Principal’s Message

Sydney Secondary College has an excellent reputation as a vibrant and successful public education community. We have a proud history of growth and innovation. As a College we continue to reach outwards to ensure opportunity and quality education for our students. Our enrolments continue to grow and in 2014 there were over 2200 students enrolled across our three campuses.

The strong partnership of the three campuses makes up the College and enables us to provide the advantages offered by both smaller schools (campus) and larger schools (College). We provide age appropriate education, based on quality learning and teaching. Our focus on a diverse curriculum, student wellbeing and ever expanding co-curricular programs ensures that we put our College motto, ‘Quality, Opportunity and Diversity’ into practice. In 2014 an emphasis was on consultation with staff, students and parents to ensure strong strategic directions are established for 2015-17.

Our educational leadership as a College is enhanced by our partnerships with our active and forward thinking parent bodies. Strong ties with associated primary schools ensure a continuing focus on a K-12 continuum of education. On-going partnerships with Leichhardt Council and City of Sydney Council ensures that a variety of well-established and innovative programs such as Linked-in mentoring and maritime studies are offered to our students.

Our College continues to create new pathways for students with links to local businesses and organisations, Sydney Institute of TAFE and the University of Technology and University of Sydney. In 2014 we continued to strengthen our international vision with students travelling overseas, with Balmain Campus students travelling to New Caledonia for a French language and cultural study tour. Blackwattle Bay Campus students travelled to Timor Leste to visit our partner school. Balmain and Leichhardt Campuses welcomed Japanese students who were involved in home stays with students and their families.

Our College strives to ensure quality, balanced programs, in selective, mainstream and support classes for all students. It has established a proud record of excellence in academic, cultural and sporting endeavours. Our students are engaged in all aspects of College life. Our Instrumental Music Program has grown to over 220 students and eight ensembles, with a newly formed symphony orchestra. This ongoing parent/College partnership enriches the lives of so many students.

The success of our College rests upon the commitment of our dedicated and passionate staff who deliver excellent educational programs. We have an outstanding mix of teaching experience across our three campuses, including early career teachers and highly experienced teachers. Our teachers are strongly supported by a very dedicated group of non-teaching staff.

We acknowledged and farewelled John Matchett (Head Teacher Mathematics Blackwattle Bay Campus). John has made many positive contributions to our College and to public education throughout his successful career as a teacher. We hope John is enjoying his new lifestyle outside of teaching. We also farewelled Craig Anderson (Head Teacher HSIE Blackwattle Bay Campus). Craig has been appointed through merit selection as Deputy Principal at Concord High School. We wish Craig every success in his future career in public education. At Balmain campus we welcomed Chantelle Phair and John Levingston as Deputy Principals. Chantelle and John bring a wealth of experience to our College senior executive team.

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

Judy Kelly
College Principal

School Context

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.

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, links to TAFE, universities and an emphasis on young adults becoming independent learners.

Our College motto – ‘Quality, Opportunity, Diversity’ continues to express our core values.

Overview of Significant Programs and Initiatives

- Increased local enrolments at both Balmain and Leichhardt Campuses due to the outstanding reputation of our College in providing quality education and wide range of programs that develop the talents and interests of our students
- A tradition of transition programs that cater for the needs of a diverse student population. This includes year 6 into 7 and year 10 to our senior campus
- Taste of Blackwattle Bay & Diversity Day - Year 10 into Year 11 Transition Programs
- The College Student Welfare Action Team continues to promote and support Positive Behaviour for Learning across our three campuses
- Strong partnerships between our College and community organisations continue to be strengthened.
- The Linked-In Mentoring program for Year 8 female students was sponsored by Leichhardt Council
- Maritime Youth Mentoring partnership with Sydney Heritage Fleet and Maritime museum continues to provide a unique learning experience for Balmain and Leichhardt students
- Glebe Pathways run in partnership with Glebe Youth Service & Save the Children
- College Presentation Day at Sydney Town Hall. This annual event proudly showcases the achievements of our students in all areas of their education
- HSC Drama and Music Showcases
- Annual HSC Art Exhibition at The Muse Gallery
- The Theatresports Program operated at our all three campuses
- Primarily Fun music program for local primary schools and SSC Instrumental Music students resulted in the Music in the Park concert at Pioneer Park. Over two hundred students participated in the massed band
- Drama productions at all three campuses.
- InTech College technology workshop was launched. Teachers from our three campuses shared teaching and learning strategies
- Environmental programs run at all campuses with a continuing emphasis in 2014 on sustainable practices
- Year 7 Learning Fair at Leichhardt Campus.
- The Chess Club at Leichhardt Campus runs daily and two teams competed in the Metropolitan Secondary Schools Chess Competition. Michael Pham took out the fourth Leichhardt Chess tournament in Term 4. Over seventy students took part in this four day event that was followed by the third girls only school chess championships
- Continued development of the Talented Athlete Program (TAP) at Balmain Campus and Leichhardt Campus
- Future Teachers group established at Balmain Campus. Students have received university tutoring before they launch into teaching lessons at local primary schools
- Volunteering Programs at Balmain and Leichhardt Campuses continues to involve increasing numbers of students.
- Duke of Edinburgh program continues to expand in popularity at our middle schools
- Social Inc. at both Leichhardt & Balmain Campuses encouraged social cohesion between students
- Social Justice Committee at Leichhardt Campus continues to tackle issues prevalent in the school community. Focused on homophobia and harassment as well as supporting White Ribbon and Wear it Purple campaigns. Leichhardt campus has become a member of Safe Schools
- Breakfast Club program continues with P&C support at Balmain campus
- Balmain campus organized a community service trip to Borneo in 2015
- Balmain campus organized an Amnesty action group that focused on justice for refugees
- Wear it Purple Day celebrated at all campuses
- White Ribbon and program strongly supported across all three campuses
- Balmain Municipal Library sponsored the ‘Friends of Balmain’ writing competition at
Balmain campus. This is designed to support NAPLAN. Prizes were awarded to students from Years 7 to 10

- The Writers in Residence brought Balmain students together with published and practicing authors. 25 students from Years 7-10 produced written pieces and adapted them into film works. Many of these students are now enrolled in Elective English, focusing on writing
- ROAR creative writing group at Leichhardt campus
- Extra-curricular clubs are held at all three campuses to encourage students to explore physical, creative, social and career interests
- ALARM Writing Program continues to improve writing across all three campuses
- The ACCORD Project, a Project Based Learning elective for Year 9 and 10 students continues at Leichhardt Campus. It has been designed to encourage students to use a variety of methods of inquiry and to use diverse thinking strategies including entrepreneurial, philosophical and scientific
- The Big Picture Project Based Learning elective continues at Balmain Campus
- Year 10 students from Balmain & Leichhardt Campuses participate in the RYDA Road Safety Program sponsored by the Rozelle/Balmain Community Bank
- Balmain student selected to be part of YMCA Youth parliament in 2015
- Ambassador Program at Blackwattle Bay campus to develop and promote student leadership
- Strengthening coeducation committee works with teachers and students across the College to ensure strong educational and social outcomes for both genders.
- Active SRC across all three campuses. Cross College SRC meetings convened each term. An SRC College camp was held at Cockatoo Island
- Year 11 and Year 12 Study Centre for individual tuition and to encourage independent learning
- Coaching program for ‘at risk’ senior students
- Reading Assessment and Individualised Literacy Program for ‘at risk’ senior students.
- Indigenous Work Placement Programs
- Indigenous mentoring programs, organised in partnership with community groups, are run at all three campuses

### Student Information

#### Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balmain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>365</td>
<td>359</td>
<td>387</td>
<td>372</td>
<td>411</td>
<td>438</td>
</tr>
<tr>
<td>Female</td>
<td>208</td>
<td>209</td>
<td>226</td>
<td>253</td>
<td>277</td>
<td>283</td>
</tr>
<tr>
<td>Leichhardt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>433</td>
<td>431</td>
<td>424</td>
<td>463</td>
<td>488</td>
<td>505</td>
</tr>
<tr>
<td>Female</td>
<td>255</td>
<td>250</td>
<td>242</td>
<td>255</td>
<td>237</td>
<td>255</td>
</tr>
<tr>
<td>Blackwattle Bay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>349</td>
<td>364</td>
<td>370</td>
<td>385</td>
<td>382</td>
<td>367</td>
</tr>
<tr>
<td>Female</td>
<td>239</td>
<td>262</td>
<td>239</td>
<td>240</td>
<td>252</td>
<td>255</td>
</tr>
</tbody>
</table>

#### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Balmain</th>
<th>Leichhardt</th>
<th>Blackwattle</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>95.0</td>
<td>94.9</td>
<td>---</td>
<td>93.3</td>
</tr>
<tr>
<td>8</td>
<td>93.2</td>
<td>92.8</td>
<td>---</td>
<td>91.1</td>
</tr>
<tr>
<td>9</td>
<td>90.7</td>
<td>93.3</td>
<td>---</td>
<td>89.7</td>
</tr>
<tr>
<td>10</td>
<td>88.7</td>
<td>90.5</td>
<td>---</td>
<td>88.1</td>
</tr>
<tr>
<td>11</td>
<td>---</td>
<td>---</td>
<td>90.2</td>
<td>88.8</td>
</tr>
<tr>
<td>12</td>
<td>---</td>
<td>---</td>
<td>90.9</td>
<td>90.3</td>
</tr>
<tr>
<td>Total</td>
<td>91.9</td>
<td>93.1</td>
<td>90.5</td>
<td>89.9</td>
</tr>
</tbody>
</table>

### 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 our College including welfare team intervention through counselling, 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.
- The College welfare team discusses strategies to improve attendance, attendance cards used by middle schools.
- Board of Studies letters are sent to Years 10, 11 and 12 notifying them of their failure to meet course outcomes.
- Notes are required for all absences and prolonged leave needs to be approved in advance by the Principal.
- Students are grouped in mentor classes and staff follow-up attendance.

Post-College destinations

**Leichhardt Campus**

![Year 10 Leichhardt Campus](image)

- TAFE 3.8%
- Other schools 3.8%
- Employment 0.6%
- Blackwattle Bay Campus 91.8%

**Balmain Campus**

![Year 10 Balmain Campus](image)

- Other schools 6.3%
- Employment 0.6%
- Blackwattle Bay Campus 93.1%

**Blackwattle Bay Campus**

There were a total of 303 students in Year 12 2014 at Blackwattle Bay Campus. Of these, 282 students received an ATAR and of this group 248 students received an ATAR.

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Domestic Students</th>
<th>Int. Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>13</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>34</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>Sydney University</td>
<td>45</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>University of NSW</td>
<td>30</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>University of Technology</td>
<td>38</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>University of Western Sydney</td>
<td>28</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Australian National University</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Notre Dame</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>201</td>
<td>0</td>
<td>201</td>
</tr>
</tbody>
</table>

- Year 12 students undertaking vocational or trade training: 35 (TAFE).
- 80 students completed industry accredited certification (VET subjects) in addition to the HSC in 2014. Two students successfully completed traineeships.
- 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 junior campuses to the senior campus.
Staff Information

100% of teaching staff at Sydney Secondary College have a Bachelor’s Degree. 54% of staff have post graduate qualifications. A number of staff have qualifications in areas of high relevance to the College such as Gifted and Talented education, Technology and the education of boys.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>4</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>6</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>25</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>118</td>
</tr>
<tr>
<td>Teacher of Disabilities</td>
<td>12</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>3</td>
</tr>
<tr>
<td>College Support Staff (SASS)</td>
<td>42.9</td>
</tr>
<tr>
<td>Total</td>
<td>219.5</td>
</tr>
</tbody>
</table>

The College employs a full time permanent Aboriginal Education Officer, we have five classroom teachers who are Aboriginal, an Aboriginal School Learning Support Officer and a permanent part time Aboriginal SASS officer.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree/diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>49</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 to follow completion of the City of Sydney foreshore walkway, which has now been completed.

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

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th><strong>Balmain</strong></th>
<th><strong>Leichhardt</strong></th>
<th><strong>Blackwattle Bay</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>119,205.11</td>
<td>240,603.46</td>
<td>320,793.05</td>
</tr>
<tr>
<td>Excursions</td>
<td>218,445.93</td>
<td>258,688.53</td>
<td>79,827.26</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>163,599.06</td>
<td>108,091.80</td>
<td>17,365.15</td>
</tr>
<tr>
<td>Library</td>
<td>7,939.50</td>
<td>7,888.56</td>
<td>5,660.37</td>
</tr>
</tbody>
</table>
A full copy of the school's 2014 financial statement is tabled at the annual general meetings of P&Cs. Further details concerning the statement can be obtained by contacting the campuses.

Parents & Citizens Association

Balmain Campus

2014 has been a dynamic year for the Balmain Campus Parents and Citizens Association. We have been actively helping the school in multiple ways, ranging from the strategic to the immediate/practical. The P&C has progressed a number of key areas including:

- The P&C 2015/2016 Strategic Plan
- Continued to improve P&C functionality including how we run and our online presence
- Working bees

• MAD night
• Supported many on-going school programs

A major feature of the year was the effort put into developing our 2015/2016 Strategic Plan the first time a strategic approach has been taken to understand and chart the aspirations for the campus by the P&C. The 2015/2016 Strategic Plan was the culmination of parent and student consultation, a widely circulated online survey and a very well attended professionally facilitated workshop. The sentiments and issues around the four key themes (Strong Vision Better Systems; Smart School; Welcoming and Professional Pride in Our School) were explored and resulted in the release and endorsement of the document, available on line at the P&C website. This 2015/2016 Strategic Plan outlines the areas and focus for current and future P&C’s.

Almost as soon as the Strategic Plan was released more than 60 parents, carers, staff and students rolled up on a Saturday morning (with rolled up sleeves) ready to pitch in for our second Working Bee for 2014 the first time two Bees have been held in a year for some time. Much was achieved through the 150+ hours of volunteer time benches were fixed, repairs made in the main hall, weeds pulled, slopes terraced and litter picked. We have found the benefit to the school is wonderful and the can do Parents and Carers community is really thriving at our working bees.

In September we collaborated with the school in yet another very successful MAD (Music, Art and Drama) night. With Libby Campbell skillfully supporting a 100% student run and performed event, MAD Night again went ‘up a notch’ this year. The P&C transformed the quad with decorations, provided quality food, and coordinated a display of art works and sales of designer cards while in the hall the students performance talents shone again. The students appreciated the P&C upgrade to the school Hall’s Audio Visual infrastructure the lighting and sound upgrade is now fully installed and functional and this added extra quality and sparkle to the great performances. The P&C also constructed four reusable staging props which will be also used by drama department throughout the year too. This hall upgrade benefits all uses of the hall including regular assemblies, guest productions, other school performances and hall hires.
From the Strategic Plan process, one topic which featured on the students wish list was a better approach to school toilets. Maybe not quite everyone’s favourite topic but maintaining reasonable conditions across all student ‘amenities’ on campus rated highly as a key area. It’s well recognised that just a few persons can impact negatively on these important facilities and that it’s also up to all students to respect school assets. A number of repaintings through the last decade are testament to need for a new approach. The last term of 2014 saw the P&C embark upon the toilet upgrade project “My Toilet Rules”. We will continue with this upgrade in 2015.

A focus on recovery of outstanding school fees was also a feature of 2014. We have discovered that many families are unaware that their school fees are not paid. This obviously makes the financial running of the school unnecessarily hard and limits the range of programs that can be run. The P&C wants to streamline the payment process recognising the sensitivity that some families are able to access the ‘hardship assistance’ facilities offered by the department. The P&C is confident that the significant gap between fees charged and collected can be narrowed, thereby helping maintain the financial sustainability of the school. The P&C also funded and joint funded a range of school activities and programs these include the SkoolBag communications app, Duke of Edinburgh Program, Writers in Residence and The Breakfast Club.

