2009 Annual College Report
Sydney Secondary College

NSW Public Schools – Leading the way
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 meets 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.

Messages

Principals’ message

Sydney Secondary College entered its eighth year of operation in 2009 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 2009.

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.

(L-R) Doreen Wilson College Principal, Jill Collier Principal Blackwattle Bay, Minister Verity Firth, Judy Kelly Principal Leichhardt, Lee Wright Principal and Louise Ferguson School Education Director.

P&C and Council messages

Lostock

Lostock continued to be a fantastic asset for use by students and families across the College. Lostock was a major focus of discussion in the latter half of 2009. A major maintenance project, involving the preparation and painting of the
exterior of the old school house, was required and all three campuses agreed to jointly fund this project. We would like to thank P&Cs and campuses for their financial contribution to this project and their interest and support for the future of Lostock. We would also like to thank John Hart for his immeasurable contribution to managing and maintaining the property over the past 3 years. Without his efforts, many of our students and families would not have been able to enjoy a taste of country life.

Recommendations for the future management and support of the property, supported by the College Council and each of the campuses, included.

**SSC Balmain Campus P & C**

The Balmain Campus P & C represents the parents of the campus on merit selection panels, the College Council the Selective School Placement Committee and the Finance Committee. In 2009 we continued to manage the bus transport contract for our support unit.

we promoted the campus in the community and support the teachers, students and families of Balmain Campus in providing excellent public education for our diverse school community and joined with the campus’s transition team in visiting P&C groups from local primary schools and providing “parent perspectives presentations” at open day, orientation day and selective information mornings.

A social night for Year 7 parents aimed to improve connections between and within our campus community.

Financially we supported the Breakfast Club, college presentation night and the end of year Gold Award excursion, camps and excursions with subsidies for students, the upgrade and replacement of campus musical instruments, Balmain campus security upgrade and Multicultural Flag Day.

We worked hard towards the development of a Balmain Campus SEMP and developed better relationships between the P&C and the IMP, and continued to find new ways to engage parents and our campus community.

Thanks to all our active members and our executive

A Big Thank you to the never ending support the P& C receive from Balmain Campus executive and teachers.

Dux 2009 Balmain Zhongwei Wang with P & C President Donna Bevan and Lee Wright

**SSC Blackwattle Bay P & C**

During 2009 Blackwattle Bay Campus P&C has continued to pursue its role of assisting communication between parents and the campus and to assist the campus executive in continually improving the educational and social outcomes for the students.

Highlights of the year included participation by various members of the Executive and other P&C members at campus functions such as the Welcome night for Yr 11 parents, the College Presentation Day, the Muse, Visual Arts exhibition and the Yr 12 Graduation.

The BWB P&C again sponsored the Term 4 Year 11 conference to assist students transitioning to year 12.

The annual GleeBooks fundraiser night was once again a huge success with thousands of dollars of donated books adding to the campus collection (very timely with the upcoming library upgrade).

Guest speakers at BWB P&C meetings during 2009 included the two Year 11 year advisors – Ms Zaknich and Mr Hackett.

The P&C participated in tours of the TAS area, the work in progress in the library, and the connected
classroom facility installed in B Block – interactive whiteboard with internet access and video conferencing.

A thank you is due to the 2009 P&C team for their commitment and assistance in a number of events during the year, particularly Jane Pattison, Steve Westbrook, Marion Theobold and Kanyarat Tresize.

In 2010 we will encourage the three campus P&Cs to continue to work cooperatively together to achieve a united College and to assist the students as they progress from the Leichhardt and Balmain Campuses to Blackwattle.

In assisting BWB campus with the Building HSC

Education Revolution program – the P&C attended meetings with Verity Firth and contractors resulting in the refurbished library. The P&C also assisted in the development of the standard operating procedures for the Laptops for Learning Program and contributed to maintenance for Lostock, the college property.

The BWB P&C, in recognition of the diverse cultures in our campus, and to encourage parent participation from the wider parent community, created an invitation in other languages than English encouraging more parents to participate or attend P&C meetings. Following a survey of the cultural backgrounds of students, the top 3 main languages chosen were Mandarin, Indonesian and Vietnamese. These translations were posted on the BWB website and included in the newsletter.

Judi De Groot
President

SSC Leichhardt Campus P & C
P&C Executive

I would like to start by thanking the executive members of the P&C, most of whom were new to their roles in 2009. We hit the ground running and I greatly appreciate everyone’s support and team work over the year. Thanks to Anne Vermeesch, Max Pontin, Sue Russell, Mike Ticher, Jeff Hockey and Fran Bailey. On behalf of the executive, I would also like to thank Judy Kelly for her tremendous support and commitment to working in partnership with parents.

P&C representatives

Parents were represented at many forums and events in 2009 including the campus council, the college advisory council, and a P&C forum with the local member and Minister for Education, P&C regional advisory committee, selective schools placement committee, campus finance committee, orientation days and recruitment panels for new principal and English teacher. Thank you to those involved including Narelle Wardman and Stephanie Searle.

P&C meetings

The P&C held 11 meetings in 2009. 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

The P&C hosted a number of social events throughout the year. We welcomed new parents and fondly farewelled our previous principal Andrea Connell. We enthusiastically welcomed our new principal Judy Kelly.

P&C fundraising
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 Mike Ticher, Eileen Leather, Madeleine Bowman, Natalie Sheard, Kate Teevan, Anne Vermeesch, Sue Russell, Claire Pickard, Fran Bailey, Sue Glover and Claire Brown. 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.

