>
<td>74.7</td>
<td>70.5</td>
</tr>
<tr>
<td>Biology</td>
<td>75.0</td>
<td>73.4</td>
<td>72.2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>79.6</td>
<td>75.0</td>
<td>72.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>77.4</td>
<td>75.8</td>
<td>73.8</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>73.9</td>
<td>68.8</td>
<td>72.9</td>
</tr>
<tr>
<td>Drama</td>
<td>78.0</td>
<td>76.6</td>
<td>73.9</td>
</tr>
<tr>
<td>Economics</td>
<td>71.7</td>
<td>73.1</td>
<td>72.6</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>77.8</td>
<td>72.5</td>
<td>75.2</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>65.1</td>
<td>64.8</td>
<td>61.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>81.1</td>
<td>79.1</td>
<td>79.9</td>
</tr>
<tr>
<td>English (ESL)</td>
<td>69.4</td>
<td>73.8</td>
<td>72.3</td>
</tr>
<tr>
<td>English Ext 1</td>
<td>77.9</td>
<td>79.3</td>
<td>80.1</td>
</tr>
<tr>
<td>Food Technology</td>
<td>68.1</td>
<td>66.8</td>
<td>68.8</td>
</tr>
<tr>
<td>Geography</td>
<td>71.3</td>
<td>74.9</td>
<td>72.1</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>63.9</td>
<td>69.7</td>
<td>68.8</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>77.2</td>
<td>75.6</td>
<td>72.2</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>74.3</td>
<td>77.2</td>
<td>70.7</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>76.9</td>
<td>77.1</td>
<td>69.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>82.1</td>
<td>79.3</td>
<td>75.0</td>
</tr>
<tr>
<td>Mathematics Ext</td>
<td>88.0</td>
<td>84.8</td>
<td>81.3</td>
</tr>
</tbody>
</table>
Modern History  75.4  76.9  73.7  
Music 1         78.0  79.7  78.7  
PD/H/PE        74.4  73.5  73.4  
Physics        76.1  74.9  74.4  
Society and Culture  77.9  80.9  73.2  
Software Design and Development  77.5  78.0  70.9  
Studies of Religion II  79.4  71.6  73.1  
Textiles and Design  80.7  76.8  74.6  
Visual Arts     85.3  83.4  77.4  
Chinese Background Speakers  80.3  81.0  81.5  
French Continuers  74.5  76.9  79.7  
Japanese Beginners  69.8  73.9  73.0  
Entertainment Industry Examination  72.7  76.4  72.5  
Hospitality Examination  72.9  72.9  73.7  

Highlights
At the Higher School Certificate examinations, Blackwattle Bay Campus students scored 141 band 6 results in 29 subjects (a small improvement from 2009)

Twenty one students scored band 6 in three or more subjects and 36% of students scored at least one band 6 result.

Students have improved their performance by achieving in the highest three bands. In 14 subjects more than 90% of student performed in the top three bands.

Students were enrolled in 49 subjects with a formal HSC examination. These included traditional academic subjects, Vocational Education and Training subjects and special interest subjects. Students were also enrolled in a number of Content Endorsed courses which are evaluated by a school assessment process.

A number of students were enrolled in Life Skills subjects. The school also offered opportunities for students to enroll in Extension courses in Mathematics, English, languages and history.

**Higher School Certificate relative performance comparison to School Certificate (value-adding)**

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2010</td>
<td>3.8</td>
<td>1.8</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average</td>
<td>3.8</td>
<td>4.0</td>
<td>1.8</td>
</tr>
</tbody>
</table>

**Note:**
1. The low performance band includes students in Bands 1, 2 and 3, on average, in the School Certificate. The middle band includes students in Band 4; the high band includes students in Bands 5 and 6.

2. By definition, state average value-added is zero.

3. The School and School Average columns are not shown if less than ten course results are available.

4. Residual data is based on HSC marks converted to the UAC common scale.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our college in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Minimum Standard Information Balmain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 7 students achieving at or above minimum standard</td>
</tr>
</tbody>
</table>

<p>| Reading | 96.2 |</p>
<table>
<thead>
<tr>
<th>Writing</th>
<th>97.7</th>
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**Percentage of Year 9 students achieving at or above minimum standard**

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**Minimum Standard Information Leichhardt**

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<tbody>
<tr>
<td>Reading</td>
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<tr>
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### Significant programs and initiatives

#### Aboriginal Education

The College enrolled 75 students in 2010 that identified as Aboriginal or Torres Strait Islander (ATSI).