The P&C thanks all the parents and carers who have contributed to our group and to the school this year, and we look forward to your involvement in 2015. We meet monthly (4th Tuesday of the month during school term times) at 7 pm all are welcome to attend, network and contribute ideas. Please remember it’s not essential to attend P&C meetings in order to contribute to the school’s development. We invite every parent and carer to tell us of their skill set and we will endeavour to draw on this diverse resource base to help the school be all it can be. This can be done via the contacts page on the P&C website.

2015 promises to be a bumper year of activity now that we have our strategic plan in place and identified near term actions. Have a safe and wonderful holiday season. Roll on 2015...we’re looking forward to your involvement!

Leichhardt Campus

The P&C year began with the re-election of the entire executive from the previous year, “business as usual” I guess and I was grateful that those volunteers who had already served one or two years put their hand up to continue.

The Office Bearers for 2014 were:
- Nick Potter – President
- Fiona Law and Vanessa Palfreeman, Vice Presidents
- Patricia Ware – Treasurer
- Lyndell Webster – Secretary

The P&C was fortunate to always have either school Principal Melinda Bright or one of the deputies, James McMaster or David Allen in attendance. This attendance was invaluable as P&C meetings are often a chance for parents to ask questions and raise issues with the school executive. Once again these busy professionals gave up their own time and were very helpful in addressing issues and following up enquiries. It shows how the P&C is valued by the school and we are very appreciative of their commitment. In addition we often had teachers and head teachers who came to explain the programmes they were running within the school or asked for funds to improve their classrooms and learning spaces.

The P&C met regularly throughout the year. We welcomed new faces, year 7 parents who brought new ideas and energy to the committee. The P&C acknowledges Melinda Bright for her attendance and support for the P&C. We would also like to thank Judy Kelly, James McMaster, Jeff Hockey and all the teachers who contributed...
their time and effort to meetings and other P&C initiatives.

One again our major social/fund raising event was the school Trivia Night. The committee, Cath Sefton, Adrienne Comer, Belinda Fraser, Karen Korras, Sonya Blainey and Lyndell Webster did a fantastic job. The theme was Hawaiian, the hall was filled with tables and plenty of Dads had broken out their load shirts and Mums had leis from the dress up box and flowers in their hair! Our Quiz Team Melinda Bright and Brendan Bearman were brilliant, strolling among the tables with radio mics and entertaining as well as asking the tough and trivial questions. We raised over $14,000. There were plenty of helpers both in the lead up and on the day including members of the SRC.

Many local businesses and organisations made generous donations as well as parents who donated goods, holiday houses and even their own services to help make this our biggest fundraiser yet. Many thanks to Cath, Adrienne and the team.

Along with our fund raising the P&C collects family donations as part of the school voluntary contribution. Funds this year were spent on projects initiated by parents, students and staff.

The Leichhardt P&C has a very generous philosophy when it comes to spending the funds we raise. Because our kids are only at Leichhardt for 4 years we like to see the money we have spent on real outcomes that benefit all sectors of the student group today and tomorrow, as well as students who attend in the future. Some of the major funding initiatives of 2014 were:

- Furniture and audio-visual for the library. These funds turned the library into a vibrant and interesting place with new spaces showcasing all the things that a library in the 21st century can offer. Our thanks to librarian Sunny South for her work in bringing proposals and ideas to us. We were more than happy to fund almost everything she suggested!!

- Completion of our improvements to the hall sound system. The big change here was to move the mixing desk from behind a curtain next to the stage to the back of the hall where the student doing the mixing could actually see and hear what was going on on stage.

- Robotics kits for the Industrial Technology Robotics Unit
- Equipment for the new Leichhardt TV initiative. This is very popular with the students, with the LTV team showing short videos they have made at assemblies.
- Extra text books in Maths and HSIE
- Funds to help the school run the Aboriginal Cultural Day

We also once again funded the award and medal for the Leichhardt Year 10 Dux which is presented at the annual presentation day in the Town Hall.

Once again this year parents were actively involved at important school events such as Orientation Day, Welcome to Year 7 and School Open Days. My thanks to all the parents who helped out managing info stands and supporting the staff.

There were many extracurricular activities run by willing staff in their own time. The P&C would like to collectively thank all those wonderful teachers who sacrificed their own free time for the enjoyment and improvement of our children.

The P&C continue to support the Lostock site as a school community getaway. Plenty of work has been done there recently and it is a great idea for an alternative getaway, away from the city and its associated technology and “mod cons”. My thanks to Belinda Fraser for once again managing the site and bookings.

Once again we have worked hard writing letters to politicians and the Department of Education trying to improve the school and the experience for students. The school has always been supportive and provided advice and guidance. We also had support from local, state and federal representatives who recognise the importance of a strong local public high school to the wider community. The campaigns this year were similar to those of last year.
- A school bus on route 413 which brings students from the Ashbury/Ashfield/Summer Hill areas
- Recognition of school transport passes on the new light rail line from Dulwich Hill to Leichhardt and Blackwattle Bay campuses
- Acquisition by the campus of the Tramsheds adjoining the school as performance and admin spaces.

Thanks to everyone who wrote letters, signed petitions and attended meetings. It’s a long road sometimes but we will get there in the end!

The P&C was invited to contribute to the committee chaired by DEC Regional Director Dr Sylvia Corish into schooling in the Inner West. The College Principal Judy Kelly also sits on this committee. There are many competing interests in our area and the experience of all three campuses shows just how popular our school is. It was good to be able to contribute to this process and we will keep the parent body informed of future developments.

Finally and most importantly I cannot thank enough Trish Ware, Lyndell Webster, Vice Presidents Fiona Law and Vanessa Palfreeman and Belinda Fraser for assisting me in managing the P&C this year. They have been immensely helpful in chairing meetings in my absence, helping with interview committees and presenting at assemblies. It has been an enjoyable and rewarding year.

Nick Potter
P&C President

Blackwattle Bay Campus

This year the Blackwattle Bay P&C has worked hard to turn fund raising and parent contribution dollars into tangible improvements for the school. With significant funds carried over from last year, the P&C has worked with the school executive to fund appropriate projects as early as possible. We are very aware that students are at Blackwattle Bay for a short time and were determined to see improvements or benefits quickly.

Three major initiatives consumed the lion’s share of funds this year. Parents may be aware of the toilet issues raised by students across the three campuses of the College. Blackwattle Bay, like other campus P&Cs, funded bathroom improvements by installing hand driers.

Indications are that the students appreciate the improvements and we remain keen to ensure basic facilities are adequate. Many parents may be surprised that the P&C is funding what appears to be maintenance but difficult choices have to be made given available school funds.

The second major purchase was an air conditioner to improve the environment in a HSC study space newly allocated by the school.

Finally, the P&C supported the school’s search for a Year 12 Graduation venue capable of holding students, staff, parents and extended families. In previous years the School Hall was used but, with the growth at the school, this was no longer suitable even for restricted numbers allowed in 2013. For 2014 the P&C allocated $5000, which is half the cost of hiring Town Hall. The resulting event was entirely in keeping with the significance of graduation for our students. Opening up the event to more family and friends was also well received across the school. Hopes of a refund on some portion of the rental fee from Sydney City Council have faded.

You can see a full list of 2014 spending on the P&C site https://sites.google.com/site/sscbbpc/. You will see funds allocated to sport, recognition activities and literacy.

We hope that prompt payment of school fees, including the P&C voluntary levy, will give us the funds to take on new initiatives early in 2015.

The P&C also reviewed issues impacting the school. The development of the walkway, with the benefits and risks of opening the school to the bay, development of technology policies, contributions to the campus development plan and consideration of the impact of population growth in the campus boundary zone were all areas of discussion.

We have a growing sense of the need to act jointly across the three campuses of Sydney Secondary College and have supported initiatives such as a joint College event calendar, Leichhardt’s bid for the disused tramsheds adjacent to the oval and better planning to allow cross-campus attendance at school events and fundraisers.

Our single fundraiser for the year, the Gleebooks night, provided a social evening for parents as well as an opportunity to stock the library with books selected by teachers and raise some
money from Gleebooks sales on the night. Tracey Cameron did a fantastic job organising the night with the support of a small group of parents. We plan to hold the fundraiser earlier in the year in 2015 to provide a social event and fundraiser early in term two.

The P&C thanks the school executive, led by Sharon Roberts, for their engagement and communication with the P&C throughout the year and also recognise the work Judy Kelly is doing to bring the campuses together on significant issues. Life would also be more difficult without the support of Blackwattle’s capable office staff.

The team anchoring activities for the P&C this year - Bruce Ricardo, Robyn Steele, Alison Gibbs and Tracey Cameron - all put a lot of effort and energy into supporting the school and providing a parent forum for the school executive. It’s also important to remember the contribution of parents who did not attend meetings but assisted with the Gleebooks fundraiser, walkway opening barbecue, staff selection panels and significant school events.

I have one additional year as a Blackwattle parent and I look forward to welcoming a new cohort of students, their families and new teaching staff to the school in 2015.

Peter Cox
P&C President

Student Representative Council
Balmain Campus

The SRC at Balmain Campus is comprised of an ethnically diverse group of dedicated and enthusiastic students from years 7 to 10. Membership in the SRC is voluntary and students can join at any time and get involved in activities and events of their own choosing. The SRC aims to embrace and involve all students throughout the campus and to give anyone the opportunity to develop their leadership skills or lend a helping hand.

Our eight School Leaders, some of whom have been elected to SRC Leadership positions, are invited to attend our weekly meetings and to help run events as part of the leadership component of their role in the school. As senior members of our school it has been important for them to be seen as key figures within the SRC.

In 2014 we focused on school events rather than fundraising. These are the events and leadership opportunities we coordinated in 2014:

- Lunch-time meetings every Thursday, in 1C.01, where we discuss current issues students face at the school.
- Cross Campus meetings with Blackwattle Senior Campus and Leichhardt Campus which occurred once a term to discuss issues affecting the three campuses.
- We participated in The World’s Greatest Shave with students and teachers shaving or dying their hair in front of an audience to help raise money for cancer.
- 40 Hour Famine—where students raised awareness during assembly time and raised over a thousand dollars for World Vision. Students made a range of sacrifices including not eating, speaking or even using the internet for 40 hours.
- Regular lunchtime student versus student and student versus teacher sporting events such as netball, soccer, touch football and basketball.
- Jeans for Genes – students held a mufti day and money for charity.
• We held a mufti day in support of Wear it Purple Day, encouraging respect and acceptance amongst students and RUOK?, (Are you ok day?), where the SRC students created and handed out yellow ribbons to students entering the school grounds for that day, to help promote and encourage stronger relationships.

• In NAIDOC Week, students from Years 7 to 10, at lunchtime, took part in a hand-painting mural that is now on display in our school hall. Students took part in an anti-discrimination video, again to encourage respect and empower students.

• Supported the Young Leaders Foundation Open Classroom Project, the SRC gave $1000.

• Balmain’s Got Talent - A Talent Quest to showcase the performing arts talents of the students at the school. Top acts are invited to perform in the P&C’s Variety night. The SRC supported creative performances at MAD Night (Music, Art & Drama) in September.

• SRC leaders were involved in the Future Planning of the school, in leading focus groups discussions on 21st Century classrooms.

• A focus on leadership training through participation in the World Vision Global Leadership Development conference, Halogen Leadership conferences.

• White Ribbon Day, to promote awareness and stop violence against women.

• Participated in a Combined SRC leadership camp at Cookatoo Island, to build cross campus relations and encourage the student voice within our college in December.

• Donated one thousand dollars to our sister, Malibaca High School in Maliana, East Timor.

• Talent Quest was organised by the students Friday lunchtime, 12th December, to promote student talent in the school community.

Leichhardt Campus

The year 2014 saw our SRC students taking a more visible leadership role in the school as well as building the leadership skills for all members of the committee.

The SRC was a big group this year with 8 members from Year 7, 7 members from Year 8, 4 members from Year 9 and 10 members from Year 10. All of the members were voted in by their peers and were excited to represent their year group and did a fantastic job throughout the year. This year the leadership had a slightly different structure with the four school prefects from year 10, taking on a specific profile, the profiles included; Leichhardt Way, Sports, Arts and Social Justice.

The year was very busy with the students taking on lots of projects and fundraising initiatives. Some of the successes for the SRC in 2014 included an excellent 40 Hour Famine Campaign, a bright show your colours fundraising day and an excellent College SRC Famine camp on Cockatoo Island in Sydney Harbour.

The School Captains, Shelton Wong and Chiara Lam, were proud and responsible leaders. As a result of their leadership they managed to petition the school for new basketball backboards and hoops that were received with excitement by the students.

Overall, it was a very productive and exciting year that allowed the students to represent their years with pride and we achieved some great results. Our SRC leaders showed a great deal of commitment and should be very proud of their achievements as a group in 2014.
Blackwattle Campus

The Student Representative Council is an integral part of the Blackwattle Bay leadership program. This year was a big year for SRC, building on the first cross campus SRC meeting in 2013, regular cross campus meetings were held over the course of the year culminating in a three day SRC Leadership Conference at Cockatoo Island. This camp was an opportunity for SRC representatives to experience practical leadership and participate in future planning and directions for the SRC at Sydney Secondary College. The camp also supported the smooth transition of committed SRC students at Balmain and Leichhardt into the SRC at Blackwattle the following year.

A particular goal in 2014 has been to refocus the image of the SRC as more than just a fundraising body. Students in the SRC are passionate about their school, their community and the world and have initiated and participated in raising awareness of significant issues, becoming a strong student voice within the campus and College organization. SRC representatives are now important voices on the campus PBL team along with staff.

Fundraising for various projects was also on the agenda with the introduction of Pizza Monday. Once per term SRC sold pizzas for lunch to raise general funds. Sometimes these funds were spent on items the students requested (a new microwave in the café for student use) or often donated to a particular cause (Save our Girls for example). SRC students also supported Diversity Day by cooking up a storm with profits going to Maliana, our sister school, and organizing mufti days for Genes for Genes Day, Wear It Purple Day, Bullying No Way. This year’s White Ribbon event was an assembly led by SRC and a “Respect wall” artwork where students wrote messages of respect and support for each other. Another first for 2014 was the SRC Sleepout, an overnight camp out in the school hall with 40 students and 6 staff to raise awareness and over $750 for the Vinnies Sleepout appeal. Students were encouraged by a visit from Michelle Bruniges, who participated in the CEO Sleepout, and was able to share the experience with our students.

Academic Achievements

NAPLAN 2014

<table>
<thead>
<tr>
<th>Percentage in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Balmain</td>
</tr>
<tr>
<td>Leichhardt</td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Balmain</td>
</tr>
<tr>
<td>Leichhardt</td>
</tr>
<tr>
<td>State</td>
</tr>
</tbody>
</table>
NAPLAN Year 7 – Literacy

Balmain Campus

Balmain students continued to achieve great results in their NAPLAN literacy test, scoring well above Australian average in Reading, Writing, Spelling and Grammar.

- In Reading, 47% of students were in the top two bands, 18% above the state average.

- In Writing, 31% of students were in the top two bands, 16% above the state average.

- In Spelling, 56% of students were in the top two bands, 22% above the state average.

- In Grammar and Punctuation, 55% of students were in the top two bands, 26% above the state average.

Leichhardt Campus

Sydney Secondary College Leichhardt Campus students continued their strong performance in the NAPLAN Literacy tests, scoring well above the state average in Reading, Writing and Language Conventions (Spelling, Grammar and Punctuation).

- In Reading 44% of Year 7 students were in the top two bands, 13% above state average.

- In Writing 22% of Year 7 students were in the top two bands, 7% above the state average.

- In Spelling, 54% of Year 7 students were in the top two bands, 19% above state average.
• In Grammar and Punctuation, 44% of students were in the top two bands, 10% above the state average.

**NAPLAN Year 7 – Numeracy**

**Balmain Campus**

• In Numeracy, 50% of students were in the top two bands, 21% above the state average

• In Data, Measurement, Space & Geometry, 45% of students were in the top two bands, 14% above the state average.

• In Number, Patterns & Algebra, 60% of students were in the top two bands, 25% above the state average.