Thank you also to Bronwyn Jones and Kay Proos for coordinating the selling of candles at the “Carols by Candlelight” in Pioneer Park, which raised over $1,000.

The P&C continued to collect family donations. Our thanks 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 campus. This included “Gotcha” awards ($660), which recognised student achievement and contributions to the campus, as well as permanent display mechanisms to showcase students’ work in visual arts and other curriculum areas ($4,000).

Uniform Shop

The parent-run uniform shop enables students to access high quality uniforms at not-for profit prices. It also provides a valuable service in selling second hand uniforms and supporting students in need. Our sincere thanks to Laura Hart for her dedication in coordinating the uniform shop activities over the past few years and to the volunteers who assist her each week.

Communication

The P&C regularly contributed to Highlights, the campus’s fortnightly newsletter. The P&C also maintained pages on the campus website and managed a parent email list to distribute the P&C minutes and inform parents of P&C events and other relevant information.

Advocacy

2009 was an important year in advocating for a number of improvements to the campus and its surrounds, including negotiations with council regarding upgrading the campus oval and community use outside campus hours, the installation of a bus shelter and removal of graffiti from the wall at the bus bay on Balmain Road and safety issues around the bus stop on Balmain Road near the pedestrian crossing.

On behalf of the P&C executive, I would again like to thank everyone for their many and varied contributions in 2009. We look forward to another positive and productive year in 2010.

Lisa Woodland

President P&C

Leichhardt Campus

Leichhardt Dux 2009 Annie Zhuo with P & C President Lisa Woodland and Judy Kelly

Student representative’s message

Balmain

The SRC at Balmain Campus is a very vibrant, diverse and extremely active part of our campus community. Our 30 student leaders (from years 7 – 10) are democratically elected however the SRC is also open to all students to participate. We are very proud that our SRC represents all students - our leaders come from over 25 cultural backgrounds and various abilities. We embrace and involve all students throughout the campus.

In 2009 the SRC organised the following:

• “Valentine’s Day Chocolate drive and Love Serenade Assembly” - $700 raised for Black Saturday Bushfire Appeal

• International Women’s Day week of celebration – Daily activities to highlight and celebrate women in our community.

• Lunchtime party inviting new year 7’s to learn about student leadership and to join
• Harmony Day Assembly – We surveyed all students to find out what their cultural backgrounds were. SRC developed lesson plans to teach about racism to year 7’s. This included year 7’s making flags. SRC made a film to highlight racism in our community.

• “Don’t Trade Live” campaign highlighting the plight of child slavery in the world. Campaign also to encourage students to buy “Fair Trade”.

• 40 Hour Famine – where students raised $2500 for World Vision. We also had a winter sleep out in our campus library to highlight the plight of the homeless in our community.

• Lunchtime sporting events with teachers - The SRC organised Touch and Netball matches

• Organised various cake stalls and mufti days throughout the year to raised money for Mahboba’s Promise, a charity which supports widows and orphans in Afghanistan

• Multicultural Flag Day – a day to celebrate all our students and staff cultural backgrounds.

• Amnesty International – Letter writing campaigns to stop human rights violations in the world

• Chess Competition - Extremely successful with over 40 students participating.

Leichhardt

In 2009 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. 2009 was an eventful year with fundraising for charities and our own projects, as well as opportunities to represent the campus and develop leadership skills. The SRC representatives attended all the Zone SRC meetings and participated in fundraising for Jeans for Genes day and raised over $600. They also ran a very successful fundraiser for the Black Saturday Bushfire appeal. SRC members involved themselves in the Commerce Market Day with activities designed to raise campus spirit including a talent show and games on the campus oval.

Blackwattle Bay

In 2009 the SRC at Blackwattle Bay maintained its high profile in the campus community and actively engaged the wider student body in its various enterprises. Student leaders represented to campus SRC on various local, regional and state SRC bodies.

At the school level the SRC hosted an exciting event for International Women’s Day. This event saw students and staff participating in various activities and wearing pink as part of a fund raising initiative for the Jane McGrath Foundation.

The SRC was also actively involved in Harmony through Diversity day. Students and staff cooked a record number of cupcakes, joined Ride2 School day and organised a range of fun activities for visiting students from B and Leichhardt Campuses.

The SRC continued to have four focus areas, Communications, Student Welfare and Curriculum, School Environment and Public Relations.

The highlight of the year was the SRC camp held at the college property at Lostock in the Hunter Valley. Students spent three days participating in leadership activities, planning for 2010 and just having fun getting to know each other.

Many thanks to Judy Kelly and Sarah Wood for their leadership and support in assisting the student to achieve so much. Thanks also to Wayne Colcott and Jan Cuke for their assistance with the Lostock camp.
College context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

As of December 2009, there were 1849 students enrolled across the three Campuses, consisting of 1147 boys and 702 girls. The enrolment of girls has been increasing over the last two years.

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

<table>
<thead>
<tr>
<th>YEAR 11 AND 12 ATTENDANCE</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>BLACKWATTLE BAY</td>
<td>89.1</td>
<td>89.9</td>
<td>86.7</td>
</tr>
<tr>
<td>STATE</td>
<td>89.8</td>
<td>89.7</td>
<td>89.7</td>
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<table>
<thead>
<tr>
<th>YEAR 7 – 10 ATTENDANCE</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEICHHARDT</td>
<td>88.8</td>
<td>89.8</td>
<td>90.9</td>
</tr>
<tr>
<td>STATE</td>
<td>89.7</td>
<td>90.3</td>
<td>89.9</td>
</tr>
<tr>
<td></td>
<td>90.1</td>
<td>90.1</td>
<td>89.7</td>
</tr>
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Management of non-attendance

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

A range of strategies is 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

• Rewards are given for good attendance 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 staffs follow up attendance.