Co-ordination and support of Aboriginal Education across the College is enhanced by the work of an Aboriginal Education Officer.

Four days of additional Aboriginal Education Worker time was also available to support students through submissions linked to a variety of Federal and State funded programs, focusing on literacy and numeracy skills; and increasing attendance and retention rates.

**ATSI students have shown strong leadership skills across the college.** In 2010 Brianne Lake was the school captain at Leichhardt Campus. Jadyn Irwin (Leichhardt Campus) Balmain Campus Kristy May (BBC) were acknowledged for their excellent leadership and achievements at the Deadly Awards.

Year 9 students attended the A.I.M.E (Australian Indigenous Mentoring Experience) program coordinated by Jack Manning - Bancroft during terms two and three. Students participated in activities such as going to the zoo, meeting N.R.L players, and creative expression using art and music, as well as receiving personal guidance provided by University of Sydney student mentors. Students were able to meet and discuss issues with Aboriginal students from other schools in the inner city, and make some new friends. A highlight for AIME students was a day at the Google office; all students came away with a new aim – to work at Google.

Several Year 8 and 9 students also participated in the ‘Links to Learning’ program at school, attaining a credential in landscape gardening.

**The Norta Norta project** assists targeted students in improving their literacy and numeracy skills. NAPLAN results showed that our ATSI Year 9 students were above the state averages. The Norta Norta students at Leichhardt Campus raised $500 for remote communities by holding a book exchange. The money raised will help buy books. Year 11 students had the benefit of one to one tutoring during term 1 under the program.

In conjunction with ATYP and the DET, Sydney Secondary College was again involved in the **ATSI drama camp** at Bundanons on the Shoalhaven River.
This was a four day workshop designed to use Drama as a tool for helping young ATSI kids make the transition from primary school to high school and culminated in a wonderful performance at the Wharf Theatre.

ATSI students from all three campuses participated in the Koori debating competition at NSW Parliament House. Leichhardt ATSI students attended the Aboriginal and Torres Strait Islander Memorial Service at Hyde Park.

In June Year 11 and 12 Aboriginal students participated in an Art and Culture workshop conducted by Jimmy Smith. During the workshop student produced a banner for NAIDOC Week. The banner focus was around the theme of Unsung Heroes. During these activities three of the boys were given tuition on the didgeridoo and developed excellent skills.

Four aboriginal students completed their HSC in 2010

Art work from the middle schools was displayed at the Koori art exhibition at the Australian Museum. Four Aboriginal students completed their HSC in 2010.

Students from each campus of the college were recognised in the Sydney Region Deadly Awards, presented at NSW Technology Park. These awards recognise student achievement across a range of areas and encourage Aboriginal students to achieve their best.

Across the College the Aboriginal Education Team has been active ensuring Aboriginal content has been taught across the curriculum and that special occasions have been appropriately celebrated. Year 10 ATSI students attended career days designed to inform students regarding a range of career pathways available at TAFE and University.

The NAIDOC Week ceremonies saw students moved by the words of Aboriginal Elders and performances. ATSI students displayed strong leadership in hosting and organising these ceremonies at all three campuses.

The College ended the year with Presentation Day which rewarded students for their efforts in the Recognition of Aboriginal Culture and Heritage through the year.

Multicultural education

The Multicultural Flag Ceremony aimed at celebrating the rich multicultural diversity of the college, and flags were purchased that represented the cultural groups in the college.

The ceremony included a moving narrative from two brothers who were both active members of Balmain campus. More than 80 students, some dressed in national costume, took part in a vibrant celebration of dance, music and culture. In particular, flag bearers carried the flags of over 52 countries and this visual representation of the multicultural student population at the college was very moving. The ceremony culminated in an emotional rendition of a popular song with all flags waved simultaneously. It was a spectacular event that the whole student body, as well as teachers and special guests, thoroughly enjoyed. Jamie Parker, Mayor of Leichhardt Council and Dr Phil Lambert both thoroughly enjoyed the ceremony. It was a testimony to the success of the event to see both visitors up on stage and participating in the whole campus dance finale.

The acceptance of cultural diversity is an essential part of the teaching and learning programs on all three campuses. In 2010 53.7% of our students had a
language background other than English and teaching programs ensure that Multicultural Education is explicitly taught so that all our students are well equipped for life in Australian society. Increasing numbers of students from Intensive English Centres are enrolling at the college. A major day of celebration is Harmony in Diversity Day which is celebrated across the college. Diversity Day brings together students from all three campuses at Blackwattle Bay. In 2010 students participated in a range of activities and workshops during the day, which culminated in the Rock the Bay Talent Quest. The SRC provided food from many cultures and cooked up a traditional barbeque that included kangaroo steaks.