**Leichhardt Campus**

• 50% of students achieved Band 8/9 (the top two bands) compared to 31% statewide. Also, only a few students (1.5%) were in the lowest band.

Overall, the percentage of Year 7 students achieving at or above the minimum standard in numeracy at the Leichhardt Campus is 98.5%.

**NAPLAN Year 9 – Literacy**

**Balmain Campus**

• In Reading, 47% of students were in the top two bands, 25% above the state average

• In Writing, 21% of students were in the top two bands, 8% above the state average

• In Spelling, 50% of students were in the top two bands, 26% above the state average

• In Grammar and Punctuation, 39% of students were in the top two bands, 19% above the state average
Leichhardt Campus

- In Reading 44% of Year 9 students were in the top two bands, 17% above the state average.

- In Writing, 31% of Year 9 students were in the top two bands, 19% above state average.

- In Spelling, 49% of Year 9 students were in the top two bands, 24% above the state average.

- In Grammar and Punctuation, 33% of Year 9 students were in the top two bands, 12% above state average.

Balmain Campus

- In Numeracy, 49% of students were in the top two bands, 25% above the state average

NAPLAN Year 9 – Numeracy

- In Data, Measurement, Space & Geometry, 46% of students were in the top two bands, 19% above the state average

- In Number, Patterns & Algebra, 51% of students were in the top two bands, 30% above the state average

Leichhardt Campus

- In Year 9, 47% students achieved Band 9/10 (the top two bands) compared to 29% statewide.
Overall, the percentage of Year 9 students achieving at or above the minimum standard in numeracy at the Leichhardt Campus is 98.3%.

**National 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 our students at Sydney Secondary College in the National Assessment Program – Literacy and Numeracy (NAPLAN) Balmain Campus is analysed each year to diagnose areas of strength and weakness so as to identify best practice as well as strategies for improvement.

Percentage of students achieving at or above minimum standard in NAPLAN 2014:

### Balmain

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.9</td>
<td>95.2</td>
</tr>
<tr>
<td>Writing</td>
<td>94.7</td>
<td>87.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.2</td>
<td>90.4</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95.2</td>
<td>92.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.4</td>
<td>97.6</td>
</tr>
</tbody>
</table>

### Leichhardt

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.4</td>
<td>92.5</td>
</tr>
<tr>
<td>Writing</td>
<td>89.8</td>
<td>88.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.6</td>
<td>91.9</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>93.0</td>
<td>90.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.9</td>
<td>93.5</td>
</tr>
</tbody>
</table>

### Year 10 Results

- 99% of students at Balmain Campus received a Record of School Achievement (RoSA).
- Joshua Ning and Mia Bridle were joint Dux of Balmain Campus. Joshua Ning was first in Australian Geography, Food Technology, Mathematics 5.3 and Music. Mia Bridle was first in English, Science, Australian History, PDHPE, Marine and Aquaculture Technology and French.
- One year 10 student from Glebe Pathways Project gained his Record of School Achievement (RoSA).
- All Year 10 students at Leichhardt Campus received a Record of School Achievement (RoSA) in 2014.
- Chiara Lam was Dux of Leichhardt Campus, coming first in Australian History, Australian Geography, Physical Activity and Sport Studies and Textiles Technology.
- Distinguished Achiever of Leichhardt Campus was Ruby Bruce, coming first in Science and Visual Arts.

**Essential Secondary Science Assessment (ESSA)**

Our students took part in the ESSA online test in November 2014. The ESSA test is an interactive multimedia assessment which is mandatory for Year 8 students in NSW government schools. It is a statewide science assessment program based on the NSW Science Syllabus. We are very fortunate to have access to so many desktop and laptop computers and that made the online assessment a stress free experience for all our students who took part in it as well as for the supervising teacher. All students were able to complete the test and they responded positively to their first experience of online testing.

In preparation for ESSA, students are taught how to answer ESSA style questions. Students were familiar with the common verbs and how to write responses to questions that included ‘explain’ and ‘discuss’. This definitely provided students with confidence to answer scientific questions.

Results for both Balmain and Leichhardt Campuses show that students are above the state average in all aspects of the ESSA (Extended Responses, Knowing and Understanding, Communicating Scientifically and Working Scientifically).

At Balmain Campus 81.3% of students achieved in the top three bands (levels 4, 5 and 6) in the ESSA exam, 18.8% above state average.

At Leichhardt Campus 82.2% of the students scored levels 4, 5 and 6, 19.7% above the state average.
### Higher School Certificate

#### HSC Course Summary Table

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2014</th>
<th>School Average 2010-2014</th>
<th>SSG 2014</th>
<th>State DEC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>69.7</td>
<td>70.1</td>
<td>69.9</td>
<td>57.6</td>
</tr>
<tr>
<td>Ancient History</td>
<td>71.2</td>
<td>73.1</td>
<td>72.2</td>
<td>64.2</td>
</tr>
<tr>
<td>Biology</td>
<td>75.6</td>
<td>74.7</td>
<td>75.2</td>
<td>69.4</td>
</tr>
<tr>
<td>Business Studies</td>
<td>76.3</td>
<td>77.1</td>
<td>76.7</td>
<td>63.5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>72.1</td>
<td>75.7</td>
<td>73.9</td>
<td>58.1</td>
</tr>
<tr>
<td>Community &amp; Family Studies</td>
<td>73.1</td>
<td>75.2</td>
<td>74.2</td>
<td>62.2</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>71.4</td>
<td>73.3</td>
<td>72.4</td>
<td>63.0</td>
</tr>
<tr>
<td>Drama</td>
<td>78.9</td>
<td>78.8</td>
<td>78.9</td>
<td>75.0</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science</td>
<td>78.3</td>
<td>79.8*</td>
<td>79.1</td>
<td>69.1</td>
</tr>
<tr>
<td>Economics</td>
<td>72.3</td>
<td>74.4</td>
<td>73.4</td>
<td>73.4</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>70.4</td>
<td>73.5</td>
<td>72.0</td>
<td>64.2</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>68.2</td>
<td>66.5</td>
<td>67.4</td>
<td>58.0</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>81.4</td>
<td>79.3</td>
<td>80.4</td>
<td>67.7</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>72.4</td>
<td>69.5</td>
<td>71.0</td>
<td>72.7</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>90.0</td>
<td>81.2</td>
<td>85.6</td>
<td>77.0</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>92.0</td>
<td>76.5</td>
<td>84.3</td>
<td>82.0</td>
</tr>
<tr>
<td>Food Technology</td>
<td>70.5</td>
<td>73.7</td>
<td>72.1</td>
<td>60.0</td>
</tr>
<tr>
<td>Geography</td>
<td>79.4</td>
<td>77.9</td>
<td>78.7</td>
<td>72.0</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>77.3</td>
<td>69.9</td>
<td>73.6</td>
<td>74.8</td>
</tr>
<tr>
<td>Information Processes &amp; Technology</td>
<td>66.0</td>
<td>69.3</td>
<td>67.7</td>
<td>73.6</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>73.7</td>
<td>76.3</td>
<td>75.0</td>
<td>72.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2014</th>
<th>School Average 2010-2014</th>
<th>SSG 2014</th>
<th>State DEC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>General II Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>81.7</td>
<td>81.2</td>
<td>81.5</td>
<td>64.7</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>64.1</td>
<td>56.8</td>
<td>60.45</td>
<td>52.0</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>77.9</td>
<td>86.4</td>
<td>82.2</td>
<td>75.0</td>
</tr>
<tr>
<td>Modern History</td>
<td>78.5</td>
<td>76.8</td>
<td>70.4</td>
<td></td>
</tr>
<tr>
<td>Music 1</td>
<td>85.5</td>
<td>82.0</td>
<td>83.8</td>
<td>79.2</td>
</tr>
<tr>
<td>Music II</td>
<td>85.3</td>
<td>82.1</td>
<td>83.7</td>
<td>85.0</td>
</tr>
<tr>
<td>Personal Development, Health &amp; Physical Education</td>
<td>72.1</td>
<td>73.0</td>
<td>72.6</td>
<td>64.1</td>
</tr>
<tr>
<td>Physics</td>
<td>74.1</td>
<td>76.5</td>
<td>75.3</td>
<td>60.1</td>
</tr>
<tr>
<td>Senior Science</td>
<td>72.6</td>
<td>^59.7</td>
<td>66.2</td>
<td>57.7</td>
</tr>
<tr>
<td>Society &amp; Culture</td>
<td>81.3</td>
<td>77.3</td>
<td>79.3</td>
<td>73.7</td>
</tr>
<tr>
<td>Software Design &amp; Development</td>
<td>78.1</td>
<td>77.5</td>
<td>77.8</td>
<td>62.8</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>70.7</td>
<td>73.2</td>
<td>72.0</td>
<td>71.0</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>81.2</td>
<td>82.6</td>
<td>81.9</td>
<td>71.3</td>
</tr>
<tr>
<td>Chinese Background Speakers</td>
<td>81.9</td>
<td>78.4</td>
<td>80.2</td>
<td>73.0</td>
</tr>
<tr>
<td>French Beginners</td>
<td>77.5</td>
<td>^75.0</td>
<td>76.3</td>
<td>69.5</td>
</tr>
<tr>
<td>Japanese Beginners</td>
<td>68.9</td>
<td>71.6</td>
<td>70.3</td>
<td>55.7</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>74.7</td>
<td>76.6</td>
<td>75.7</td>
<td>69.7</td>
</tr>
<tr>
<td>Entertainment Industry Examination</td>
<td>78.8</td>
<td>73.9</td>
<td>76.4</td>
<td>N/A</td>
</tr>
<tr>
<td>Hospitality Examination</td>
<td>80.4</td>
<td>76.2</td>
<td>78.3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Statistics only available for last 3 years.

# New course - data for 2014 available only

^Data only available for the last 4 years

Data provided by the Educational Measurement and School Accountability Directorate (EMSAD).
Students at SSC Blackwattle Bay Campus also gained HSC results in Computing Applications, English Studies, French Continuers, Japanese Extension, Photography, Sport & Recreation, VET Business Services Examination, VET Construction Examination, Visual Design, VET Retail and Work Studies. As candidature in these courses was fewer than 10 students EMSAD does not provide result data.

HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2014</td>
<td>4.5</td>
<td>-0.2</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero

HSC Highlights

- 282 students studied 51 subjects for the Higher School Certificate examination in 2014. These included traditional subjects, vocational education and training subjects and special interest subjects. A number of students were enrolled in Life Skills subjects.
- 118 (10%) of student results were in the highest band (band six).
- 410 (33%) of results were in band five. In total 43 % of results were in the top two bands (band 5 and band 6).
- 401 results were in band 4.
- In total 75% of all results were in the top three bands.
- 34 subjects were above state average: Aboriginal Studies, Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Design and Technology Drama, Earth & Environment ,Engineering studies English Standard, English Advanced, English Ext1, English Ext 2, Food Technology, Geography, Industrial Technology, Legal Studies,Mathematics, General, Mathematics,
- Improved results in: Biology, Industrial Technology, Mathematics General, Entertainment and Hospitality
- All English courses including Extension 1 & Extension 2 were above State Average.
- In Music 1 all students achieved results in the top two bands (band 5 & band 6).
- Sam Moraitis and Jasmine Jaffar received NSW Premiers Award for Band 6 in all subjects.
- Dux of Sydney Secondary College - Leanne Wang (ATAR 98.65)
- 20 students were in the top band for two or more subjects: Zoe Brown, Inura De Zoysa, Eboni Fogarty, Ben Gough, Jasmine Jaffar, Dunja Karagic, Isac Kim, Julia Moraitis, Sam Moraitis, Elizabeth Morison, Brendan Ngo, Teresa Ngo, Flint O’Neill, Bokie Robertson, Ella Serhan, Lukas Sikes-Gerogiannis, Radha Wahyuwidayat, Hang Wang, Li Yun Weng, Hannah Xue.
- Hyun Jee Cho’s HSC Visual Arts major work chosen to be exhibited in ARTEXPRESS
- Michael Kwee and Benjamin Gough’s Industrial Technology multimedia projects were nominated for INTECH Technology exhibition.
Other Achievements

College Instrumental Music Program

In 2014, the Sydney Secondary College Instrumental Music Program (IMP) comprised of over 190 students performing in eight ensembles. Our musicians performed throughout the year at the highest standard.

We welcomed Mark Stevens into the role of Music Director at the beginning of the year and also welcomed Carlo Antonioli as conductor of the Concert Band and Glad Reed as conductor of the Training Band for our new musicians. Our other exceptional conductors continued in their roles this year - John Benson conducted the Wind Orchestra, Simon Sweeney conducted the Wind Ensemble, Jazz Ensemble and Jazz Orchestra and Mark Stevens conducted the String Ensemble.

This year saw the inaugural performances of the new College Symphony Orchestra, the only high school symphony orchestra currently in the Leichhardt LGA. The orchestra performed at several College events and at the Australian School Orchestral Festival held in Wahroonga where they received a silver award in the premier event. They also received an impromptu masterclass with esteemed conductor and educator, Brian Buggy OAM.

Other musical highlights this year included several outstanding Jazz Orchestra performances at the Manly Jazz Festival, Glebe Street Fair and Jazz in the Gardens at Ashbury Public School. Jazz Orchestra also received a gold award at the NSW School Band Festival.

Our larger wind ensembles all performed at a high standard at the NSW Band Festival, with each of our three wind ensembles winning silver awards, with the Wind Orchestra performing in the very highest division of the event.

Congratulations to all these musicians for the additional hard work they put into these important concert performances.

Our fabulous community concert series continued to grow in 2014. We began the year with performances from each IMP ensemble at the ‘One’ concert. Thank you to our parents for making generous donations at this event – we were able to purchase a new saxophone.

Term 2 showcased the results of three intensive days of rehearsals at our annual IMP Camp concert, whilst in Term 3 our outdoor concert, ‘Music in the Park’, was held in the Pioneer Park pavilion on Norton St.

We hit a new record of 236 students on stage at one time when we combined our IMP junior students with 160 musicians from local primary schools in our ‘Primarily Fun Band’ and ‘Primarily Fun Strings’ as a culmination of three days of ‘Primarily Fun Workshops’ hosted by the IMP. The Wind Ensemble and Concert Band also played brilliantly alongside a high caliber of community bands in another event hosted by Leichhardt Celebrity Brass held at the same location in term four. Norton Street shoppers loved our brass marching band – there were smiles everywhere.
The annual IMP camp was a highlight for many performers, and our biggest year yet! Three days of ultimate musical immersion with professional tutors and conductors saw students achieve a huge step forward in their ensemble skills and musicianship. A huge thank you to all our tutors, conductors and teachers who ensured that this year’s camp was musically challenging. A special thank you to Rochelle Bolitho (founder of the IMP and previous music director) who joined us as lower brass tutor!

As with all successful programs, staff sometimes move on. Erin Vencken, our well respected IMP Administration Officer has taken a full time position at another school where she will be as invaluable as she has been here. Erin has been working at our College since 2011 and has been the communications hub for the IMP and done a stellar job keeping things going behind the scenes for our program. Many thanks and we wish you all the best next year!

Thank you to everyone who has supported the IMP in 2014. We especially say thank you to the College Principal, Campus Principals and Executive staff who are extremely supportive of the IMP. We also recognise the wonderful support from the music departments at each campus. Thank you also to the IMP committee and IMP parents who organise all our community events. We are also extremely grateful for the support from College Administration Coordinator, Barry Adamson throughout the year.

We look forward to a spectacular year in 2015.

Creative and Performing Arts

Leichhardt Campus

2014 was an exciting and productive year for music at Leichhardt Campus.

In Term 1 the school proudly sponsored 20 students to participate in the Wotopera programme where they wrote the libretto and composed the music for a short opera that was staged at Sydney’s Seymour Centre. This was a fabulous opportunity for our students to develop their composition and performance skills.

Elective music students experienced the magic of Mozart’s operatic repertoire, attending the acclaimed production of The Magic Flute at the Opera House.