Retention to Year 12

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

Post-school destinations

249 students completed their HSC in 2009 at Sydney Secondary College Blackwattle Bay Campus.

187 (75%) of these students completed their ATAR and of this group 170 (91%) gained university entrance to a course of their choice.

62 (25%) of students completed their HSC but did not apply for university entrance.

In total 25 students are attending TAFE or private provider courses.

15 students went in to full time employment.

Destination Universities

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<tr>
<th>Name of institution</th>
<th>Domestic students</th>
<th>International students</th>
<th>Total</th>
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<tr>
<td>Australian Catholic Uni</td>
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<td>1</td>
<td>10</td>
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<tr>
<td>Charles Sturt Uni Bathurst</td>
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<tr>
<td>Griffith Uni</td>
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<td>1</td>
</tr>
<tr>
<td>University</td>
<td>Number</td>
<td>Faculty</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>Macquarie Uni</td>
<td>9</td>
<td>4</td>
<td>13</td>
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<tr>
<td>Uni of New England</td>
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<td>1</td>
</tr>
<tr>
<td>Uni New South Wales</td>
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<td>4</td>
<td>39</td>
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<tr>
<td>Sydney Uni</td>
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<td>2</td>
<td>41</td>
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<tr>
<td>Uni of Technology</td>
<td>17</td>
<td>1</td>
<td>18</td>
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<tr>
<td>Uni of Wollongong</td>
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<td>4</td>
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<tr>
<td>Uni of Western Sydney</td>
<td>39</td>
<td>3</td>
<td>42</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>155</strong></td>
<td><strong>15</strong></td>
<td><strong>170</strong></td>
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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 2009.

### College Staff establishment

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<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
<td>28</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>109</td>
</tr>
<tr>
<td>Teacher of Intellectual Disabilities</td>
<td>5</td>
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<tr>
<td>Teacher of Autism</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Physical Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.4</td>
</tr>
<tr>
<td>Counsellor</td>
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### College Administrative & Support Staff

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>208.662</td>
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### 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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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>29</td>
</tr>
</tbody>
</table>

### The College Wind Orchestra Play the Sydney Town Hall

### College performance 2009

### Achievements

#### Arts

#### The Instrumental Music Program

In 2009 Sydney Secondary College's IMP grew to include over 120 students in two wind bands, two jazz bands and a string ensemble that has doubled in size. The IMP is made up of students from all three campuses of the College. In 2009, the ensembles performed at a number of College and community events, including the DET Instrumental Music Festival at the Opera House, Manly Jazz Festival plus a tour to Dubbo Jazz Festival, where our Jazz Ensemble's performance at the zoo made it to the Channel 10 evening news!

Both the Wind Orchestra and Wind Ensemble won a coveted Gold Award in their sections NSW Band.
Festival, and the String Ensemble and Wind Orchestra both performed well in the City of Sydney Eisteddfod. The String Ensemble was also featured at the LikeArt Exhibition this year.

Clare Ledwidge receives the IMP Prize from Janet Burstall

Our third annual Swing Supper Dance was a roaring success, with both jazz bands performing full dance sets to a capacity crowd at Blackwattle Bay, supported by The Arts Unit jazz bands. The crowd was really 'in the mood' for a great night of music and dancing, and that's exactly what they had! The Jazz Orchestra was also booked for a number of private functions this year.

An exciting new venture, "Music in the Park" saw all SSC IMP ensembles performing music from the movies at Pioneer Park, alongside the Leichhardt Town Band and local primary schools. The funds raised from this event purchased a beautiful set of timpani for the IMP at Balmain Campus.

The Band Camp was a highlight for many performers. Three days of ultimate musical emersion with professional tutors and a great concert back at school continues to galvanise and reinforce the exuberance of the performers.

**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 painter Idris Murphy. Eight Visual Arts students were nominated for the exhibition pool for 2009 HSC Artexpress which is showcased at various venues throughout NSW. Six works from Blackwattle Bay are represented at the following regional galleries, Art Gallery of NSW – Katie Vogel, Newcastle Regional Gallery - Aby Dotulong Albury City Gallery – Louis Dangar, Tamworth Regional Gallery - Vincent Goodyer, Wollongong City Galley - Samuel Quinteros and The Armoury Sydney Olympic Park – Kynan Puru-Watt. Holly Furness and Lewis Griffin were the other two students who were nominated. Our first nomination for Onstage in Drama which showcases the Drama performance was Hugo Drummond.

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. Year 11 Drama students participated in the 2009 Theatresports Challenge and made it to the semi finals.

Drama Night
Leichhardt

Leichhardt enjoyed a full year of Drama last year, with our Theatresports team making it through to the semi-finals of the state competition, narrowly missing out on a place in the grand final. Year 10 Drama students were involved in a master class on movement, voice and character put on by teachers from BWB, Balmain and Leichhardt. Students from Year 9 and 10 participated in the College Drama Night putting on playbuilt performances and Shakespeare scenes. Students also watched a variety of performances including ATYP’s production of *Bustown* and *Wicked*.

In conjunction with ATYP, Sydney Secondary College was also involved in an ATSI drama camp at Bundanon 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.

A special feature of the year was the Indigenous theatre camp with ATYP at Bundanon. Students attended acting workshops, worked on scripts and gave a live performance at the Wharf Theatre.