There are 3.4 English as Second Language (ESL) teaching positions established across the college in response to the large numbers of students from language backgrounds other than English. In the junior 7–10 campuses, Leichhardt and Balmain, the ESL program is based on a team teaching approach through English, HSIE, Science and LOTE 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, and international students entering the Balmain campus. ESL teachers also participate in the Learning Support Teams.

At the senior campus—Blackwattle Bay, the explicit English (ESL) and Fundamentals of English HSC courses are taught by specialist teachers. Team teaching also occurs flexibly across other subject areas. International students are monitored and mentored in cooperative program between the college and the International Student Centre. ESL and International Students were among the outstanding graduates of 2010.

The Leichhardt students against racism group meets weekly to discuss issues and events, they have a high profile within the campus. Students attended the Balmain campus flag ceremony, they were inspired by this ceremony and decided to raise funds to buy flags for Leichhardt campus in 2010. They continue to meet with students from other schools. They address whole campus assemblies on a regular basis and produce short films to remind students about social and cultural tolerance. Signs in all languages now greet visitors to the campus; whole campus assemblies celebrate national festivals such as the Chinese New Year.

Respect and responsibility

Welfare links continued to support the students of Balmain Campus including: counselling support from Ted Noffs’ Foundation; links with the Millers Point Partnership, AiME mentoring at Sydney University; Links to Learning, Bendigo Bank supporting the breakfast club; and an excellent effective transition to high school program developed with feeder Primary Schools, including Rozelle Primary School, Plunkett Street Public School, Ultimo Public School, Fort St Public School and Glebe Public School.

The College also has an extensive transition program for students moving from Year 10 to the senior campus at Blackwattle Bay. Leichhardt campus has formed partnerships to support students including AiME mentoring at Sydney university, ACE mentoring with Rosemount Youth agency and Links to Learning. Students transitioning to high school are assisted by a number of initiatives including the College Primarily Fun music day, a Day at High School and individual family interviews with the senior executive and welfare team. The On Track program supports students integrating into high school. Small class groups meet fortnightly to focus on significant issues in relation to welfare, peer relationships, and safe travel. In addition the program focuses on enhancing learning though the explicit teaching of time management, diary use, long and short term planning. During term 1 year 10 peer support leaders present the sessions to year 7. The program runs throughout Stage 4.

Blackwattle Bay has a mentoring program which operates each week.

Students meet with their mentors to discuss relevant issues and mentors also monitor student progress.

Positive Behaviour programs operate across the college and have involved explicit teaching of strategies to students in all classes and also in focus groups. Examples of programs operating are Enough is Enough and Best Buddies. Pastoral Care for all
students operates weekly, incorporating themes such as resilience, anti-bullying, and study skills. The College student welfare team surveyed teachers, students and parents to gain knowledge about the nature of bullying and strategies to combat bullying.

**International Women’s day** celebrated the achievements of women through an International Women’s Day focus at a whole campus assembly and groups of year 10 students attended the uniform breakfast and Jessie Street luncheon. Leichhardt campus Year 10 female students interviewed and filmed a number of women of different ages, cultural backgrounds and occupations. This was shown at their campus assembly and was followed by a girl only information session given by female engineers from University Technology Sydney.

A study skills seminar was informatively run by **Elevate Education** at Balmain Campus for year 10 students and their parents focusing on memory and organisational skills.

A year 9 “**Your Futures**” conference was held again over two days at Leichhardt campus in 2010. Guest speakers presented a range of topics on student wellbeing, career planning, study skills and cyber safety. The NSW Premier’s Volunteering Program was launched at this conference. Over 50 students have joined this program. The conference was successful in preparing students for the rigour of year 10. Student feedback from the conference led to university visits in Term 4 and the use of Innovation Grant to give students a two day TAFE experience in a range of subjects.

The Year 12 Learning Conference held in October was similarly very successful in introducing student to HSC study.

The student initiated **Best Buddies program** operates across the college. This program aims at pairing students with intellectual disabilities with mainstream students. Students have an ongoing relationship with their buddies, participating in various social and fun activities throughout the year. A games room was established at Leichhardt campus in 2010. Every Monday Best Buddies participants meet and play a range of card and board games in a safe and friendly environment.

During 2010, as part of the **Beyond Horizons East Timor** project, students at Blackwattle Bay Campus made a commitment to providing a scholarship for East Timorese students. The students also raised money to provide solar panels for the senior high school in Maliana.