Year 7 students began the year by learning rhythm and notation skills through drumming and keyboard work in the classroom setting. Group compositions using graphic notation varied from class to class, exhibiting skills from a very creative cohort. Students used these skills in the study of orchestral instruments culminating in a research project and a Design an Instrument task. The models were proudly exhibited in the school foyer.

A combined year 7 group performed at the Music assembly in both semesters with over 50 students playing Spring (Vivaldi) and Wipeout (The Surfaris) on classroom and orchestral instruments.

Year 8 students took a virtual musical tour around the world through a new, interactive unit of work, Music of a Culture. Group projects were outstanding and included videos, websites, PowerPoint and live dance/performance presentations exemplifying music from around the world. Students learnt to play classical and flamenco guitar styles, reading notation and tabs. These skills were the basis of learning how to perform 12 bar blues songs in the study of Rock History.
Combined year 8 classes also performed a collection of songs reflecting their music studies at each music assembly.

**Year 9** elective music students were introduced to each other by performing pentatonic music of Africa both instrumentally and vocally. The study of the classics began with Baroque music and composition skills using the Finale program. The resulting works demonstrated individual talents for writing as well as performing. This was a cohesive group who performed well-known classics with improvised variations on a theme on their various instruments. Elective students were also highlighted at music assemblies throughout the year with impressive performances, both vocally and instrumentally.

**Year 10** elective students focused on Australian and contemporary music in all aspects of aural, composition and performance, highlighting individual talents and ideas. From Folk songs to Rock classics students were encouraged to develop their personal style and stage presentation skills both as soloists and ensemble players.

**Drama** in 2014 had a productive year, with all of our ensembles continuing to be a popular choice for the students and our annual school production taking on a new direction.

The Leichhardt Campus Theatresports group underwent intense morning training under the guidance of experienced improvisation performer, Jim Fishwick. The students were taught all the key concepts and skills behind the art of improvisation and had a great time learning. It was a hard decision to select our Senior Team to represent our campus but in the end the team was made up of Nelson, Tom, Ivo, Ari and Taidgh. The team competed in the Impro Australia’s School’s Theatresports Challenge and needless to say, they were highly entertaining.

The annual production, saw Alex Boerma return to the Director’s chair with a fresh vision for the performance by presenting Oscar Wilde’s *An Ideal Husband* and setting it in the roaring 1920’s. Over 60 students were involved in producing not only the performance, but the scripting, co-directing, set design, the costumes, advertising, as well as the sound and lighting. The cast, led by Year 10 student Darcy as Lord Goring, did an outstanding job at bringing Wilde’s words to life, and more so, finding the humour between the lines. Our season ran for three nights in the intimate setting that is our drama space and was outrageously successful.

Again, we saw many of our students involved in the NSW State Drama Ensemble, performing in a variety of performances including the state drama festival.

**Dance** at Leichhardt continued to grow, with Alex Boerma continuing her work with the ensemble program now offering both a Hip Hop Group and a Lyrical Ensemble. Students took many opportunities to choreograph and perform at special assemblies, including our White Ribbon and International Women’s Day assemblies, and also showcasing their performance skills in the annual production and our performance showcase night.

The **Visual Arts** department continues to provide opportunities for core and elective classes that
allow our students to explore their creative potential. Teachers produced course work relating to the educational needs of students by adapting and refining art programs i.e. differentiating curriculum for students with special needs, mainstream and selective students.

The integration of technology into the art class progressed with extra equipment being purchased and installed. Last year the students demonstrated that they are becoming more adept at using digital technology to relay their ideas and experiences to produce high quality imagery.

Money was also spent on the upkeep of the kiln and kiln room which allowed students to create a range of sculptural artworks and 3-D forms.

Exhibition spaces around the school are regularly changed to allow students to display their work and the feedback from parents, students, staff and visitors was all positive. Most of the artworks displayed were based on units of classwork but we also displayed artworks from Koori Art Expressions, the afternoon art class as well as artworks produced by enthusiastic students in their own time.

The visual arts teachers organised excursions for Year 9 and 10 students to visit art exhibitions at the Art Gallery of NSW and the MCA with positive response from students and parents. The displays focused on students work based on various units of work.

Every year our students get involved in the production of the school play. Last year saw a very enthusiastic group of students becoming involved in the painting of the sets for the play. This was an exceptional group of motivated and talented students. All the students participating in this work volunteer their time to assist before and after school.

Koori Art Expressions - We continued with a similar approach from the previous year and worked with a core group of students, not all from Aboriginal ancestry but all passionate about Aboriginal issues.

The theme for Koori Art Expressions in 2014 was ‘Serving Country-100 Years and Beyond’. The students came up with some great ideas including the fact that not only soldiers are involved in war but also a range of people from all walks of life. E.g. mothers, nurse, doctors, factory workers, etc.

The artworks that the students decided to produce were a slouch hat (Digger’s hat), a shield and a tent.

The core group consisted of some year 10 students who had taken part in previous Koori art shows and a new group of year 7 students.

As in previous years, all the student’s works were exhibited. This year the host was the Eora Centre at Redfern. The Koori Art Expressions exhibitions continue to enhance our students understanding of Aboriginal culture and the issues involved.

Over 20 students were enrolled in the Afterschool Art Enhancement Program in 2014. Most students persisted throughout the year, developing a greater understanding of the styles and types of art that they produced. Every year the after school group is always diverse in terms of abilities, knowledge, attitudes and approaches. They were all encouraged to work on more extensive artworks, projects and research but most wanted to continue working on their drawing and painting skills. Manga imagery was by far the most popular subject matter and many students developed their understanding of techniques, styles and related artworks. Definitely a rewarding experience for all involved.
Balmain Campus

The Balmain campus continues to provide students with the opportunity to participate in a variety of arts activities.

Drama had another bumper year in 2014. Balmain was one of the main schools involved in the filming of ABC3’s My Great Big Adventure. Many of our Year 8 students took part in the filming both at school and on the weekends and holidays to look at issues that face teenagers. With hosts Kane and Steph, our students got a look at what it is like on the other side of the screen.

Balmain’s theatresports crew had an impressive year where both our intermediate and junior teams have done us proud. In November, we saw our junior team compete in two rounds of the ImproAustralia Schools Theatresports Challenge, only narrowly missing out on a spot in the Grand Final.

A big congratulations to Drew Ireland-Shead, who alongside nine other SSC students performed in the Arts Unit State Drama Festival. Drew has been part of the Year 8 Drama Ensemble this year, tutored by Ms Campbell at Lewisham Public School every Wednesday afternoon. Her piece was a group devised performance based on buying time, using the elements of rhythm and rhyme in the style of Dr Seuss, to engage the audience.

Visual Arts students in Years 7-10 have continued to be offered a variety of structured learning experiences in Visual Arts in a diverse range of media from traditional drawing to conceptual sculptural installations and almost everything in between. Year 9 have as a group, revealed strong drawing skills via a series of drawn portraits exhibited in the front office. Year 10 moved towards more personal art making by developing their own symbolic visual language through using a variety of mediums.

Photography and digital media (PDM) students at Balmain have been exploring a range of analogue and digital photo media techniques. Year 10 enjoyed exploring a range of photographic genres including street photography, as well as digital manipulation using Photoshop and stop motion animation.

Year 9 are now equipped with the technical skill to produce quality photographs using manual DSLR cameras as well as digital enhancement and manipulation computer programs. Look out for the outstanding photographs and digital images from the PDM students displayed around Balmain campus and in many of the school’s publications.

The Music Art and Drama (MAD) night was held in the school hall in June. It was a showcase of Balmain Campus’ talents. The event was highly enjoyable and feedback was very positive. The P&C and a team of staff planned, rehearsed and worked with a variety of students to perform music and drama items and demonstrate their abilities on the night. An exhibition of student art and photographic work was also on show.

There was a great community atmosphere, with dinner in the quad preceding the show, and tasty treats on sale prepared by elective food
technology students. The show’s MCs led the audience through a night of highlights that included drama performances, stand up comedy, dance recitals and bands rocking out. We would like to thank all involved, particularly all the students, P&C and staff.

Finally, we would like to congratulate ex Balmain campus student, Hyun Jee Cho, on her success in HSC Visual Arts and achieving the honour of having her work exhibited in Art Express.

Blackwattle Bay Campus

The Arts at Blackwattle Bay Campus continue to feature strongly in the academic and cultural life of the College. In Visual Arts, Design and Photography, the preliminary courses gave students strong foundations for high achievement levels in the HSC year. This has been reflected in the excellent quality of written and practical submissions.

The annual HSC Visual Arts Exhibition was a huge success again this year with 32 students exhibiting over 193 artworks ranging from fibre, sculpture, painting to graphic design and photography media; all showcased in the Muse Gallery at Ultimo TAFE. People’s Choice Award for 2014 was a tie, congratulations to Zoe Brewster and Hyun Jee Cho. Also congratulations to Hyun Jee Cho whose body of work was selected for ARTEXPRESS 2015.

Strong parental links were reinforced when the well-known contemporary artist Mikala Dwyer opened the art exhibition. Over 350 guests were celebrating the opening night on the 28th July 2014, the outstanding achievements of our students and enjoying the music from the College String Orchestra.

The Visual Design students were working well towards completing their folio of designs and illustrating pages that were to become children’s books. School life and the Glebe surrounds were documented by our Photography students who took part in exhibitions organised by the Glebe Community Development Project in October and November.

Drama has experienced a year of vibrant performances and engaging projects. The subject continues to offer students opportunities to develop their imagination, performance and communication skills, and building up personal confidence.

The Year 12 Drama students worked very hard both in class time and outside of school to complete the outcomes for the HSC Drama course. They performed their self-devised Group Projects and Individual Monologues to an audience of family and friends in August. The audience was moved and entertained and this positive response helped to create greater confidence in the students when they presented their performances for evaluation to the HSC Markers a short time afterward. The Group Projects examined topical themes such as political hypocrisy, media manipulation and consequences of war. The Individual Performances were often moving pieces centered around personal relationships and alienation with a touch of irony and humour. Along with this, some outstanding work in Costume Design by Carla Hedley and a poignant script by Bokmakierie Robertson was submitted as the Non-Performance Individual Projects.

In Term 2, the Year 11 Drama classes performed a variety of self-devised scenes and scripted monologues to an appreciative audience in the Lecture Theatre for the Preliminary Drama Night Performance. This showcased the acting and performance skills learned in the first two terms of the Preliminary Drama course. The students demonstrated that through their focused work and skill, they were able to engage and entertain an audience. These students are now extending these skills into their HSC studies in Drama.

This year our Year 11 students participated in the 2014 NSW Public Schools Senior State Drama Ensemble, Myles Houlbrook-Walk, Conor Teevan and Finn Potter. This ensemble is a select group of gifted and talented student actors involved in a range of skills development workshops with specialist tutors from the performing arts industry as well as performing in events with the Arts Unit. Another student, Esther Randles
participated in the 2014 NSW Public Schools Drama Company. This ensemble is a select group of gifted and talented actors of Year 11 and Year 12. She gave a fine performance in an ATYP play performed early in the year. It is evident that the current HSC Drama cohort contains some very focused and committed Drama students who are working hard to extend themselves and thus provide outstanding performances for audiences to enjoy.

**Music** is continuing to thrive at the Blackwattle Bay Campus. Alongside Friday lunchtime concerts and the evening concert series, our students also performed at a sell out event at the Seymour Centre, *Music in der Nacht*. This event helped raise money for a Baby Grand Piano as well as raise the profile of music education.

As in previous years, students continue to partake in programs offered by our own College Instrumental Music Program as well as The Arts Unit, including the Symphonic Wind Ensemble, Symphonic Wind Orchestra and State Music Camp. With students representing the College at the combined schools ANZAC Day ceremony at Hyde Park, the IMP Jazz Orchestra winning gold, under the direction of Simon Sweeney at the State Jazz Festival at UNSW, and students part taking in the Arts Unit tour around the United States of America, the musical community is growing and should be recognised within our community.

Our Music students also were given an opportunity to work with one of our prolific Australian composers *Rosalind Carlson*. All music students were given the opportunity to part-take in a 2-hour composition workshop based around the compositional ideas of Ms Carlson. The Year 12 Music 2 students also took part in a one-on-one 40-minute composition lesson with the composer.

Following from previous years scenic design exercise of *Away* by Michael Gow, students studying VET Entertainment, designed a set on campus based on a scene from *MacBeth* by William Shakespeare. The students also saw the production of *Wicked the Musical* at the Capitol Theatre, which included a post-performance education seminar. This allowed our students to gain a deeper understanding of the competency units and its relation to each other within a professional performance context.

**Sport**

**Balmain Campus**

Once again 2014 has been a very positive year with sporting success at Balmain Campus. Students have been involved in a range of exciting and challenging sporting experiences. Students throughout the year were given the opportunity to participate in Sydney East CHS Knockouts and Representative Trials / Championships, Grade and Recreational Sport. With a high level of interest and engagement in the whole school sporting program, many individuals and teams demonstrated great contribution to sport across the student body.

The annual School Athletics carnival in May, College Swimming and College Cross Country in
May were major achievements as the participation in all of these events increased from the previous year. A highlight was the participation at zone in these carnivals, 55 students in Cross Country, 41 in Swimming and 54 in Athletics. We were the most populated teams in the Zone. There were many standout performances on these days. The most notable included Sigrid Perry who broke a long standing school 800m record, Gabriel Binion breaking a Zone 12 Yrs Boys High Jump record of 1.45m and Mia Bridle and Gabriel Binion being awarded the Zone Athletics Age Champions. Morgana Davies became 13 Years Cross Country Champion and Balmain won the Junior Boys Cross Country team event.

A number of athletes represented at State Carnivals. In Athletics Mia Bridle, Maxine Franz, Katarina Gordon (AWD – Athlete with a Disability), Gabriel Binion. Louis Dennison outstandingly qualified for the NSW All Schools Triple Jump and finished 3rd in 15 Years Boys Triple Jump. Athletes who competed at the State Cross Country include Sigrid Perry, Mia Bridle, Morgana Davies.

The diverse range of Tuesday recreational sport was also very positive with the introduction of new sports with the assistance from Sydney University and Fitness. Students had the opportunity to participate in Rock-climbing, Fencing and the newly made available sport Archery.

Mia Bridle was named the Pierre de Coubertin award for her excellent achievements and performances in Athletics. Mia demonstrated valuable sportsmanship, leadership and acted as a very positive role model for young women at Balmain throughout her schooling experience from 7 – 10.

Sportsman of the Year - Gabriel Binion (Year 7)
Sportswoman of the Year - Mia Bridle (Year 10)
Talented Athlete Program at Balmain

2014 marked another year of success for students in the Talented Athlete Program.

This year we endeavoured to create a smaller yet dedicated group of athletes that could measure their individual sporting goals a number of times throughout the year.

We note the increased participation of female students in our program along with Campus and College sporting events. This year we continued to retain two of our female students Rachel Baird and Rebecca Keywood who have been part of the program since 2012.

Students in the program are offered four different training days and were encouraged to attend these sessions at their own discretion (a minimum of two sessions per week).

This year we had 38 members of the programs, which we selected from approximately 83 applicants. This included 15 female students and 23 male students. Three different PDHPE teachers from varying sporting backgrounds are involved in training and mentoring the students.

Training sessions are from Monday – Thursday at 7.45am – 8.30am. Training occurs in our Campus Fitness Studio that includes a treadmill, rower, spin bikes, cross trainer, plyometric boxes, kettle bells, smith machine and assisted chin up machine to name a few. A fee of $60 per year is associated with the program for maintenance of equipment.

We have continued to develop our training spaces by purchasing a set of boxing focus pads, a number of vip’rs (round rubber weighted tubes), additional plyometric boxes, heavy-duty flooring and a sound system.

The program offered a transition workshop as part of our ‘Day at High School’ transition days. This gives prospective students the opportunity to experience a ‘taste’ of what is involved the program. The sessions involved fitness testing in the hall, spin bike workout, and boot camp training.