Leichhardt Campus has a Boys Chorale Group, which featured on stage at the Schools Spectacular, in a solo item, with other boys from the Sydney Region. They were at the College Presentation Day, singing the National Anthem at the Sydney Town Hall.

Some of our talented vocalists were successfully auditioned for inclusion in the Combined Massed Choir of a 1000 voices, which performed throughout the entire School Spectacular.

Well done to all musicians who auditioned successfully to participate in The Arts Unit ensembles in 2009. A number of students were also successful in gaining places at the Senior and Junior State Music Camps, where they were challenged musically and presented an amazing collection of performances at the final concert.

Over the last few years Leichhardt campus has been developing coherent visual arts programs, in conjunction with Balmain campus, to provide students with a broad range of experiences relevant to the visual arts before moving on to Blackwattle Bay campus.

Students at Leichhardt campus produced artworks such as ceramics, drawings, paintings, prints, sculptures, collages, photographs and digitally-based images.

Subject matter included traditional themes such as portraiture, symbolism, still life and landscapes; as well as more contemporary themes such as appropriation and the environment.

Students were taken to visual arts and photography exhibitions at various galleries including the AGNSW and the museum at Ultimo T.A.F.E. where they observed professional artists artworks and senior student’s artworks.

Students were provided with a variety of opportunities to extend their knowledge skills within the visual arts through various projects. The year 7 and 8 students produced ceramic tiled murals (mura = wall) for harmony day and ceramic sculptures for the beautification of the campus. These were developed with the help of visiting student teachers as well as the experience of a retired visual art head teacher, Chris Jinga.

A cultural highlight of the year was the Art and Design Exhibition held at the beginning of term four. Student work in all mediums - paintings, ceramics, photography, film, textiles, jewellery and
timber were exhibited in the campus art space. The exhibition was opened by ex student - Michael Lo Sordo who is now has his own fashion design label. Hospitality students catered for the event.

Our students were asked to participate in the Koori Art Expressions project and produced a series of four printed groupworks. The students used linoblock prints and stencils to express their understanding of Australian indigenous cultures. This piece was exhibited in Parliament House, Sydney in December.

Balmain

Congratulations to the Balmain campus Art students who went on to become four of the six HSC students selected for Art Express 2009.

Congratulations to the growing numbers of performance artists in elite ensembles such as the Australian Children’s Choir and the Sydney Wind Ensemble.

Congratulations again to former Balmain student Chris Marshall who won the 2009 Aria for the best Blues album of the year.

Balmain creative and performing arts faculty have gone digital in 2009.

Students from the campus regularly perform in a number of groups such as the Vocal Group, Latin Band, and Rock Band and in the Instrumental College Program. In 2009 Balmain campus students performed at the Muse as part of the HSC Major Works exhibition, the Hunter Hill fair, the campus Open Day, the Youth Rock competition, and the presentation ceremonies for the campus and college.

The year in drama went very well. The performances by our Year 9 Balmain students at drama night were very good...even excellent. Students were performing scenes from modern and classic plays including Albee’s ‘Who’s Afraid of Virginia Wolf’, Williams’s ‘Street Car Named Desire’, Pinter’s ‘The Homecoming’, Chekov’s, Three Sisters and many others.

Our student’s rose to the occasion many acting for the first time in front of a large audience. Moments of great drama included Hannah Carr’s sophisticated portrayal of the aggressive Martha in a confronting argument with her sodden and failed academic husband George, played with bitterness and deep resentment by a brooding David Webber.

Sport

House Sport Competition

Sydney Secondary College has 4 sporting Houses.

Louise Sauvage (Yellow)
Geoff Stewart (Blue)
Wayne Pearce (Red)
Taryn Woods (Green)

Carnivals

SSC holds College swimming, athletics and cross country carnivals annually. Competitors are invited to participate. Points they earn will contribute to their House in competing for the Champion House position at the carnival.

Sport Merit System

Sydney Secondary College Sport Merit System has been designed to encourage and reward participation and achievement of excellence in sport.

Recognition at College Level

The following students were Sydney East Regional Representatives at the NSW Combined High Schools state championships in

Swimming: Nathan McMurray
Cross Country: Gina Ricardo
Athletics: Leihan Lee, Oscar White

Sports Persons of the Year

Balmain Campus Sportsman – Nathan McMurray
Leichhardt Campus Sportswoman – Eliza Booth
Senior College Sportsman and Sportsman of the Year – Vince Laws
Senior College Sportswoman – Harri Bancroft
Leichhardt Campus Sportsman, Junior College
Sportsman – LeiHan Lee

Balmain Campus Sportswoman, Junior College
Sportswoman and **Sportswoman of the Year** – Gina Ricardo

**State knockouts**

Students at Sydney Secondary College are encouraged to participate as members of State Knockout competitions. Knockouts entered in 2008 included Hockey, Touch Football, Rugby Union, Rugby League, Netball, Soccer, Tennis, Table Tennis, Volleyball, Cricket, AFL, Futsal, Wheelchair Football and Basketball.

The SSC Champion House was Stewart House for the 5th year in succession.

**Academic**

**Year 9 Laptops**

Year 9 students in the middle school campuses were excited to receive their laptops. The launch of the digital education revolution was celebrated at both Balmain and Leichhardt campuses with parents attending evening sessions.

The extension of wireless access points throughout the school has enabled wider use of the laptops.

New systems of teaching and learning are in place, through the use of Moodle students and teachers are able to have flexible delivery of lessons.