**Sustainability** and working towards a better environment is an ongoing college focus. All three campuses established vegetable gardens and have promoted ways of reducing landfill by using fewer water bottles. Balmain and Leichhardt campus have installed bottle filling stations.

All three campuses participated in the clean up.

**Environmental as Anything day.** This was a day where all students were encouraged to participate in activities to promote a more sustainable environment. The day culminated in activities at the Blackwattle Bay Campus in which students from all three campuses participated. Activities included a Sustainable Master Chef competition.

**Students participated in regional projects including a water quality project with partner primary schools and secondary schools.**

Students from the special education unit co-ordinate recycling and the Food Technology classes compost food waste.

In 2010 students in the Support classes at Blackwattle Bay constructed a herb and vegetable garden. These students are also involved in maintaining the Principal’s garden and the Anzac Remembrance garden that was established in 2010.

The **Taste of Blackwattle Bay and Beyond year 10** program assists year 10 students in their transition to the senior campus.

All students had the opportunity to participate in a range of enrichment co-curricular programs. Two teams from Leichhardt campus entered the **Tournament of the Minds**, talented year 10 maths students participated in a **Mathematics Challenge Day** at Blackwattle Bay campus, and Year 10 teams entered the **Topfest short film competition**. **A TVET Digital design course** for twelve Year 10 students
from Balmain and Leichhardt campus was held during semester two at Leichhardt Campus delivered by a teacher from Petersham TAFE.

A cultural study tour of Paris involving twenty students and three teachers was a highlight for language students from Leichhardt and Blackwattle Bay campuses. Students spent five mornings learning French at “Paris Langues” The afternoons were spent exploring the icons of Paris – Eiffel tower, Arche de Triomphe, Latin Quarter, Musee d’Orsay, Versailles and so much more. The students also stayed in Tours and explored the Loire valley. They ate well in typical French cafes watching chic Parisians pass by. C’est la vie!

The annual Year 10 HSIE/PD/H/PE Canberra and snowfields trip widened the cultural and life experiences of students and in 2010 students from both Balmain and Leichhardt campuses attended.

Students participated in debating competitions. Increasing numbers of students are sitting for science, maths and English competitions.

The Chess club runs daily and three teams competed in the NSW Chess League High. The first ever Leichhardt Chess tournament was held in term 4. Over sixty students took part in this four day event that was followed by a teacher- student play off with Mr O’Donnell victorious.

Year 9 Laptops: A new group of Year 9 students in the middle school campuses were excited to receive their laptops. New systems of teaching and learning are in place, through the use of Moodle, One note and Edmodo, students and teachers are able to have flexible delivery of lessons. Collaborative ways of teaching and learning are occurring.

Leichhardt campus celebrated 50 years of public education. This anniversary was an important feature of the 2010 school year. A week of celebrations in Term 3 included the musical production High Voltage performed to packed houses over three days and nights. A Back to Leichhardt Assembly was opened by the Education Minister Verity Firth and attended by the Regional Director Dr Phil Lambert and former Principals. Students from the former Ibrox High and Leichhardt High mixed happily with their former teachers and fellow students. The campus art space was filled with photographs and written records from the past.

Programs for students with additional educational needs

SSC Balmain

2010 marked the 21st anniversary of the completion of the building of the Support Unit at Balmain Campus. A back to Balmain day was held on Saturday 30th October with past students and staff joining together to renew old friendships and catch up on each other’s news. The NSW Camellia Research Society Inc generously donated 10 camellia bushes to form a commemorative grove to mark the anniversary. This generous gift supplemented the excellent work done by our volunteer gardeners who have turned our gardens into a beautiful environment in which students can relax during breaks. A second garden has been established to grow vegetables, herbs and fruits to supplement cooking classes and nutrition lessons.

Students and staff alike greeted 2010 as the advent of our first interactive whiteboard in the Support Unit. This was made possible through the generosity of the ladies of the Inner Wheel, Balmain and the John Welton Helping Hand Foundation. In conjunction with the students’ laptops issued under the Department’s DER laptop program, this innovation has broadened access to the curriculum in a breathtaking way. Projects on a cardboard sheet
have given way to power point presentations; excursion venues previously inaccessible or too far away have been brought right into the classroom for all to see and share; music comes alive with near life size video clips and state of the art sound reproduction.