2014 saw an increase in the level of achievement at athletics, swimming and Cross Country carnivals beyond the Zone level of competition. We also saw a number of students successfully complete at State and National levels in their individual sports. Due to the growing demands of this popular program we have both Mr Angus Glynne and Ms Amy Barnes involved in training on various days.

We look forward to watching students in our program continue to achieve their goals and celebrating their individual sporting success.

Leichhardt Campus

2014 was another successful year for Leichhardt Campus on the sporting field. We had very capable sport leaders who assisted at all carnivals. They were Peter Elliot, Maeve Galley (Stewart House), Harry Browell, Sera Cirikusuvu (Wood House), James Wilson, Stephanie Hartanto (Pearce house), Manning Charles, Lavinia Mamanu (Sauvage House).

Students competed successfully at zone, regional and CHS in swimming, athletics and cross country carnivals. The following students are to be congratulated for their outstanding achievements by being selected for the respective CHS championships. Oliver Chaves and Daniel Cavanagh competed at the CHS cross country championships. Maddy Kohlrusch, the 12 years boys-Oliver Chaves, Steven Tan, Zac Abdurahman, Joseph Cheung and girls- Jolie Adcock, Laura Grubisa, Suay Whichitakul, Luca Pearce relay teams competed at the CHS swimming.
championships. Andrew Balcomb also competed at the NSW All schools championships.

The following girls competed at CHS AFL - Maddie Kohlrusch, Angela Priftis, Frances Tull, Indira Samra. Maddie Kohlrusch and Angela Priftis were selected in the U16 NSW all schools AFL team.

We won the following titles: Bligh Zone junior boys athletics and swimming champion point score, Bligh Zone overall junior boys champion school and overall Bligh Zone champion school for 12-15 yrs.

The Talented Athlete Program (TAP) continued at Leichhardt to help assist those students with a great interest in sport and to help develop skills and cardio fitness. Students attend one morning and one afternoon a week. The P&C granted funds to assist with the upgrade of the fitness room which was greatly appreciated.

Grade sport continues to grow and provide opportunities for students to play in competition against other schools on a regular weekly basis. Many teams qualified for semi-finals and success was achieved in soccer, volleyball, AFL, touch football, cricket, basketball and softball.

**Blackwattle Bay Campus**

2014 proved to be another year of outstanding participation and commitment from our senior students in all carnivals and Combined High School Knockout competitions.

In College swimming, Jim Liu was 17 Boys age champion and Miwa Blumer was the 17 Girls age champion. Other notable performances included Harrison May, Jemma Hamilton and Michaela Franz.

In zone cross country we had several age champions Ethan Willis (17 boys), Lorrie Jacob (17 girls) and Toby Wheeler (18 boys). Ethan then went on to compete at state and was awarded a Bligh zone blue.

In zone athletics the boys and girls won the senior trophies and our age champions were Ethan Willis (17) Gemma McGinness (17) and Trinity Williams. (16). Outstanding performances also by Samuel Plant and Grace Forbes who have been consistent performers throughout their 6 years at Sydney Secondary College. A total of 14 students represented the Bligh zone athletics team. Trinity Williams then went to CHS for the high jump event. The senior boys accumulated the most points in all carnivals and were awarded the trophy for champion school.

Knockout teams were entered in boys and girls soccer, boys and girls basketball, boys AFL and rugby league. All teams were competitive and enthusiastic with the U14 College boys rugby league team making the final of the Buckley Shield and U14 College girls soccer team making the 4th round.

Tournaments were entered for indoor soccer, AFL and 7 a side rugby league. The U14 indoor soccer team won the regional tournament and progressed to the state finals tournament at Penrith and won this tournament.

Chiara Lam was awarded the Pierre de Coubertin Award for outstanding contribution to sport. Chiara was school captain, competed at cross country, athletics and swimming carnivals and represented the school in soccer.

In knockout competitions some moderate successes were recorded in boys football,
basketball and hockey whilst our girls recorded good wins in basketball and football.

The boys won the zone football competition and Callan Avery, Alexander Barnstone, Kyle Gill and Daniel Tsegay went on to represent the open boys zone team. Five girls also represented Bligh zone at football. Milly Upstone, Margaret Blackwell, Natasha Ricardo, Hayley Robinson and Samara Pura-Watt. This was a great achievement for our girls as the competition was very strong and appears to be improving every year.

Indoor football continues to be popular and we had two senior boys teams and for the first time one senior girls team competing in the local Marrickville competition.

The boy’s hockey team were very successful making the final 16 in the state for the second year in a row. They won against Caringbah High in a very exciting game at the Sydney East Regional semi-finals.

In the College Sports Merit Competition our top female athlete was Gemma McGinness and our top male athlete was Ethan Willis. Congratulations to both for a great all round effort in all competitions.

Mackenzie Noller was awarded The Pierre du Coubertin Award for his performance in sport in 2014. A talented hockey player who has also represented the school in zone swimming, cross country and athletics.

Once again our focus has been on increasing female participation in sport and this has been reflected in rising numbers attending carnivals and in other competitions. There have been some outstanding contributions to sport this year from our girls and we hope to consolidate on this in 2015. Thank you to all of you for your participation and assistance in raising the profile of female athletes.

Year 11 Sport is compulsory at Blackwattle in Terms 1, 2 and 3 as we believe it is an important element of our senior studies program. This year a variety of new opportunities were implemented for our students in order to obtain maximum use of our facilities. Some flexibility was introduced by offering a choice of early morning sports. These included Girls Active Well-Being, mixed netball, indoor soccer and yoga. The students and staff responded well to this initiative and we plan to offer this again in 2015.

This year our students were involved in the Adopt-A-School rowing which is an initiative of Rowing Australia. The funding went to Glebe Rowing Club who provided coaches to introduce our students to the sport of rowing. Over 40 students embraced this opportunity.

Blackwattle continues to recognise our elite sportsmen and women at our annual elite sports assembly. These include Mackenzie Noller (hockey), Michaela Franz (rowing), John Law (mountain biking), Oscar Bradburn (AFL), Lorrie Jacob (cross country), Ethan Willis (cross country) Toby Wheeler (cross country).

Max Petrovic was the recipient of the Premier sports Challenge medallion for 2014. Max represented Blackwattle in numerous events including College swimming, College cross country and College athletics. Max was also a representative in the boys knock AFL team and a Premier sport challenge team leader.

For the 2nd year at Blackwattle Bay we registered over 120 students and 23 staff in the Premier’s Sports Challenge. The purpose of this challenge is to encourage more physical activity. All participants were required to log their physical activity levels.

Of those; 28 students & 11 staff achieved Diamond level, 17 students & 3 staff achieved gold level, 8 students & 3 staff achieved a silver level & 14 students & 6 staff achieved a bronze level. In 2015 we are hoping to attract more students and staff to get involved.

Aboriginal Education

2014 was a very successful year for our Aboriginal and Torres Strait Islander students both in terms of academic success and recognition in the wider community.

In 2014 there are 19 Aboriginal and Torres Strait Islander (ATSI) students enrolled at the Balmain
campus, 40 students at Leichhardt campus and 30 students at Blackwattle campus. Our ATSI staff includes five Aboriginal teachers, an Aboriginal Education Officer, Rebeckah Mooney, an Aboriginal SLSO, at Glebe Pathways and an Aboriginal SASS officer at Leichhardt Campus.

Our College has an Aboriginal Education Team at each campus which meets regularly. Representatives from each of these teams meet as a College team with the College Principal each term.

In 2014 our College Aboriginal education team held a consultation meeting at the former Glebe Town Hall with parents and carers, community members and partners to plan for the period 2015-17.

The Norta Norta program aims to assist targeted ATSI students in the areas of literacy and numeracy. Norta Norta tutors, in conjunction with the Aboriginal Education Officer (AEO), work with students to develop Personalised Learning Pathways that identify the areas in which learners need additional support. Together, tutors and the AEO also monitor attendance, classroom behaviour, as well as the emotional and social development of students. Tutors also provide mentoring, demonstrate leadership and work closely with students in a safe learning environment.

In 2014 ATSI students from Leichhardt and Balmain campuses demonstrated growth in writing, as evidenced by improved NAPLAN results. The Norta Norta program was also well utilised by our senior ATSI students who successfully completed all assessment tasks in both Years 11 and 12, culminating in eleven students graduating with their HSC and two students gaining entry to university.

Parents and guardians of ATSI students have been very supportive of the Norta Norta program in 2014, seeing it as a means of monitoring their child’s progress at school. The monitoring system allows parents to receive regular updates on activities their child is undertaking and areas of improvement and development.

The Glebe Pathways Project continued to successfully engage students through innovative, personalised teaching and learning programs in close partnership with Glebe Youth Service and Save the Children. Pathways had its first Year 12 graduate, Kelera Rabuatoka who also gained entry into a bridging course at University of Western Sydney.

The students at Pathways attended Ngurra Bu cultural camp set in the Wollombi Valley. It ran for three days and included a traditional smoking ceremony, guided visits to culturally significant sites, traditional dance, art, and artifact making workshops as well as bush tucker and bush medicine walks.

Glebe Pathways students participated in writing programs initiated by Sydney Story Factory. Students’ use of expressive language was developed. The course also improved their ability to communicate thoughts and feelings by allowing students to find their own voice through digital story telling.

Other programs that enriched student learning included mock interview skills with Accenture staff and a talk informing students of benefits of technology - Business of Apps.

Through our partnership with Weave students built a vegetable garden and created mini totem poles decorated by students.

The Australian Indigenous Mentoring Experience (AIME) is a mentoring program for students in Years 7 to 12. In 2014, Year 7 and 8 visited Sydney Uni for a day to participate in a
workshop exploring the world of Maths and Science and how they can use the skills they learn at school in their everyday life. The Year 9 and 10 students were paired with mentors from Sydney University for a series of 15 sessions. Year 9 students participated in the Interactive Core program, while Year 10 students completed the Leadership Core program. Year 11 and 12 students completed the Leadership and Development Core and Outreach program over four days with AIME workers.

AIME also provided Year 11 and 12 students with an AIME Tutor Squad every Wednesday afternoon. The mentors help provide further academic support with assessments and classwork.

The 2014 Deadly Awards saw Sydney Secondary College students Sam Coffey Thorpe (Balmain Campus), Jas Cronin (Leichhardt Campus) and Angus Cameron (Blackwattle Bay Campus) awarded with Deadly Kids Doing Well Awards.

Leichhardt Campus students participated in Koori Art Expressions, producing artworks themed around the 2014 NAIDOC theme ‘Serving Country: Centenary and Beyond.

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.

Eight students volunteered at the ATSI ANZAC memorial service in Hyde Park commemorating ATSI servicemen and women.

Two teams of ATSI students from Leichhardt and Blackwattle Bay Campus once again successfully participated in the Public Schools Aboriginal Secondary Students’ Great Debates held at NSW Parliament House.

Year 7 and 8 students from Leichhardt and Balmain Campuses participated in Uni in a Day at Sydney University. Students experienced tours of university faculties and museums, and participated in sporting activities and a photo treasure hunt around the campus.

Twelve ATSI students from Balmain Campus were involved in the Waratah Education Program run by WEAVE (Working to Educate, Advocate, Voice & Empower). Students engaged in cultural workshops where they made and designed emu callers, didgerdoo and clap sticks.

The students at Blackwattle produced a mural artwork with an anti-smoking message in conjunction with Aboriginal Tobacco Control from NSW Health and Aboriginal Artist Uncle Danny Eastwood. They also participated in workshops run by NSW Health workers on the dangers and health risks of smoking.

Students had the opportunity to participate in one week of work experience with Sydney Opera House.

The Year 11 Aboriginal Studies class attended an excursion to both the Australian Museum and the Art Gallery of NSW to participate in workshop and talks on Aboriginal history and artwork.
Aboriginal Cultural Day at Leichhardt Campus

On Monday 27 October Leichhardt campus hosted its first ever Aboriginal Cultural Day. The day saw all students from 7 to 10 engage and participate in both traditional and modern Aboriginal cultural activities.

The day started off with a Welcome to Country from local community elder Aunty Fay and a brief description of the day hosted by Jesse and Minaji. The morning assembly saw all students and teachers gather to listen to the importance of the day and why the school was having such an event.

Year 7 and Year 8 got to enjoy the animals of the Dreaming show, which saw all students singing along to traditional songs and getting hands on with the animals of the Dreaming. All students had a fantastic time with the presenters from Taronga Zoo.

Year 8 and Year 9 had an even more hands on activity with the basket weaving and axe making. Students had to use patience and discipline to weave in a traditional way while other students had to grind stones and combine that with forming axe handle. All students worked in groups to eventually create a traditional axe which would’ve been used for hunting and gathering in traditional Aboriginal society. As well as these activities, some of the students witnessed traditional Aboriginal dancing and the stories behind the dances from some local community members.

There was traditional and modern Aboriginal art for Year 9 and Year 10 which saw students engage and create sandstone carvings and a number of amazing murals which saw all students from across the two years contributed to an amazing Rainbow Serpent which encapsulated the essence of the day.

At lunch time all students enjoyed the culinary delights of Kangaroo burgers which were wonderfully cooked by Mr Adcock and Ms Ahie with the help of some hard-working Year 10 SRC members.

Finally Year 7 and Year 10 participated in the first ever Gadigal Cup which saw the year groups compete within their respective years for the prestigious cup. The students participated in a number of Aboriginal target and ball games which was held by the fabulous P.E. faculty.

The day was a great success as it showcased the talents within our great community and allowed for all students to be part of activities which have been important to Aboriginal people both
now and in the past. It was an opportunity for local community members to come into our fantastic school and be a part of a new and exciting event which embraces community harmony and cultural inclusivity.

Multicultural Education

The acceptance of cultural diversity is an essential part of the teaching and learning programs at all three campuses.

In 2014 the number of students from Language Backgrounds Other Than English (LBOTE) in each campus was: Leichhardt Campus - 47%; Balmain Campus - 45% and; Blackwattle Bay Campus - 47%.

In 2014 the English as a Second Language (ESL) teaching allocation was: Blackwattle Campus - 1.0; Leichhardt Campus - 0.6 and; Balmain Campus - 1.6. The College total was 3.2 teaching positions. Teaching programs ensure that Multicultural Education is explicitly taught so that all students are well equipped for life in Australian society.

In the junior campuses the ESL program is based on a team teaching approach through English, HSIE, Science and TAS 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 and Welfare Teams.

Blackwattle Bay Campus

The English (ESL) Preliminary and HSC courses are delivered by qualified and experienced English ESL teachers. Entry qualification into this course is five years or less in Australia. Teaching also occurs flexibly across other subject areas. International students are monitored and mentored in co-operative programs between the College and the International Student Centre.

Leichhardt Campus

Whilst most of our students were born in Australia, many still speak another language at home. The results of our annual ESL survey of Year 7 reveal a total of four students who have been in Australia less than two years and three students who have lived here for less than five years. Leichhardt’s ESL staffing allocation for 2014 is 0.6 staff; however, enrolments in Year 7 have increased overall. Given that the allocation of staffing is limited, the focus for teaching ESL means that new arrivals are given priority, thus helping them to make the transition to their new school that much easier.

ESL is taught in two main ways at Leichhardt. The first involves team teaching, while the second involves small group work to help students with class assignments. ESL teaching is not limited to English as a subject, but instead is taught more broadly across the curriculum. Every effort is made to assist students in their difficult transition from other cultures into Australian society.

Balmain Campus

At Balmain the focus of the ESL program is adjusted each year to fit the changing needs of students, mainly at the Emerging English and Developing English levels.

Parallel English classes are created for Years 7-10 to cater for these students and International students entering the Balmain Campus. Team-teaching occurs across all KLA’s.

A parallel History or Geography class runs every year to cater for the large number of Year 10 ESL students we receive at Balmain. It is ESL best practice that our Year 10 students receive additional support in these subjects due to the academic demands of the courses.

All Year 7 students are assessed by the ESL teacher upon arrival. This ensures correct class placement for them and targeted instruction if needed.