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

**Yr 7:** from Band 4 (lowest) to Band 9 (highest for Year 7)

**Yr 9:** from Band 5 (lowest) to Band 10 (highest for Year 9)

**Progress in literacy**

<table>
<thead>
<tr>
<th>NAPLAN 2009 as Percentage in bands 8,9 and 10</th>
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<tbody>
<tr>
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**Year 7 Literacy**

These results reflect that 70% of our students have achieved in the top three bands nationally.
The overall average growth for our College was 61% in literacy which outperformed the State growth of 55%.

Year 9 Literacy

These results indicate that 65% of our students achieved results in the top three bands.

Again, our overall literacy growth outperformed the State with the College recording 58% average growth compared to state growth of 38%.

It is significant to note that our year 9 results in writing have demonstrated an increasing growth trend, despite the state demonstrating a very slight decrease in performance. This directly reflects the College's implementation of recommendations through programs and assessments which serve to improve writing.

Literacy

The college had a focus on literacy in 2009.

Years 7 and 8 students had the opportunity to participate in the Premier's Reading Challenge.

The HSIE faculty participated in a cross campus quality teaching action project (AGQTP) with Balmain campus and Rozelle Public School.

The focus of this project was to improve teacher knowledge of student writing in Stage 3 and 4.

At Leichhardt campus there was a campus focus on wide reading. A literacy period was held four times a week.

Students could read a range of reading material including fiction, nonfiction and magazines. A student publication, "ROAR" featuring creative writing and graphics won a runner-up in a student newspaper competition.

At Balmain Campus, the focus on wide reading has continued, with students in Years 7, 8, and 9 participating in a literacy period once a fortnight.

The Balmain campus SRC, in conjunction with the English faculty, held a Spelling Bee. Students progressed through three rounds of competition, learning and practising a range of challenging words from all subject areas.

Members of the English faculty and some Year 10 students were involved in contributing to a Curriculum Support video to support teachers across the state in the implementation of literacy teaching resources.

Progress in numeracy

Year 7 Numeracy

These results identify 72% of our students achieved in the top three bands of this assessment, with a third of our students in the highest band.

Year 9 Numeracy

These results identify 66% of our students have achieved in the top three bands for numeracy across the college. We are above both state average and regional average for our results. Average growth at our College was 58% with both boys and girls performing equally at this level, compared to the state which is 38% growth.

School Certificate

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

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</table>

Student performance in English literacy and Maths - numeracy was excellent.

In English 56% of students were in bands 6 and 5, 16% above the state average.
In Maths 34% of students were in bands 6 and 5, 11% above the state average.

In Science 47% of students were in the bands 6 and 5, 11% above the state average.

Performances in history and geography were strong. The college continues to reduce the number of students in the lower bands.

Across the college Mathematics at Balmain has shown the best value adding. English and Computer Skills show excellent growth in value adding. Science at Balmain has also shown excellent growth. More explicit teaching complemented by professional development in quality teaching and assessment tasks will address performance deficit in science at Leichhardt.

Higher School Certificate

Sydney Secondary College Blackwattle Bay Campus was named in the list of the top 200 schools in the state for HSC achievement.

There were 255 students eligible for the award of the HSC in 2009, with 185 students eligible for an ATAR. Of these, 70% were offered university places in 2010. Students at Blackwattle Bay Campus sat for the HSC examinations in 50 courses. The student group included approximately 100 academically selective students.

HSC Major Works Design

There were some outstanding individual and group achievements. The HSC Dux gained an ATAR of 99.75 and band 6 in 12 units. Two other students scored band 6 in 10 or more units and, along with the Dux, were placed on the Premier’s merit list. Three more student scored band 6 in 8 units and another in 7 units. Thirty six students scored bands 5 or 6 in all their subjects. Thirteen students achieved a Life Skills HSC.

Heather Thomas was placed 4th in the state in Mathematics General

The HSC students achieved 133 listings on the HSC Honour roll of band 6 and of the HSC subjects with 10 or more students enrolled, 29 were on or above the state average.
Students in Ancient History, Biology, Legal Studies, Mathematics General, Mathematics, Society and Culture, Chinese Beginners, Chinese Background Speakers, Business Services and VET Entertainment were more than 5 points above the state average. In Ancient History 31% of students scored a band 6, in Visual Arts and Society and Culture 18% of students scored band 6, in Mathematics General it was 21%, Legal Studies 16% and Modern History 15%. In Aboriginal Studies one student achieved a band 6, one of only 36 in the state and in the VET Entertainment one student scored a band 6, one of only 39 in the state examination.

Six students had their bodies of work in Visual Arts selected for the various exhibitions of Art Express and one student had his design project selected for the DesignTECH exhibition at the Powerhouse Museum.

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<td>Chinese Background Speakers</td>
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The College measures the improvement made by students from year 10 to the Higher School Certificate. An analysis of the data indicates that all students have benefited from their time at Blackwattle Bay, with value added data seeing improvement for all groups in the top 20% across the state. Students in the middle and lower bands at the School Certificate have improved significantly and this is a consistent pattern. Students in the higher bands have maintained the high levels of performance seen in previous years, however comparatively, in these higher groups the levels are less dramatic. Programs targeting writing for the HSC are aimed at further improving student outcomes.

**Minimum standards**

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

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<tr>
<th>Year 7</th>
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<th>Leichhardt</th>
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<td>95.4</td>
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<tr>
<td>Numeracy</td>
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Significant programs and initiatives

Multicultural education

Multicultural Flag Ceremony

The 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 2009 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. A student concert, multicultural food stalls and a huge range of workshops made this a memorable experience at Blackwattle Bay Campus. Visiting performers who promote a multicultural perspective are encouraged and supported to present at campus assemblies.