2010 saw the introduction of the Best Buddies Program at Balmain, following its success at our other campuses. A leadership conference, picnic day at Centennial Park and many hours spent between buddies “just hanging out” has led to a rise in the social activity around the Unit and a great development in the social and communication skills of our students. The Best Buddies parent organization has provided much of the input into the success of this program but the real achievement is due to the efforts of the students themselves.

Following our previous achievements in the world of visual arts, we were chosen by Arts NSW to be part of the ConnectED Artist in Residence Program. Two recognized artists, David Capra and Daniel Kolja worked with the students for a semester to write and produce a short space movie. The students designed and made their own costumes and learned new techniques along the way. The film has been entered in the The Next Generation Film Festival to be held in week 9 of term 3 2011. Several students were successful in local art competitions, their work presented with the extra touch of framing, courtesy of Empire Fine Art.

Under the supervision of a specialist physical education teacher, students once again experienced sports and activities ranging from swimming, athletics, wheelchair football, wheelchair basketball, ice skating and sailing to tenpin bowling and creative dance.

Performance and public speaking opportunities kept the students rehearsing and developing self confidence. Individual students took part in activities at campus assemblies, musical evenings and celebrations.

The local and wider communities continue to support the Unit by contributing financially and in time and effort. Some of these groups include Inner Wheel, Welton Foundation, Ladies of Variety, Northcott Society, and the Cerebral Palsy Alliance, Wheelchair Sports Association and RDA.

The Unit provides training and development opportunities for student and retraining teachers from several universities and other institutions. The exchange of practice and innovation is reciprocal, especially in the development of skills for using technology in the classroom.

**SSC Blackwattle**

Blackwattle Bay Campus Support Centre continues to be home to four support classes. Students have successfully made the transition to Blackwattle Bay Campus, many re-uniting once again with peers from Leichhardt and Balmain Campuses. A student from Rose Bay Secondary College has also joined the Unit and she has settled in extremely well, already firm friends with the other girls in the Support Unit. All of the new year 11 students are enjoying their senior campus experiences, with the current year 12s enjoying their newfound status as role models!

Staff members continue to provide innovative and interactive lessons for students with disabilities. The Smartboard has proved to be an invaluable learning tool and has been embraced by staff and students alike. It is a wonderful asset, whereby students are able to participate by themselves, regardless of any verbal or physical disabilities.

This year the Support Centre not only has 24 student enrolments, 17 boys and 7 girls, but it also oversees the 15 students who receive integration funding support in the mainstream. The beginning of 2011 has been extremely well-organized chaos in the Centre, with Ms Denise Mroz, a support faculty teacher, and Ms Shere Hinchey, Head Teacher Support, at its helm. They maintain a professional liaison with mainstream teachers regarding work placements, work experience and the individual needs and requirements of those students on integration funding support. Ms Mroz also organizes students’ Special Provisions for the HSC and the HSC Preliminary exams – an exhausting task.

This year, Work Experience placements were quick off the mark, with 11 students already attending their work sites. These include: Afford Industries; Annandale Community Centre; Target; Superbarn; and Wesley Business Services. Ms Julie Smiles has maintained her role as Teacher-on-site at Afford
incorporating travel training, money skills and organizational development into her program. Currently, there are nine students undertaking TAFE courses at Ryde, Ultimo and Petersham. Students are studying Information Technology, Animal Care, Horticulture and Paint and Panel – a broad range reflecting the interests of the students.

At the end of 2010, Blackwattle Bay and Leichhardt Campus students attended camp at Milson Island with resounding success. Students who would be attending Blackwattle Bay Campus in 2011 had the opportunity to mix and re-acquaint themselves with their peers from Leichhardt Campus. It was a great beginning to students’ transitions from the junior to the senior campus, as Blackwattle Bay Campus staff also had the opportunity to meet the incoming students for 2011.

Staff and students cannot wait to do it all again this year!

National partnership programs

Leichhardt campus has become a Commonwealth Government Centre for Excellence. The C4E focus is middle schooling. In this program Leichhardt will work with four other 7-10 schools to become a Cluster for Excellence. Other campuses involved in the project are Balmain, Hurstville, Penshurst and Peakhurst.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our college carried out evaluations of

Educational and Management practice

Maintaining Positive Relationships

Background

The last review of welfare policy and procedures across the college in relations to maintaining positive relationships was conducted in 2003. In response to the revised procedures for welfare and attendance across the state under the Keeping them Safe guidelines the college has reviewed policy and practice in relation to anti-bullying.

Strategies

Student Welfare Action Team (SWAT) has a clearly defined function; membership includes HT Welfare, Deputy Principals, college principal and executive officer. This team meets fortnightly and communicates via executive and staff meetings.