This year has also seen the introduction of a parallel Maths class in Year 10. This ensures these students have targeted support with the language of the Maths 5.3 course in order for
them to be able then to access the higher level mathematics courses in senior years.

The tutorial/resource centre at the Balmain Campus is open at recess and lunch for individual students and small groups. Assistance with assessment tasks across all key learning areas and general ESL language assistance is provided.

2014 has also seen the acquisition and development of ESL resources and programs for the new Australian Curriculum across all KLA's.

ESL was also involved in reassessing all of our students with the new national EAL/D Progression Tool coming into effect in 2014. This has ensured that we are already working with the new assessment tool to assist students.

ESL teachers also provide Year 10 with senior subject selection guidance, general senior transition advise and are on the subject selection panel to assist them when choose subjects.

**East Timorese Sister School Program**

Sydney Secondary College is a partner, along with Leichhardt Council, in the *Friends of Maliana*, a local community partnership with the town of Maliana in East Timor. In this capacity, students from Sydney Secondary College have been involved in a number of projects to support the community of Maliana.

More recently steps have been taken to establish an enduring reciprocal relationship with the Escola Secundaria Publico No 2 Yamato, (Malibaca High) the senior high school in Maliana. In addition to our relationship with our sister school the College is also engaged in the ongoing support of Encouragement House, a dormitory for secondary students in Maliana.

The 2014 group included Mr Colcott, Ms Cuke and Mr Nguyen. The students attending were Rebecca Austin-Paine, Sarah Campbell, Chynna Cosson- Byrnes, Liam Foster-Constable, Myles Houlbrook-Walk, Edwina Kerr, Natasha Ricardo, Mia Schneider.

This visit consolidated our mutual commitment to our Sister School Program. It enhanced our bonds from the 2010 trip and a visit of their teachers to SSC in 2012. The students developed strong friendships in the short time they were in Maliana. Aside from visits to classes, the students spent many hours talking together and exchanging details of their lives, as well as participating in numerous impromptu games of volleyball, soccer and basketball and cultural dancing and an excursion to some hot springs.

The particular project undertaken this time was the construction of a traditional covered outdoor learning area for the school and the purchase of a class set of English dictionaries for their English classes.

A highlight was our return visit to Encouragement House, a hostel for students who live in a far flung town, Lolotoe that has no high school. The students board at Encouragement House during the term and return only rarely to visit their families. During our visit the SSC students were warmly welcomed and participated in the daily activities of the students.
A special ceremony was conducted this year at Encouragement house. Julia Cowan, an ex SSC student who was part of the inaugural trip, presented a check for $8900 raised by her family for the construction of a water bore for the dormitory. A plaque in memory of Julia’s father was also presented.

SSC Blackwattle Bay Campus students developed a stronger understanding of a society that has endured so much during its recent history and began to appreciate the resilience and positive perspective of their East Timorese friends. Our students could not fail to make comparisons between our lives and those of their new friends and all have commented on the life changing experience and the importance of education in their lives. We now look forward to a return trip in 2015.

Programs for Students with Additional Needs

Leichhardt Campus

2014 was an exciting, productive and rewarding year for both students and staff in our support unit at SSC Leichhardt Campus. The year began well for our new Year 7 students, many of whom attended a three-day camp at Toukley, a beautiful location on the Central Coast of Sydney along with their Year 7 peers. Demonstrating collaborative and sporting skills, they participated in a large number of outdoor activities including swimming, surfing, kayaking, beach walking, bushwalking, rope climbing and archery.

In March we welcomed students from the Ritsumei Moriyama High School in Japan to our support unit. Students from Class C joined eight homestay ‘buddies’ for a lesson in which they were introduced to the traditional Japanese art of origami. The Japanese students demonstrated the skills needed to create a variety of animals and objects including cranes, planes and even a piano! Our students were very focused on the tasks set for them and managed to create some really impressive pieces. Just as important was the opportunity which they were given to chat and joke with the visiting students. All participants were keen to pose for photographs together.

Students from Class C were thrilled to be given the opportunity to meet and to learn from the students from Japan and will treasure the origami pieces which they made.

Support students were given many opportunities to explore their creativity in both Visual Arts and Music. All of our students attended Visual Arts lessons taught by Ms FitzPatrick, Mr Crasti and Ms Haidar and produced a collection of distinctive and impressive artworks, many of which were displayed in our main foyer and corridor. Class C attended both Art Express and the Archibald, Wynne and Sulman prizes at the Art Galley of NSW. They also participated in two art making workshops inspired by the exhibitions and taught by the wonderful Danielle Gullotta, an education officer at the gallery.

One of our visits was sponsored by the Variety Club, a children’s charity. We were joined by ten young volunteer guides who had participated in
a fundraising event in which they walked the Kokoda Trail. They had raised over $70,000, some of which was donated to the Art Gallery of NSW for its Access programs which aim to engage diverse audiences with different abilities in viewing, discussing, critically appraising and making art. Our workshop was followed by a fantastic lunch provided by the gallery and served as a “picnic” on the floor in a function room with spectacular views of Woolloomooloo. Our students received certificates from the gallery to reward them for their participation in the day’s activities.

Our students also worked hard in Music with our teachers Mr Murphy, Ms Salerno and Ms Reed. Many of them were given the opportunity to learn a new instrument, to develop their singing skills and participate in the formation of a class band. Some of our students participated in a drumming workshop with great success. They also explored a variety of musical genres including both classical and popular.

The support unit was well represented at this year’s school athletics carnival. More than twenty students from our four classes attended the carnival. Our girls competed with enthusiasm, alongside their peers from regular classes, in a number of both short and long distance track events. They also competed in a number of field events including the high jump, the long jump, the shot put and javelin. Many of our boys also entered both short and long distance track events, again competing alongside peers from regular classes. Most of our students completed the races in which they competed and some of them put in some magnificent performances in the long distance running races. It was wonderful to see their efforts applauded by the rest of the school. A highlight of the day was Lorenzo De Pascale’s performance in the high jump. He came first in his age group and competed at the College Athletics Carnival.

In Term 3 students from Leichhardt Campus both from support and regular classes joined students from SSC Balmain for the Social Inc Camp. At our campus Social Inc (co-ordinated by Ms Duncan) provides an opportunity for students from our support unit to socialise and engage with their peers from regular classes and to hopefully build long lasting friendships.

In Term 4 we celebrated Social Inclusion Week and the “Say Hi” campaign. This week is about encouraging communities to reconnect and be inclusive of all cultures, age groups, nationalities and the disadvantaged. Students are encouraged to see how easy it is to say “Hi” to someone they may not know well and to commence a conversation. Activities included brainstorming tasks in our Moomba groups and the creation of a “Say Hi” banner featuring the handprints and names of students from various classes in our school. Both campaigns were followed up with a bake sale during recess.

Our Community Participation program which focuses on developing independent living skills included programs in travel training, swimming, shopping/money skills and work experience, runs on Thursday afternoons.

Our travel training program which ensured that many of our students developed confidence in using public transport to and from school was coordinated by Ms Robinson. Students also became very familiar with the bus routes in the inner west as they visited a variety of destinations in the area and developed skills in reading bus timetables.

Our swimming program which runs for 45 minutes every Thursday afternoon at Leichhardt Park Aquatic Centre is coordinated by Ms FitzPatrick and has been a great success. The program involves thirteen students each term from our support unit. Lessons are conducted by experienced instructors, many of whom have qualifications in teaching students with disabilities. The aim of the program is that every student learns the drills and skills that will enable them to competently swim as many strokes as possible as well as water safety and diving techniques.

Our shopping/money skills program is a new program which started up in term 1 and is coordinated by Ms Sinclair. Students work both on campus and in the community to develop independent living skills with a focus on
numeracy, budgeting and buying items. The program has a practical focus and has been taken up by a number of our students with great enthusiasm.

Our Work Experience program involving our senior students was coordinated by Ms Ahie. Students were placed in either group worksites, supervised by a student learning support officer, or in independent worksites. Every effort was made to place our students in worksites which were relevant to their interests, skills and future goals. Many of our students developed a great deal of self-confidence as a result of taking part in this program.

Our students continued to access a comprehensive Life Skills curriculum. Our staff have embraced new technology including our Smartboard, our school lap tops and school i-Pads which has in turn enabled us to make our lessons more dynamic, visual, immediate and interactive with instant access to the Internet and the means to show power point presentations and other visual images and to access exciting apps. Similarly, the use of lap tops in all classes has enhanced the literacy skills of all of our students.

In Term 4 our senior students attended a very enjoyable and action packed camp at Milson Island on the Hawkesbury River. They were accompanied by the organising teacher Ms FitzPatrick, Ms Sinclair and Mr Plumb. Despite some torrential rain we enjoyed a range of exciting and challenging activities including canoeing, bike riding, swimming and raft building.

The year’s achievements were on display for the whole school at our end of year assembly which incorporated some fantastic musical performances highlighting the talent and commitment to music of a number of our students, a well-received power point presentation and some impressive speeches. We look forward to another dynamic year in 2015.

Balmain Campus

2014 was an action packed year. The Support Unit has been participating in a fantastic program known as Riding for the Disabled at North Ryde. RDA is a program where students with disabilities get a chance to ride a horse and get out of their comfort zone. Their core muscles are strengthened and in long term they have better posture, not to mention developing a bond with their horse.

In 2014, all students took part in an intensive swim fitness program, taught by specialised swim instructors. Some students used the hydrotherapy pool and practised their walking and muscle movement, whilst others developed their water safety skills and perfected their swim strokes.

During August, 65 students (including the SSC Leichhardt Social Inc. group) attended for 3 days at Morrisset Outdoor Camp. Activities included flying fox and high ropes, challenge and game nights, disco, drumming and music workshops, camp fires, and fire shows. This was a wonderful opportunity for students to try new things and make new friends.
The Support Unit students were treated to a wonderful art experience when they visited the Sculptures by the Sea Exhibition. A lovely group of volunteers greeted them all and they divided into three groups. The students were invited to touch, sit on, hug and explore certain artworks as part of the special Tactile Tour. The students enjoyed discussing the meanings of the sculptures and learning about the materials and what the artists were aiming to convey through their art. With a beautiful sea breeze on a sunny day, exploring the sculptures through the senses of sight and touch was a special experience.

Other great events included Sailing at Rushcutters Bay, Work Experience at Fighting Chance, visiting the Art Gallery of NSW to view the Archibald Prize, and attending the Circus to see jugglers, fire eaters and acrobatics.

Blackwattle Bay Campus

The philosophy of inclusion forms the basis of Special Education at Blackwattle Bay Senior Campus. Our aim is to have students ready for work at the end of Year 12. To this end in 2014 we have four of our six exiting students in paid employment. All of our students were successful in gaining Transition to Work Funding to further increase their chances of gainful employment. This Funding is granted following assessment by the Support Teacher Transition and application to Ageing Disability and Home Care (ADHC).

Research states that effective participation in the workforce is dependent on success in literacy, numeracy and work readiness. To this end our academic work involves specific individualised instruction in reading, comprehension and vocabulary development in literacy; basic facts and problem solving in numeracy and a variety of basic work readiness skills. To ensure generalisation and maintenance of these skills, practise is also undertaken off site at Work Experience venues with a Job Coach.

2014 has seen the successful implementation of inclusion in the school Mentoring Program. Students from both Year 11 and Year 12 have successfully adjusted to attending these classes along with their mainstream peers. The results of this inclusion can be seen from a social viewpoint – students have broader friendship groups and a greater sense of belonging to the Senior Campus community as a whole.

2014 also saw the continuation of our Transition Program from the Junior Campus to the Senior Campus.

The targets for 2015 will include further improvements in the literacy, numeracy and work readiness areas and continuing refinements to our transition to Senior Campus program.

Middle School Programs

Leichhardt Campus

During Term 2 Year 7 students at Leichhardt participated in the Learning Fair. Students were supported through this project based learning experience in OnTrack lessons with their Year Advisor, Lawrence Furlong. Students worked in groups on one of two driving questions: How can I improve upon and market my favourite sport/hobby to a wider audience? And how can I
raise awareness of an important issue that I am passionate about?

Students participated in a half day immersion program in the iCentre facilitated by Sonya South, Stephanie Ward and Lawrence Furlong where they were able to access available technologies and creative brainstorming resources to develop their projects. Students developed collaborative skills and updated their group weebly to report on their progress. The Learning Fair was further supported by Year 10 Peer Support students who worked with various groups throughout the process and on the day. Year 7 presented highly creative and diverse projects that ranged from improving the image of skateboarding in the community through to raising awareness of global environmental and social issues such as the impact of whaling, the importance of Indigenous Literacy programs, gender based marketing and domestic violence. Students similarly demonstrated sophisticated presentation techniques including models, websites, survey results, info-graphics and interactive games.

ROAR

The Gifted Writers Group continues to excel. Led by English Head Teacher, Emily O’Connell, twenty students from years seven to ten meet three times a week to support each other’s interest in writing; engage in writing activities; edit and organise publication of the ROAR magazine and plan excursions and workshops.

2014 saw the consolidation of the group with many long term members. Students continued to enter writing competitions such as What Matters run by the Whitlam Institute as well as the Dorothy Mackellar Poetry competition. The persuasive writing, short stories and poetry entered into these competitions were the result of writing workshops held at school.

Another highlight of the year was the establishment of a co-operative partnership with local writer and educator, Bernard Cohen. Bernard is a published writer and academic who now runs writing workshops for young people. Bernard came to school and ran a one day workshop which was enjoyable and highly productive. Bernard will continue his association with the school in 2015 and we look forward to working with him.

Four editions of ROAR magazine were published in 2014 and the variety and quality of student writing is impressive as always. The Gifted Writers group have been active in finding opportunities to sell our publication and see this as a good way to raise the profile of the group. We also made a promotional video to recruit new members.

ACCORD

Leichhardt Campus launched a new elective for stage 5 students this year; the ACCORD Project (Ambition, Creativity, Challenge, Opportunity, Risk, Do). This project based learning elective for gifted and talented students allowed Year 9 students worked collaboratively to choose their own area of interest to develop an academically rigorous project with their mentor teachers, Rachael Alonso and Stephanie Ward. Students worked on their first project over a complete semester which culminated in a public exhibition of their work. Each group had the opportunity to present their learning and respond to questions from the public audience made up of parents, teachers, peers and community members. Students posed such sophisticated driving questions as “Why is the human brain still deceived by magic?” , “How do external factors influence our emotions?” and “How can humans colonise Mars?”
During the development phase of their projects students learnt real-world research techniques and worked with a variety of technologies to develop and present their ideas in creative ways such as through film, infographics, models and experiments. Students developed their critical thinking skills through self and peer assessment and through personal goal setting. In the second semester some students chose to work individually rather than in groups. The elective is continually adapting to the needs of the students and the 21st Century and next year will see additional teachers taking on the mentor teacher role for the next cohort of students.

Balmain Campus

The Balmain Gifted and Talented Science Program seeks to identify students who are gifted and/ or talented in science and provide a challenging program to extend their thinking and understanding of science.

In 2014 the program was modified to allow up to 40 students to be involved. Students from years 7-10 in mainstream, enrichment and selective streams were invited to apply. The program is designed to be academically rigorous and is based on an Undergraduate level science course on the History and Philosophy of Science. Students were selected for entry to the program using multiple criteria consisting of: teacher nomination; science ability data (ICAS exam, selective school’s test result); science achievement data (reports, NAPLAN, ESSA exam) and the student’s application. Students explored what science really is and the components of the scientific method, distinguishing between science and pseudoscience by looking at examples and exploring whether it matters, and looking at famous and instructive stories in the history of science. The development of friendships with like-minded students irrespective of age has been a common outcome of the program over the last two years.