There are 3.4 English as a 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 2009.

The anti racist student group at Leichhardt campus was involved in a regional project during 2009. Our student representatives along with students from other schools, made a movie to promote tolerance. This movie was shown at a whole campus assembly.

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.
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.

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. Blackwattle Bay

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.

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

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.

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 2009, 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.

Sustainability and working towards a better environment is an ongoing college focus.

All three campuses participated in the clean up Australia Day activities, earthhour.

In 2009 achievements were the installation of solar panels on the library roof, reduction in the use of electricity and water across the college.

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

Students from the special education unit coordinate recycling and the Food Technology classes compost food waste.

"Your Futures Conference"

All year 9 students at Leichhardt Campus participated in an innovative two day conference that was opened by the Minister of Education, Verity Firth. The aim of the conference was to prepare our Year 9 students for the rigour of the year 10 curriculum and the School Certificate.

Teachers and special guests presented workshops on study skills, Board of Studies regulations and career planning.

The emotional and physical well being of students was catered for with students cooking healthy snacks, participating in physical exercise and
Year 9 and 10 students participated successfully in the social justice program run by High Resolves. Year 9 students participated in the High Resolves program throughout the year - a hunger banquet was held at the campus in term 3, this gave our students greater awareness of global issues.

The transition programs for students from primary school to high school and from the junior campus to the senior campus continue to evolve and be strengthened. A day at high school and school visits by the SRC students helped the transition of year 6 students.

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 Gifted and Talented programs. Two teams entered the Tournament of the Minds, talented year 10 maths students participated in a Mathematics challenge Day at Blackwattle Bay campus, a ceramic mural project and a ceramic totem poles with a local artist provided opportunities for students to extend their artistic talents.

A cultural study tour of Japan involved thirty students and two teachers and the annual HSIE/PD/H/PE Canberra and snowfields trip widens the cultural and life experiences of students.

Students participated in debating competitions, Leichhardt campus was the zone winner of 2009 Premier’s Debating Challenge for years 7 and 8. Lawrence MaryChurch participated in the Public Speaking Semi-Final and won a Plain English speaking award.

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.

Year 9 Laptops: Year 9 students in the middle school campuses were excited to receive their laptops. The launch of the digital education revolution was celebrated at both Balmain and Leichhardt campuses with parents attending evening sessions.

The extension of wireless access points throughout the schools has enabled wider use of the laptops.

New systems of teaching and learning are in place, through the use of Moodle students and teachers are able to have flexible delivery of lessons.

Students with Disabilities

The College supported the learning and welfare needs of 98 identified students with physical, sensory and intellectual disabilities and those with conduct disorders. Meeting the learning and social needs of these students whether they are in one of the Support units, the Autism classes or integrated into mainstream or selective classes is an area of high priority for the college.

Leichhardt

The Support Unit at Leichhardt campus is comprised of four classes including two classes for students with mild intellectual disabilities, a class for students with moderate disabilities and a class for students with autism. Students have accessed a comprehensive Life Skills curriculum.
in the unit and in the local community. Some students have also accessed mainstream classes and subjects. Eleven Year 10 students graduated and received their School (Life Skills) Certificates.

Travel Training (each Thursday afternoon) was incorporated into the Community Participation course for students in Years 7 and 8 in terms 2, 3 and 4.

Students in Years 9 and 10 continued their Work Experience program at a variety of supervised and independent worksites each Thursday developing confidence and competent work skills and receiving positive feedback from employers. Year 10 students attended TAFE interviews and were accepted into their chosen courses.

All students attended Social Skills classes which were introduced in 2009. Weekly topics included communication, values and anger management. Excursions to venues including the Maritime Museum, Bar Italia and Darling Harbour were very successful.

The artwork produced by students in support classes was well represented at the annual campus Visual Arts exhibition. These included drawings, paintings, prints and mixed media works.

One of our Year 9 students, Thomas Hodge, performed vocals with the campus rock band at a whole campus assembly. In November he performed with the first ever male choir at the DET Schools Spectacular.

Year 9 and 10 students, along with Year 11 students from Blackwattle Bay Campus, attended a three day camp at Lostock, the college cottage, in the Hunter Valley. They were accompanied by Ms Keczer, Ms Stuart and Mr Hockey.

Seven of our students continued to participate in the Best Buddies Australia program which pairs them with a student volunteer, a “buddy” from mainstream classes. The volunteers act as mentors, role models and friends to our students. Those participating in the program enjoyed a pizza night, ten pin bowling, barefoot bowling and a Sunday picnic in Pioneer Park. The hardworking group also held a fund-raising sausage sizzle attended by Deborah Hutton, a Best Buddies patron. The Best Buddies program was co-ordinated and supervised this year by Ms Robinson, Ms Hartemink, Ms Senteleky and Ms Natalie Bishop, the program manager of Best Buddies NSW.

**Balmain**

The Digital Education Revolution started well before 2009 for students in the Support Unit at Balmain Campus. For some years students have used adaptive and assistive technology to gain access to many areas of the curriculum. Each student in the unit has a personal workstation equipped with a processing unit, a monitor screen large enough to enable clear vision of the lesson materials and keyboard or mouse adaptations that encourage independent completion of worksheets, recording of research findings or written exercises. The advent of the Laptops for Learning Program, for year 9 students, broadened the capacity of these workstations by many times. As teachers learned new skills in lesson preparation and presentation the benefits to students became even more apparent.