In 2010 the team:

- met with DET regional personnel for an update on new procedures and guidelines for reviewing anti-bullying procedures.
- built their field knowledge by gathering data and reviewing all available literature from the campuses practices, policies and procedures in relation to combating bullying.
- surveyed staff, parents and students to understand the impact of bullying at Sydney Secondary College.
- The team completed an analysis of practices and produced their findings and recommendations.

Findings and Conclusions

The team reviewed the literature and policies on Bullying Behaviour

The Cross college SWAT team led all staff through the development of effective learning and good discipline strategies. This occurred through development days, staff meetings and guest speakers.

From the data gathered certain patterns of bullying behaviour were identified, this assisted in modifying playground duty rosters and making environmental changes to help reduce negative behaviours, in some area it has had immediate success.

Evaluations and surveys have been produced. These were completed by students, parents and teachers. The results of the surveys have informed extensive revision of campus procedures in relation to bullying.

The team produced a brochure to be used by all campuses to assist staff, student and parents in combating bullying. The brochure and its content are the basis for current work being done with student in class at all campuses.

\0407f1\execshare$\SWAT\2011\Positive relationships brochure generic SSC future years both junior campuses.pdf
HSC Assessment

Background

As a senior campus, Blackwattle Bay is concerned with student progress in stage 6 and achieving successful outcomes at the HSC for all students. The school Assessment Task Force works within the school context to monitor and evaluate assessment policies and practices. It was decided that in 2010 the whole school should evaluate current policies and processes to ensure that best practice is followed across the whole school.

Strategies

The school executive evaluated the current Staff Assessment Manual as well as the HSC/Preliminary Assessment Procedures as issued to students. The executive undertook

- An Assessment audit which involved examining processes and procedures in order to update and make more comprehensive the staff assessment handbook which is issued each year to all staff members
- Development of TPL sessions to inform and update staff
- Review of assessment tasks using BOS guidelines for all HSC and Preliminary subjects. Developing examples of model assessment tasks
- Refining the common assessment task cover page and format in order to reach common agreement on its implementation
- Development of TPL sessions to inform and update staff regarding a common approach to assessment tasks.
- Development of a flyer for students regarding malpractice

TPL during term 4 2010 was focussed on assessment. All staff participated in workshops.

Findings and Conclusions

The TPL team worked with groups of staff in workshops to familiarise staff with the important details of assessment policies and practices. Staff discussed matters including: assessment task development, use of the common cover sheet, marking criteria and feedback sheets, documentation for VET assessments, processes for non submission and late submission of assessment tasks, procedures and best practice for issuing N award warning letters, monitoring and supporting students to redeem themselves, illness/misadventure procedures, practices around assessment task notification and receipt of assessment tasks.

It is envisaged that staff will be more confident with best practice strategies and will implement the modifications in 2011.

Curriculum Evaluation

Connected Learning

Background

With the introduction of student laptop computers, interactive whiteboards, connected classrooms, web based learning and various other technological changes, the college has embarked an evaluation of staff expertise, relevant training, and access to technology and curriculum implications.

Findings and conclusions

The needs identified were staff training, increased access to technology and a process of aligning the curriculum with the new technologies. The result of this evaluation has been training for all staff in use and application of interactive whiteboards, laptops and the associated software, and the connected classroom. The emphasis has been on the integration of these technologies in the curriculum and classroom. To this end, identified teachers across the college and regional staff worked with staff, running workshops on practical application of interactive whiteboards and other technologies. Staff are developing their skills and revisiting curriculum to find the best fit with new technologies. Access to technology has been improved through purchase of new equipment. P & C funding support along with Building the Educational Revolution (BER) funds and college resources have all been a part of this process.

A comment from the head teacher support “Students and staff alike greeted 2010 as the advent of our first interactive whiteboard in the Support Unit at Balmain. This was made possible through the generosity of the ladies of the Inner Wheel, Balmain and the John Welton Helping Hand Foundation. In conjunction with the students’ laptops issued under the Department’s DER laptop program, this innovation has broadened access to the curriculum in a breathtaking way. Projects on a cardboard sheet have given way to power point presentations; excursion venues previously inaccessible or too far away have been brought right into the classroom for all to see and share; music comes alive with near life
size video clips and state of the art sound reproduction”.