At Balmain Campus 30 students in Years 9 & 10 are engaged in the Big Picture program where students work on a negotiated project of their own interest. The big picture program follows the principals of project based learning and aims to inspire, nurture and support the interests and creativity of the students involved. The programs teach students a range of skills including time management, communication, and working in a self directed manner. Although they are not yet engaged in internships, students to date have been involved in valuable workplace learning in areas including journalism, the courts and film. In 2014, students worked hard and produced some very interesting projects. Students researched and presented projects on intimidation in people and animals, camera and photography techniques, the religious, political and legal perspectives on gay marriage, the development of modern warfare from the Boer war and effective advertising and effects on the brain.

Respect and Responsibility

Partnerships with diverse agencies and organisations continued to support the students of Balmain Campus including: counselling support from Ted Noffs’ Foundation; links with Lend Lease, AIME mentoring at Sydney University; Waratah program run by WEAVE for indigenous students; Links to Learning run by MTC work solutions that supported students in Year 10 and assisted in career and transition planning.

The “Day at High School” program continues to enable Year 6 students who will be attending Balmain Campus in 2015 to attend classes for a day and meet their peer support leaders. The transition team attended Learning Support Team meetings at our local partner schools to obtain as much information as possible about Year 7 2015. Family interviews were conducted by appointment for approximately 130 students out of our cohort of 176. A number of our existing programs continue to strengthen links to our community: the Peninsula Engagement Program (PEP) for gifted and talented students and the sports coaching program run by Year 8 students for Rozelle Public School.
At Balmain all Year 10 students participated in the “Love Bites” program. This is a NAPCAN program that focuses on domestic violence and sexual assault. Three teachers were trained as facilitators in the implementation of this program. Two Year 10 students were selected to attend the launch of Child protection week at Admiralty House in September.

In order to strengthen coeducation and support girls sport in the campus, 36 girls from Years 7, 8 and 9 attended a City v’s Country culture and sporting tour in Wellington, NSW. The girls participated in netball, touch football and soccer matches as well as visiting a sheep farm where they watched a sheep being shorn and farm dogs at work. They were also fortunate enough to visit Dubbo Zoo. This was an extremely successful trip that provided the girls with a unique country experience. Plans have been made for girls from Wellington High School to visit Balmain Campus in 2015 for a reciprocal visit.

Leadership continues to be a focus of the Balmain Campus. Students are provided with leadership opportunities throughout their four years, starting off as school ambassadors to return to their primary schools and speak to Year 6 students. Year 8 students have been focusing on coaching Year 4 students at the local primary schools and Year 9 have participated in the LEAD program (Leadership Exploration and Development) run by the current school leaders. The whole school then participated in Balmain Speaks week to elect the school leaders for 2015.

Leichhardt campus has formed partnerships to support students including: counselling support from the Ted Noffs’ Foundation, AIME mentoring supported by Sydney University and the NSW Premier’s Volunteering Program. Links to Learning through MTC work solutions continued to support students across Years 8 and 9. In addition to this we have connected with Links to Learning and the WEAVE youth community services to run the Warahat program each week. This program targets Aboriginal and Torres Strait Islander students at risk of losing culture. The program promotes leadership and connectedness to culture.

Students transitioning to high school were assisted by a number of initiatives including our primary school visits, Connected Classroom session which involved video conferencing lessons between Year 8 and Year 6 students, the College Primarily Fun music day, a Day at High School and individual family interviews with the senior executive and welfare team. The Leichhardt campus has connected with over 20 primary schools as part of the transition process and enrolment numbers continue to flourish.

In stage 4 the On Track program supports students integrating into high school. Core class groups meet fortnightly to focus on significant issues in relation to welfare, peer relationships, and safe behaviours. In addition to this the program focuses on enhancing learning though the explicit teaching of time management, diary use, long and short term planning. During Term 1 & 2 Year 10 peer support leaders present the sessions to Year 7.

Year meetings are held every term and have become a positive opportunity for Year Advisors to discuss relevant topics for the cohort and to celebrate student achievement through the
handed out the year advisor awards. We have continued to run some of these meetings with students divided into gender so that the Girls Advisor and Boys Advisor are able to present and discuss specific themes and perspectives.

In 2014, our Leichhardt Campus supported many relevant and important issues. We started the year celebrating International Women’s Day with an assembly showcasing some of our amazing diverse female students. We were again involved in the White Ribbon Day Campaign involving an assembly organized by our Boys Advisor and male students. This campaign focused on promoting respectful relationships and being a voice in the stand against domestic violence. We celebrated ‘Wear It Purple Day’ where the focus was on embracing diversity, in particular diversity of sexuality and gender identity.

The middle schools continue to foster student wellbeing through a well thought out outdoor education camp program. At Leichhardt Year 7 students enjoyed getting to know their new cohort at their Orientation camp at Camp Toukley while Year 9 students learned about the qualities and skills of a good leader at leadership camp.

The middle schools continued their partnership with Leichhardt Municipal Council through the Linked-In mentoring program. Youth & Community Safety Officer, Matthew Balane and College Administration Teacher, Barry Adamson coordinated the program, organising activities and volunteer mentors. Twelve female students from Year 8 benefited from this unique program that involved physical and cultural activities every Tuesday afternoon.

In 2014 Leichhardt Campus continued to conduct the Aspiring Leaders Camp for Year 9 students to support our future 2015 leaders. A Year 9 Your Futures conference was held again at Leichhardt campus in 2014. Guest speakers presented a range of topics on student wellbeing, career planning, study skills and cyber safety. The conference was successful in preparing students for the rigour of year 10 and middle school student leadership.

Sydney Secondary College also has an extensive transition program for students moving from Year 10 to the senior campus at Blackwattle Bay. This includes Diversity Day at Blackwattle Bay Campus, HSC Marketplace events at both of our junior campuses, Subject Information Night, Year 10 subject selection interviews, the Taste of Blackwattle week, and Orientation Week. In addition to supporting the transition of students to the senior campus, parents are supported by a series of Parent Information Nights targeted at specific issues facing HSC students, for example Managing HSC stress and Writing for the HSC.

Blackwattle Bay has a mentoring program that staff and students participate in each week on Friday morning. Students meet with their mentors, in small groups of 15, to discuss the range of issues that impact on student preparing for their HSC including, but not limited to; study skills, BOS requirements, assessment strategies, PBL, attendance monitoring, post school opportunities, environmental and social issues. Throughout the year Mentor groups work together as teams on a variety of occasions such as Diversity Day, Splendour at the Bay and Learning Conference in sporting and other team building situations to promote and develop positive relationships and connectedness to the Blackwattle Campus. School Leaders and Ambassadors are engaged in the development of Mentor activities and major campus events.

The Year 12 Learning Conference was held in October to support student transition into their HSC year of study. Links were forged with the Australian Catholic University who sent first year students to work in a mentoring capacity with Year 12. Tips and strategies for effective organisation and study routines were augmented by important information on BOS and HSC processes, rules and requirements as well as sessions designed to cater for students’ physical and emotional wellbeing such as Mind, Body Spirit and HSC Iron Chef cooking class.

Information around post school options is also a focus area for Blackwattle Bay students who have the opportunity to undertake TAFE taster courses during their Preliminary year. In term 3, Yr 12 students are invited to attend a series of lunchtime seminars by visiting universities to ensure they are prepared for their university and course choices post HSC.

2014 also saw a contingent of 8 students and staff travel to Blackwattle’s sister school in Maliana to ensure ongoing support for the developing community and provide help and resources to repair a school building that had recently burned down.
Positive Behaviour for Learning (PBL) has continued to be our underpinning Welfare structure across the College and has continued to involve surveying of teachers, parents and students at meetings and in focus groups. Campus PBL teams have been implementing new systems and practices to support all students social and learning outcomes, whilst preventing problem behaviours. Signage showing College expectations is now visible at all three campuses along with various respective PBL signage e.g. matrices for expected student behaviours in all settings of the College. This was supported with social skills lessons delivered by all staff members. The College Student Welfare Action Team (SWAT) has guided the vision of PBL across the College.

Each campus continues to focus on using their updated Anti-Bullying policies and a positive peer relationships brochure. Each campus continued to target improving attendance for all students.

The student initiated Social Inc. program operates across the College. Social Inc. week was launched at Balmain Campus with an assembly and a gelato stall promoting the slogan “If you walk by, say hi”. This program aims at pairing students with disabilities with mainstream students. Students have an ongoing relationship with their partners, participating in various social and fun activities throughout the year.

Sustainability and working towards a better environment is an ongoing College focus. All three campuses nurtured and extended their established vegetable gardens and have promoted ways of reducing landfill by using fewer water bottles. All campuses have installed bottle filling stations. All three campuses participated in Environmental Days. All campuses have bike racks and encourage people to turn off lights.

All students had the opportunity to participate in a range of enrichment co-curricular programs. The annual Leichhardt and Balmain Year 10 HSIE/PDHPE Canberra and snowfields trip widened the cultural and life experiences of students. Students participated in debating competitions. Increasing numbers of students are sitting for Science, Maths and English competitions.

Connected Classrooms

The Connected Classrooms Program is a NSW Government initiative to provide students with opportunities to connect with each other and with educators across the globe.

As part of our Year 6-7 Transition Program for 2014, Leichhardt Campus staff and students also continued to provide video conference lessons to Stage 3 students from our partner primary schools. A group of Year 8 students delivered lessons from the English, HSIE, PDHPE and Science faculties, including lessons on poetry, Ancient Greece, positive relationships and making sherbet. Resources were sent to primary schools in advance of the video conference and the students teaching the lessons followed a script that ensured lots of topical discussion between the primary and high school students. These video conferences also gave Stage 3 students an opportunity to ask questions about high school life and were well received by all involved.

Maritime Course

In 2014, Year 10 students from Balmain and Leichhardt were again involved in the Maritime Program. With the assistance of the Sydney Heritage Fleet and very experienced mentors and boat crew, the students undertook a variety of activities designed not only to teach them basic seamanship skills, but also to introduce
them to the many employment possibilities available on our beautiful harbour. This included SOLAS, (safety of life at sea) training, small boat handling, sailing, coastal navigation and the 'rules of the road' required to obtain a boat driver's licence.

We also visited Noakes shipyard, one of the biggest and busiest shipyards in Australia. We were especially happy to meet a former Maritime course graduate working at Noakes, Andrew Woodward. Andrew began his shipwright apprenticeship after doing this course, and he has been working there ever since. He has gained extensive experience working on wooden, metal and fiberglass boats, and has even sailed on one of the vessels to New Zealand and back.

At least one of this year's Maritime graduates has shown a keen interest in following Andrew's footsteps and is considering doing a shipwright apprenticeship with Noakes. The course would not be possible without the effort of the many volunteers who gave their time and considerable experience to this course, particularly Kathy Reid, who once again coordinated the whole course. Without Kathy's very hard work and wide range of contacts on Sydney Harbour, this course would not be possible.

Duke of Edinburgh Award Scheme
Leichhardt Campus

Students participating in the Duke of Edinburgh program are required to complete four sections as part of the Award Scheme. These include volunteering, physical recreation, skill and adventurous journey. Some of the activities which students are involved in include coaching, referring, learning a language or learning to play the saxophone, cooking, volunteering at community gardens and with the Salvation Army, volunteering to clean the Cooks River with community groups and so on.

There were two levels of the award running in 2014, Bronze and Silver. As a result of more students doing the award, several keen and enthusiastic staff also came on board to be part of the Duke community including mentoring students undertaking different skill and sport components.

Bronze participants in the Adventurers Journey completed bushcraft skill training, navigation and basic camping skills.

Twenty-five Bronze participants went to Kangaroo Valley where they undertook a practice canoeing expedition for two days on the
Tallowa Dam. After being initially cancelled earlier in the year due to adverse weather, the trip was rescheduled for November and was a great success. We also had Silver level student participate in the Films Without Borders, they produced a documentary looking at social equality.

Congratulations to all students involved with in the award. They are great ambassadors for our wider school community.

Balmain Campus

The Duke of Edinburgh Award Scheme was implemented in 2012 as an extra-curricular program within the Campus. This program is offered to students 14 years or older and encourages young adolescents to be confident, independent, challenged, and to connect with their community. With a generous grant from the P&C, a number of staff have completed the required professional development and training to coordinate the program.

There are three levels involved: Bronze, Silver and Gold, with four components to be completed for each level – volunteering, physical activity, skill and adventurous journey. The 31 students who participated in the Bronze level in 2014 were expected to participate in two components from volunteering, physical activity and skill for 3 months and the leftover component for 6 months. This saw students volunteering their time to engage with the local community through coaching junior sports team to working at Balmain PCYC, improve their cooking and musical skills and work up a sweat at netball and highland dancing.

The adventurous journey section of the program saw students experience a two-day, one night trip to Kangaroo Valley. Students canoed from Tullowa Dam up to Bendella Picnic Point, a total of 25 km. This paddle is broken down over two days. To ensure that each student is well prepared for the journey they completed a 2 hour safety and skill briefing prior to the adventure.

Funds have been used from the P&C grant to subsidise the cost of the adventurous journey, professional development for staff involved and to assist with payments for parents or caregivers with financial difficulty.

We are encouraged to see the profile of this program grow within the Campus, via regular Facebook and assembly updates, and gain significant attention at both Orientation day at the end of 2013, and Open day at the beginning of 2014.
Future directions include sustaining student engagement in this program long term, completion of both bronze and silver awards by the end of Year 10, purchasing outdoor camping equipment for student use and public recognition of student involvement and achievements. Continuing support of this program is important including financial support to accommodate for student financial difficulty, professional development, and the use of casual teachers for canoe trips. We look forward to creating more options for preparation and training prior to the canoe trips, including one-day bushwalks, orienteering and first aid courses.

Co-Education Programs

Sydney Secondary College has a diverse co-educational student body and we pride ourselves on nurturing confidence in all of our students and ensuring that all learning styles are addressed to optimise individual success.

Co-education prepares students in the 21st Century for real world experiences by providing an educational environment that is reflective of today’s society.

Research is very clear on the social gains for students in coeducational settings. Students benefit from opportunities to participate in mixed gendered learning spaces. This experience develops interpersonal skills based on mutual respect.

Academically coeducational environments are highly beneficial for all students; young people learn to engage with a wide range of ideas and grow confident in expressing their own opinions. Our College appreciates that differences in learning styles can exist between the genders and through collaborative teaching and learning experiences aims to optimise all student outcomes. The presence of girls in classes helps to increase male participation in class discussion and interaction with boys encourages female students to take more risks with problem solving.

At each campus a girls and boys advisors work in cooperation with Year Advisors, Head Teachers and Deputy Principals in delivering services to support learning and positive social outcomes in line with core school practices. The Girls and Boys Advisor are responsible for supporting and guiding students through their secondary school studies.

Girls20 Balmain Campus

Girls20 is part of the G20 organisation which focuses on the needs of girls and women. It believes that we are the future CEOs and world leaders, and that giving us equal opportunities to men will benefit the country’s economy.

Eight girls from Balmain Campus and Ms Bor (Balmain Campus girl advisor) attended the Girls20 Summit at the Sydney Opera House in 2014. Entrepreneurialism, mental health and men’s role in gender inequality were discussed.

The panels featured influential men and women of all ages and ethnicities. The summit was attended by the Girls20 delegates: young girls who are raising awareness in their countries about issues they want addressed.

Women and girls still face many challenges and obstacles today, which prevent us from becoming active members of society and thriving to the best of our ability.

The most important thing we took away from this experience is that men and women have to work hand in hand to alter our unequal society.

The girls are now trying to see the information and ideas we learned put into action at this school.
International Women’s Day Celebration

International Women’s Day is held each year on 8 March. The annual event was first observed worldwide in 1909.

On Friday 7 March 2014 Blackwattle Bay Campus celebrated International Women’s Day with a mufti day. Students and staff were urged to wear purple and green and to purchase a ribbon to wear on the day. Placed around the school at important vantage points were printed statements and facts about women.

Due to the generosity of the school community $400 was raised. These funds are going to the Elsie Women’s Refuge in Glebe to provide some welcome recreational activities for the children living there. On Saturday 8 March a group of teachers attended the annual International Women’s Day march whose route from Sydney Town Hall along George St, King St and Elizabeth St to Hyde Park was well represented.