The students continue to enjoy success with their creative arts, contributing works to several of Leichhardt Council’s local art exhibitions and also to the inaugural Koori Art Exhibition on show at Parliament House in the closing months of the year.

Students from the Unit were touched by the plight of animals injured in the Victorian bushfires and raised over $1000 to send to centres involved in wildlife rehabilitation. They also continued to participate in social and fundraising events organised by other groups within the College.

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, sailing and talented athlete programs to tenpin bowling and creative dance.

The Verity Firth Award for Achievement Presented by the Hon Verity Firth MP to Jack Leighton

Students from the senior class were fortunate to access a discrete horticulture class throughout the year. Participating students learned to grow produce from seeds and cuttings, nurture and harvest their crops and produce nutritious and tasty meals. Scattered through the beautiful ornamental gardens around the unit are thriving herb, vegetable and produce plots, all tended by the students themselves. The ornamental gardens are maintained by two very hardworking volunteers.

Performance and public speaking opportunities kept the students rehearsing and developing self confidence. One group auditioned for the Schools Spectacular, while other individual students took part in activities at campus assemblies and celebrations.

Our community continues to support the aims and activities of the Unit by contributing their services and finances. Some of these groups include Inner Wheel, Wheldon Foundation, Ladies of Variety, Northcott Society, the Spastic Centre and RDA.

The Unit provides training and development opportunities for student teachers from several universities and other institutions. The flow of development is two way, with unit staff learning new ideas as well as demonstrating existing programs from the teaching programs offered at Balmain Campus.

Blackwattle Bay Campus Support Centre

After experiencing Taster Week and a very successful Beyond Taster Week in November 2008, students were keen to make the transition to Blackwattle Bay Campus.

During 2009, parents were consulted concerning the Laptops for Learning rollout and it was decided that the support unit students would not opt for a laptop and, instead, would pool their resources and, with some funding from the Support Faculty budget and the Technology Committee, purchase a Smartboard for all the support students to use.

Staff members especially are excited about the prospect of utilizing such an effective teaching tool and are looking forward to implementing Smart Technology programs into the classroom, thereby providing innovative and interactive lessons for students with disabilities. It will be an invaluable addition to the Support Centre and staff and students alike are eagerly awaiting its installation, due to be undertaken in Term 1, 2010.

The Support Centre also oversees the students who receive integration funding support in the mainstream, so it is indeed a very busy hive of activity. Ms Denise Mroz, a support faculty teacher, earns her weight in gold liaising with mainstream teachers regarding work placements and the individual needs and requirements of at least ten students on integration funding support, as well as organizing students' Special Provisions for the HSC and the HSC Preliminary exams.

Ms Julie Smiles continues to courageously escort a team of students to the Afford worksite, incorporating travel training, money skills and organizational development into her program.

She also arranged and attended a combined camp with support students from Blackwattle Bay and Leichhardt campuses at the college’s premises at Lostock. This was a highlight for
many students, along with attending the Four Nations Wheelchair Basketball series which saw Australia win the tournament.

**College Targets for 2009 - 2011**

**Progress on 2009 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 2011, 75% of students in Years 10 be rated Band 6, 5 or 4 in English-literacy School Certificate test**

At Leichhardt Campus 34.2% of students were in Band 4, 50.9% were in Band 5 and 6.2% in Band 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 28.6% of students were in Band 4, 39% were in Band 5 and 10% in Band 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 2011 100% of courses at or above state mean in HSC**

85% of courses at the 2009 HSC examinations were well above stage average. This represents a 15% increase on last year and excellent progress toward the 2011 target.

**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 2011, 75% of students in Years 10 be rated Band 6, 5 or 4 in Numeracy SC test**

At Leichhardt Campus 32.2% of students were in Band 4, 26% were in Band 5 and 8% in Band 6. This was at our target for 2009 and encourages the continued efforts of staff in a variety of programs to improve student numeracy performance.
At Balmain Campus 20.1% of students were in Band 4, 35% were in Band 5 and 12% in Band 6. This was well above our target for 2009 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
- 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 2011 attendance to be equal to regional average

By 2011 the number of suspensions of four or more days to be reduced to less than 5% of College population

In 2009 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 Balmain Campus in 2009 the total number of suspensions and the number of long suspensions reduced by 30%. At Leichhardt campus this was 50%. The number of students receiving long suspensions was well 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 2011, 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 55% of students enrolling in Year 7 at Balmain were from local primary school, 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 school 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. 302 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 2009 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.

<table>
<thead>
<tr>
<th>ATSI % Attendance</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leichhardt</td>
<td>75.55</td>
<td>77.52</td>
</tr>
<tr>
<td>Balmain</td>
<td>71.42</td>
<td>74.66</td>
</tr>
<tr>
<td>Blackwattle</td>
<td>75.82</td>
<td>78.76</td>
</tr>
</tbody>
</table>

A major effort has been made to improve the attendance of ATSI students through engagement in a variety of activities.

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.

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

Student also represented the college in the Regional Debating Competition.

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.

Year 7 and 8 ATSI students were given the opportunity to attend a drama camp at Bundanorn; this was followed by a performance at the Wharf theatre. Year 10 ATSI students participated in the Koori debating competition at NSW parliament HOUSE.

Art work from all three campuses was displayed at the Koori art exhibition at NSW Parliament House.

The year 11 Aboriginal studies class made a video "Honouring our Elders" for the NAIDOC assemblies across the college. 6 aboriginal students completed their HSC in 2009.

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.

The NAIDOC Week ceremonies saw students moved by the words of Aboriginal Elders and performances.

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.