Future directions
The college now has 35 interactive whiteboards, which equates to one for every three teachers. This ratio will be steadily improved over the next few years with a target of at least two classrooms being fitted out each year. The flow on of the Digital Education Revolution laptop program is integral to the college’s plans. Training of teaching staff will be ongoing, as will the efforts to align curriculum and technology.

Technology has enabled students to use a large number of Web 2 tools in the classroom to communicate with each other and their teachers. Some of the more popular tools used in Sydney Secondary College are Edmodo, Blogs, Wikis, Delicious, Flickr and Podcasting. For example students contribute to the Library blog and use Edmodo to submit assignments, homework and to share resources. Teachers are using the DER NSW Professional Learning Blog and ‘Breakky with a Teckkie’ to keep abreast of the latest teaching and learning strategies with DER laptops.

From Side by Side article
Creating Good Cyber Citizens

Learning how to behave online as well as how to use the internet productively will now be easier for students, their parents and teachers with the release of the first phase of a one-stop-shop educational website.

The Digital Citizenship website brings together a comprehensive range of lessons, educational games, videos, and links to other useful sites, advice and assistance, as well as teacher professional learning and parent information.

It was produced by the Department of Education and Training’s Centre for Learning Innovation (CLI) through the Digital Education Revolution (DER) program in NSW.

The aim of the website is to help equip young people with the knowledge and skills to use the internet and social networking productively and safely; to provide teachers with resources for classroom teaching; and to help parents better understand how cyberspace works.

According to DER policy project leader Terry O’Brien, there were “very few practical resources we could find that addressed the concept of being a good cyber-citizen or a digital citizen”.

Professional Learning
All staff in the college were provided with extensive professional learning in Laptops for Learning. Teachers were up skilled in areas related to Smart board technology and Moodle. The ICT professional learning needs of teachers were analysed through the use of online tools such as CLAS.

Staff attended sessions on dealing with students with behavioral problems. Staff teaching HSC courses attended training sessions related to syllabus implementation in light of changes to stage 6 syllabuses.

Career development was another area of interest by many staff in areas relating to leadership, managing staff and preparing for promotion.

Following a staff survey ongoing professional development was offered three times a term through staff professional development sessions. A range of ICT activities were organised based on survey results and verbal feedback. Teacher leaders presented various workshops on effective use of laptops these ranged from beginners using one note to more advanced using laptop wraps and Edmodo.

The middle school team at Leichhardt campus managed and encouraged professional learning. A range of activities with a focus on middle schooling were undertaken by 80% of teachers. All teachers participated in professional development sessions.
held every third Wednesday afternoon. The majority of these sessions examined techniques to engage generation Y through the use of technology.

Professional Development focussed on ways of engaging middle school students, improving student learning outcomes and student wellbeing. Staff from all faculties attended sessions run by teacher professional associations, DET BOS and other providers. Beginning teachers attended sessions focused on classroom management strategies, curriculum and assessment. Head teachers attended information sessions on the Australian curriculum.

The student welfare and Learning Support teams attended a number of sessions ranging from autism, positive peer relationships, drug educations, access online requests and the Redbank Conference.

The average expenditure per teacher on professional learning at the school level was $800

**College Targets for 2009 - 2011**

**Progress on 2010 targets**

**Strengthened Literacy outcomes**

**Intended Outcomes**

- Increased levels of literacy achievement for every student in line with State Plan targets
- Reduction in the achievement gap between students from targeted groups and all other students.
- Recognition by all staff that they are teachers of literacy (writing).
- Enhanced access to digital educational resources for teacher and student learning.
- Innovation in the use of interactive technologies for teacher and student learning.
- All staff working together across the college with a mutual understanding of the needs of students in targeted groups: ESL, Boys, Gifted & Talented and ATSI
- the demands of their KLA assessments, pedagogy and technology
- how to address these needs/demands
- teaching and learning resources which incorporate explicit literacy strategies

- **Target 1:** By 2012, 75% of students in Years 10 be rated Band 6, 5 or 4 in English-literacy School Certificate test

At Leichhardt Campus 90% of students were in Band 4, 5 or 6. This was well above our target for the year and expresses the determined efforts of staff in a variety of program to improve student literacy performance.

At Balmain Campus 93% of students were in Band 4, 5 or 6. This was well above our target for the year and expresses the determined efforts of staff in a
variety of programs to improve student literacy performance.

**Target 2: By 2012 90% of courses at or above state mean in HSC**

80% of courses at the 2010 HSC examinations were well above stage average. This represents a 5% increase on last year and excellent progress toward the 2012 target.

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**Strengthened Numeracy outcomes**

**Expected Outcomes**

Increased levels of numeracy achievement for every student in line with State Plan targets.

Recognition that all staff are teachers of numeracy.

Enhanced access to digital educational resources for teacher and student learning.
Innovation in the use of interactive technologies for teacher and student learning.

All staff working together across the college with a mutual understanding of applied numeracy as it relates to their KLA and the numeracy needs of students.

Reduction in the achievement gap between students from targeted groups and all other students (ESL, Boys, ATSI and Gifted and Talented).

**Targets**

**By 2012, 70% of students in Years 10 be rated Band 6, 5 or 4 in Mathematics SC test**

At Leichhardt Campus 58.5% of students were in Band 4, 5 or 6. This was a significant improvement on 2010 and encourages the continued efforts of staff in a variety of programs to improve student numeracy performance.

At Balmain Campus 67.8% of students were in Band 4, 5 or 6. This was above our target for 2010 and reflects the continued efforts of staff in a variety of programs to improve student numeracy performance.

**Engaging students in learning**

**Expected Outcomes**

College culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential.

Strengthened social and emotional wellbeing and skills for life for every student.

Increased parental engagement in supporting their child’s learning.

Engaging targeted groups: boys, girls, at risk, students with disabilities, ESL and ATSI through.

Pedagogy aimed at middle school and 15 – 19 and taking account of difference.

Signing up for Senior Study in Taster Week
Technology: Education of staff in digital revolution and its wider use in classrooms

Respectful relationships: Recognising the generation gap and improving interpersonal communication

Curriculum: Continuity 7 – 12, the broader curriculum and Community links

**Targets**

**By 2012 attendance to be equal to regional average**

The attendance data indicates a steady improvement in attendance across the college.

**By 2012 the number students suspended for four or more days to be reduced to less than 5% of College population**

In 2010 the college began working towards our target of improving attendance and engagement through a variety of programs. These included establishing of an outreach centre at Glebe for long term non attendees.

At Blackwattle Campus in 2010 the total number of suspensions and the number of long suspensions were confined to less than 3% of the student population. At Balmain this was less than 8% and at Leichhardt campus this was less than 10%. The number of students receiving long suspensions was below the target, suggesting that proactive welfare strategies and behaviour management systems are proving effective.

**Strengthen transition**

**Expected Outcomes**

Quality transition programs in place for all students and families.

Strengthen transition for students in targeted groups (boys, girls, at risk, students with disabilities, ESL and ATSI groups)

**Targets**

By 2012, the majority of students

- choosing Sydney Secondary College for 2012 are from local feeder primary schools
- in Year 10 at Balmain and Leichhardt are proceeding to Year 11 at Blackwattle Bay

In 2010 52% of students enrolling in Year 7 at Balmain were from local primary schools, while at Leichhardt campus 45% of students enrolling were from the local schools. This represents an increase on previous years and reflects the conscientious efforts of the college community to both promote their campus effectively and form effective relations with local primary schools.

In 2010 350 students enrolled in Year 11 at Blackwattle Bay campus. 300 were from either Balmain or Leichhardt Campuses. Fifty students were enrolled from other schools. Of these, 30 were from the non government sector. This represents an increase in the percentage of students enrolling from the 7 -10 campuses.

**Strengthen outcomes for ATSI students**

**Expected Outcomes**

- Strengthened literacy results
- Strengthened numeracy results
- Strengthened retention rates
- Personalised Learning Plans based on BST/ NAPLAN/SC
- Increased and supported engagement with Australian Indigenous Mentoring Experience
- Increased proportion completing HSC or recognised vocational training
- Support mechanisms in place through the Transition Team
- Transfer of detailed information across the college
- Increased confidence/ participation in whole College life and academic recognition

**Progress on Targets**

The College enrolled 75 students in 2010 that identified as Aboriginal or Torres Strait Islander (ATSI).
Co-ordination and support of Aboriginal Education across the College is enhanced by the work of an Aboriginal Education Officer.

The NAPLAN results for year 7 indicate significant improvement in all aspects of the tests for Aboriginal students. There has been some pleasing improvement for students in year 9 at the Leichhardt campus.

The first indigenous student became captain of Leichhardt Campus in 2010. Refer to Aboriginal Education report for more details

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the college’s practices and student learning outcomes. The self-evaluation committee and college planning committee have determined targets for the college’s future development.

College Principal: Doreen Wilson
Principal: Judy Kelly
Principal: Jill Collier
Principal: Lee Wright
P & C President Donna Bevan
P & C President Helen Rogers
P & C President Lisa Woodland

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