Outstanding Contribution by an Aboriginal Student. Presented by Fay Carroll Aboriginal Community Liaison Officer to Cephas Beckett
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 2009 our college carried out evaluations of

Student Welfare & Discipline Policy Review

Background

The last review of welfare policy and procedures across the college 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 established a team to review our current practices in light of new mandatory policy.

Strategies

- Establishment of SWAT team 2009/2010 to review welfare and discipline policy/procedures
- 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.
- The team met with DET regional personnel for an update on new procedures and guidelines for review
- The team then built their field knowledge by gathering data and reviewing all available literature from the campuses practices, policies and procedures.
- The team completed an analysis of practices and produce their findings and recommendations of areas for review in 2010.

Findings and Conclusions

The team reviewed the literature and policies and has established the main areas for review in 2010

- Behaviour (Classroom, Playground, Bullying)
- Recognition

Each area will form a working party. Each working party will be led by a member of the team. Their task is to review current practice in the college and produce an evaluation and recommendation for change.

The Cross college SWAT team will lead all staff through the development of effective learning and good discipline strategies. This will occur through college development days, staff meetings and guest speaker afternoons.

Evaluations and surveys have been produced for each area of review. These are competed by students, parents and teachers. The surveys are distributed electronically.

It is anticipated that the completed Draft Sydney Secondary College Student Welfare & Discipline Policy (Revised) will be available for college community discussion and feedback by Term 4 2010.

Technology in the Classroom

Background

A review was conducted into the explicit use of technology in teaching at Sydney Secondary College with particular emphasis on the use of Laptops. The review and concurrent surveys identified the need for a uniform approach to professional learning for staff, information for parents and classroom use of technology across the college.

Strategies

The recommendation was that the college develops a more rigorous program of faculties developing scope and sequence of technology and its uses across the junior and senior campuses. To date the college has undertaken the following strategies to implement the review recommendations.

- Surveyed staff on their professional knowledge of technology and how they use it in the classroom
Utilised the existing Head Teacher college meetings to develop scope and sequence documents for using technology in the classroom

Used two College Development Days to have faculties work together on developing scope and sequence in programming, good teaching methodologies in technology

Organised opportunities for teachers to team teach or view good practice across the campuses

Published a college guide to best practice in technology uses such as

Providing professional workshops on effective use of Moodle, glogsters, teacher/student blogs and wikis, photo workshops, Tale and BOS sites, smart data analysis

Findings and Conclusions

The major thread in the survey of staff was the significant variation in the understanding and practice of teachers in regard to the explicit use of technology and the need for the executive of the college to address this inconsistency.

The whole of college collaboration has developed a more consistent, and informed approach to the teaching and use of technology. This is reflected in already improved performance in the computer component in national and state testing.

Long Term Non-attendees

Background

The college identified a group of young people living in the Glebe area who were not attending school. Most were students enrolled at either Leichhardt or Balmain campuses. A team was established to examine the issue with community partners the Glebe Youth Service, Sydney University, the City of Sydney and the Sydney Institute of TAFE.

The team identified at least fourteen young people who were not attending school, work or any other form of training.

Strategies

The partnership found that in order to meet the need for these young people who come from background of considerable disadvantage and who are almost all indigenous, an outreach centre administered by SSC would be established at the Glebe Youth Service.

The partnership sought funding from various sources with the DET as a major contributor.

The students are now enrolled in the Pathways Project. The aim of the three year project is to reconnect these young people with a successful learning pathway that may lead back to formal schooling, a traineeship or apprenticeship, employment, or university.

To enrol, each young person was referred by the HSLO (Home School Liaison Officer) and had to meet with the project’s full time teacher accompanied by a member of their family or a carer.

The project employs 1.5 classroom teachers and a full time school learning support officer.

The project will follow the Big Picture Schools design principle

A key element of the Big Picture design that underpins the project is supporting one student at a time to discover and explore what interests them. The plan for this term is to establish a clearer sense of each young person’s interests. Visual diaries, blogs, and zines are just some of the ways each learner is being assisted to tell and develop their story.

We are exploring opportunities for each young person to experience success by connecting them to enjoyable and rewarding experiences. With time, we see a critical role for mentors to connect with and support individual students.

Findings and conclusions

There has been a considerable increase in attendance for the young people enrolled in the program. All those who are eligible are entered for
the School Certificate and will undertake the national testing in Year 9.

**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. 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.
Financial summary

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

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<td></td>
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<tr>
<td>Balance brought forward</td>
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<td>421 225.19</td>
<td>474 047.56</td>
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<tr>
<td>Global funds</td>
<td>402 363.28</td>
<td>411 677.70</td>
<td>384 383.41</td>
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<tr>
<td>Tied funds</td>
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<td>219 556.40</td>
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<td>School &amp; community sources</td>
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<td>433 375.58</td>
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<td>18 106.18</td>
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<td>132 038.05</td>
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<td><strong>Total income</strong></td>
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<td>1 636 079.10</td>
<td>1 541 702.06</td>
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<td><strong>Expenditure</strong></td>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>6 330.09</td>
<td>24 638.65</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td><strong>Balance carried forward</strong></td>
<td>615 366.26</td>
<td>408 045.21</td>
<td>471 875.90</td>
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A full copy of the college's 2009 financial statement is tabled at the annual general meetings of the College Council and/or the parent body. Further details concerning the statement can be obtained by contacting the college.
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.

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Principal: Judy Kelly
Principal: Jill Collier
Principal: Lee Wright
P & C President Donna Bevan
P & C President Judi De Groot
P & C President Lisa Woodland

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