White Ribbon Campaign

The White Ribbon program at Sydney Secondary College continues to be part of our College culture. The campaign seeks to end violence against women. It is built upon a belief that people can change and encourage change in others.

White Ribbon is a student led program and activities are helmed by the energetic and passionate SRC.

Yet again the Leichhardt campus has embraced a fantastic cause in 2014. White Ribbon Day saw the student body supporting and raising awareness for violence against women in Australia and the world. In order to break the silence we had our students wearing white ribbons to symbolise their support to end violence against women. The students here at Leichhardt showed just how mature and respectful they are.

To raise awareness for the cause we held a White Ribbon assembly. We had a great group of boys, including Oscar Bernauer, Blaine Gwinnell, Oscar Tierney, Oscar Tighe, Marcel Mellor-Hutchings and Harry Eccles, running the assembly on the 25 November. These boys did a fantastic job and became the schools first White Ribbon ambassadors. Ben Liu was also awarded the inaugural White Ribbon boy of the month award. This will be a continuing award. Emma Buxton-Namisnyk, from the coroner’s court, gave a powerful speech to the students to drive home the important message.

Our assembly also showcased the talent of the young women in our school dance troop, as well as young men and women working together in a music item. This was a powerful message of our unity and respect for White Ribbon.
This year we put in place a number of strategies, such as the White Ribbon boy of the month, to make White Ribbon a year round issue. We are working to make White Ribbon a part of our culture and not a stand alone day. Thanks to the staff and students who have helped to make White Ribbon a prominent part of our schooling community, you have done a great job!

Students at Balmain Campus decorated the front of the school with large white ribbon bows to raise public awareness of the White Ribbon Day initiative. Balmain students have an ongoing commitment to ending violence against women in all forms.

**Wear it Purple Campaign**

Leichhardt Campus celebrated Wear it Purple Day on August 29th in fine fashion with a fun and inspiring assembly, featuring speakers from the Wear it Purple campaign and Alex Greenwich, that celebrated our rainbow youth and the diversity that exists across our College community.

This was followed by lunchtime activities in celebration of Wear It Purple and supporting our rainbow youth. Given the high national and international rates of youth suicide amongst same sex attracted and transgender young people, our Social Justice Group students feel quite strongly about supporting this cause and have done so for a number of years now.

The purpose of the day was to show support and raise awareness of the issues faced by rainbow young people. At Balmain Campus, we want everyone to feel safe and empowered, no matter what his or her gender identity or sexuality may be. No one should be subject to bullying, belittlement or invalidation and we encourage everyone to be proud of who they are.

**Library Update**

Leichhardt Campus iCentre

One of my first tasks at the beginning of the year was to make some changes to the space names that are in or attached to the Library. In fact the first thing to change was the name Library itself. As the function of Libraries change across the globe it seemed appropriate to rename the space to better reflect the activity that takes place in both the physical and online spaces. The name iCentre reflects 21st century ideas about learning and creating and encompasses the fact that as well as being a place for students and teachers to engage in collaborative activity – inquiry, invention, investigation, imagination and information, we also cater for the growing ‘maker’ movement, students creating, tinkering and doing in the space. We also launched an online presence to connect with Library users – a website and a Twitter account that keep the news and information about the iCentre in the Leichhardt community 24/7.

**The incubator** - This space, formerly 1E.04, has been renamed and as this report goes to
publication is being transformed by a student-led team. The space will feature write on desks, comfortable and flexible seating and working areas, write on walls and reflect the creativity of our student population. ‘Making’ will be a big focus of the room and it will be equipped with programmable toys and devices, a sewing machine, and tools for thinking and creating. This is a bookable space for all classes in the school. Ms Bright in support of this initiative offered a strict budget as a way of providing a prototype for how we can transform teaching and learning spaces across the school with limited funds and student input so it can be sustainable.

**P & C funding** - With these changes across the iCentre space, the P&C who have generously funded a number of initiatives including the purchase of new campfire seating and contour shelving, purchase of decal signage, rugs and coffee tables, electronic display screen, and the creation of the iBar. The P & C also funded 10 iPads to supplement our borrowable sets.

**Technology** - The iCentre holds 30 laptop computers, 16 desktop computers and 50 ipads. These sets are loaned to classes regularly and that is well managed by Suzanne El-Achi. All technology is check as it is returned which has meant that the iCentre sets are in pristine condition. 10 iPads were added to the collection and funded by the P & C. New Apps were added via teacher request and by reviewing and trialling new Apps as they are available. At the end of the year, we had a delivery of 14 Lenovo Think Pad touch screen laptops. These computers will be available for students in 2015 and will add to our full class set. We will be moving 4 desktop computers into the inCubator (formerly 1E.04).

**Oliver Library management System** - Our school is one of 20 schools to participate in the Oliver Library Management System roll over. This began in Term 4 and will continue into 2015. I thank Suzanne El-Achi for her work on this.

**Tech Ninjas** - This group was formed as a leadership group of students years 7-10. Tech Ninjas are the champions of BYOD and using technology for learning across the school. They rostered on in term 1 in the iCentre to assist students to log into the School’s wifi network, and they have been diligent at checking school laptop pods – identifying issues for maintenance and liaising with Zerley Nazar, the TSO. This group will have opportunities next year to become more involved with technology and they will be given time to learn high end skills and visit places like Google HQ as part of their commitment to working with technology across the school.

**iBar** - This installation was funded by the P&C. All equipment for the iBar has arrived and the installation will be assembled in the final weeks of term. The ipads will attach to the bay ends by specially designed brackets. These iPads will be stationary and allow quick browsing of reference websites and apps, iBooks and e-zines, specially chosen puzzle and game apps.
iPad for Learning Trial - During Term 3 I coordinated an iPad for learning trial with 7I. Each student was given a school iPad for 5 weeks and core classes used the iPad as the major vehicle for teaching and learning. Data was gathered regarding the success of this trial and reported to the Principal. I thank the participating teachers – Emily O’Connell, Vince O’Donnell, Tim Patterson and Alison Taylor for their work on this trial and their efforts to make it a success. There were some definite pros and cons during the trial and the school will be further investigating iPads and other devices as part of its ongoing commitment to BYOD. Zerly Nazar and Suzanne El-Achi contributed by making sure the iPads were ready for loan.

Library Events - To create interest and excitement around reading the iCentre maintained a changing set of displays that highlight different genres. These displays included Dystopian fiction to coincide with the release of the Divergent movie. Both the books and an electronic display of book and film trailers were featured. We also celebrated Books on Film, Book Week (August) Picture Book Month (November).

Lunchtime activity through the year included a knitters group. As word spread of the group we had several donations of wool and needles. Monday Makerspace – a Monday technology group encouraged students to design and make games using apps including Minecraft instead of playing games at lunchtime. These lunchtime activities have been very popular and we are looking to continue and expand these in 2015 in the incubator and include more technology and lego as well as ‘Etsy’ workshops.

Halloween and Christmas allowed for a full decoration and celebration in the iCentre. The photos show how wonderfully the space came up! Halloween particularly allowed us to use Trick or Treating for book borrowers and we had a Scary reading photo competition which was won by Persia Burrows-Whitely and Amy Lyall in Year 7.

Hour of Code 8th – 12th December was the final iCentre led activity for the year, a full week of workshops and tutorials focussing on coding and computer programming. The event was organised by the Technology Committee and included guest speakers and student workshop leaders. If successful we hope to repeat the week next year with bigger and better workshops and make connections with outside groups for our students to continue working with Programming and Coding.

Balmain Library

Balmain students from all years were again given the opportunity to participate in the Writing Competition run by the Friends of Balmain Library and sponsored by Balmain/Rozelle Community Bank. In mentoring lessons, students were given a number of character images as a stimulus for a piece of creative writing, exploring an online experience that had an impact on the character’s life. Students then submitted their entries the following week. It was excellent to
see a number of our students complete the task. In the Year 7/8 competition, the winner for 2014 was Rose Copping with her short story, “Loving Lies”. The Year 9/10 winner for this year was Seren Heyman-Griffiths, for the short story “Sticks and Stones”.

Our Library staff, monitors and passionate Library users had a lot of fun preparing for Book Week, which was held from the 16th to the 22nd of August. The theme we chose was “Got Caught Reading” and we snapped photos of staff and students reading their favourite books and displayed them on the wall. We also created a number of other displays, inspired by student’s favourite authors, genres and series. We discovered that their favourite authors were Rainbow Rowell, J.K. Rowling and John Green.

Blackwattle Bay Library “The Edge”

In 2014, the Blackwattle Bay Campus introduced a separate study space for Year 12. This facility, known as “The Edge” (Effort + Determination + Goals equals Excellence), is staffed by three highly experienced, senior teachers who are on hand to assist students to maximise their HSC results. The tutors provide assistance with: assessment tasks, study organisation, research skills and exam preparation. There are two quiet study rooms, and one area for students who wish to discuss their work with another student. Students have new study booths installed to ensure they each have a nice private space in which to work. Plenty of HSC resources are on hand including: a range of past exam papers, Year 12 texts and other appropriate materials.

It is hoped that students will make use of this tutorial centre outside of their timetabled periods particularly during the lead up to examinations.

College Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1: Literacy & Numeracy

Outcomes from 2012–2014

Literacy

• 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). Development of teaching and learning resources that incorporate explicit literacy strategies.
• Ongoing professional learning for implementation of BYOD policy to maintain and enhance access to digital educational resources for teacher and student learning.
• All staff working together across the College with a mutual understanding of ALARM and the needs of students in targeted groups: ESL, Boys, Gifted & Talented and ATSI.

Evidence of progress towards outcomes in 2014

Balmain Campus –Year 7

• In Writing, 31% of students were in the top two bands, 16% above the state average
• In Spelling, 56% of students were in the top two bands, 22% above the state average
• In Grammar and Punctuation, 55% of students were in the top two bands, 26% above the state average.

Balmain Campus – Year 9
• In Writing, 21% of students were in the top two bands, 8% above the state average.
• In Spelling, 50% of students were in the top two bands, 26% above the state average.
• In Grammar and Punctuation, 39% of students were in the top two bands, 19% above the state average.

Leichhardt Campus – Year 7
• In Writing, 22% of Year 7 students were in the top two bands, 7% above the state average.
• In Spelling, 54% of Year 7 students were in the top two bands, 19% above state average.
• In Grammar and Punctuation, 44% of students were in the top two bands, 10% above the state average.

Leichhardt Campus – Year 9
• In Writing, 31% of Year 9 students were in the top two bands, 19% above state average.
• In Spelling, 49% of Year 9 students were in the top two bands, 24% above the state average.
• In Grammar and Punctuation, 33% of Year 9 students were in the top two bands, 12% above state average.

• During the period 2012-2014 our NAPLAN trend data shows continual upward improvement at both Balmain and Leichhardt campus.
• 50% of Year 9 ATSI students at Leichhardt Campus performing at NAPLAN Literacy (Reading, writing, spelling, grammar + punctuations average) levels 7-10.
• Increased levels of literacy achievements in Spelling, Reading and Grammar for Year 9 students at both campuses.
• Targeted professional learning sessions on explicit teaching of writing for all College teachers throughout the year.
• Development of resources which included explicit literacy strategies occurred across the College.

Numeracy
• Increased levels of numeracy achievement for every student in line with State Plan targets.
• Recognition that all staff are teachers of numeracy.
• 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).

Evidence of progress towards outcomes in 2014
• At Leichhardt Campus in Numeracy, 50% of Year 7 students were in the top two bands, 25% above the state average. 47% of Year 9 students were in the top two bands, 22% above state average.
• At Balmain Campus in Numeracy, 50% of Year 7 students were in the top two bands, 25% above the state average. 50% of Year 9 students were in the top two bands, 25% above state average.
• At Leichhardt Campus Year 9 ATSI students continued to perform above state average NAPLAN levels 7-9. For the period 2012-2014 there was an upward trend.
• Staff continue to build on the performance of those students in the top bands through targeted programs aimed at lifting the performance of students currently scoring in the lower bands.

School Priority 2: Student Engagement and Attainment

Outcomes from 2012–2014
• Increase student capacity to use technology for learning.
• Continue to embed quality teaching practices across the College to engage all students.
• Increase use of ICT in quality teaching and learning programs.
• College culture and practice that respects and responds to every student’s aspirations,
culture, gender, learning potential and emotional wellbeing.

- Engaging targeted groups: boys, girls, at risk, students with disabilities, ESL and ATSI through pedagogy aimed at middle school and 15–19.
- Education of staff in digital revolution and its wider use in classrooms.
- Continuity of curriculum 7–12.
- Continuity of parent and community relationships.
- Quality transition programs in place for all students and families.

Balmain Campus

Evidence of progress towards outcomes in 2014

- Student commitment to learning is evidenced by improved attendance rates across the College. Attendance rates at our junior campuses are above state averages.
- The College continues to be committed to embedding Positive Behaviour for Learning (PBL) into student programs to enhance student engagement in learning.
- In 2014 the percentage of students enrolling at Balmain and Leichhardt campuses from local primary schools remained over 60%. This reflects the work done within the school community to develop effective relationships with local primary schools and the promotion of College campuses as schools of choice for local families.
- The number of student enrolments at the Blackwattle Campus for Year 11 in 2014 was 355. Of these, 320 were from either Balmain or Leichhardt Campus
- Three ATSI students achieved the HSC in 2014
- Twelve ATSI students graduated from Year 10 and have moved to the senior campus for Stage 6 studies in 2015.
- All campuses had students awarded Deadly Awards. Students from Balmain and Leichhardt campuses had work hung in the Koori Art Exhibition at Eora College
- Each Campus has an established Aboriginal Education Team in addition to a College Aboriginal Education Team
• Personalised Learning Plans for targeted groups have improved contact between home and school
• A College Strengthening Coeducation task force was established in 2013 to respond to gender balance.

School Priority 3: Curriculum & Assessment

Outcomes from 2012–2014
• Maintain curriculum breadth and access for all students.
• Implement the National Curriculum.

Evidence of progress towards outcomes in 2014
• Senior curriculum offers over sixty preliminary and HSC subjects to students.
• Middle schools have widened Stage 5 elective selection with new options offered for 2014. These include Elective English and Big Picture (BC) and ACCORD programs, Engineering Studies.
• National Curriculum was successfully launched at both Balmain and Leichhardt Campuses
• College maintained curriculum opportunities for all students across all campuses through analysis of subject selections at Stage 5 and Stage 6.
• Professional learning for all staff to implement next stage of the National Curriculum.
• Music KLA developed a joint stage 5 assessment task to prepare students for stage 6 assessment.
• All campuses introduced a BYOD policy in consultation with parents.
• College organisation team to track curriculum patterns and opportunities for acceleration.
• Ongoing Evaluation of Gifted and Talented programs across the College.

Professional Learning

All staff in the College received professional learning that was Campus and College based and statewide. The expertise of teachers was used to deliver a range of courses on staff professional days and at professional learning sessions. At our College level combined executive meetings were held every term to allow professional discussion regarding ALARM, curriculum options and assessment practices and procedures.

A College InTech professional learning session was launched at Leichhardt Campus in term 4. This allowed teachers to present snapshots of best practice in using technology to engage our students. This professional learning will be ongoing in 2015.

Head Teachers from each Key learning Area met on a regular basis throughout the year to ensure consistency of programing across our College.

A College Year Advisors Professional Learning Day was held during 2014 to enable sharing and development of expertise and knowledge. All Year Advisors across our three campuses attended this day along with executive and counsellors.

The College development day focused on the National Curriculum and National Standards for teachers. A range of teacher led workshops covering a range of educational topics were delivered throughout the day.

Balmain Campus

Staff development day in term one focused on mandatory professional learning requirements, such as Child Protection Policy, Code of Conduct and Anaphylaxis training.

Balmain Campus held two professional learning afternoons, in lieu of the last day of term, where we focused on the new school planning and reporting requirements, setting strategic directions for the school, as well as personal and faculty goal setting. Additionally, we held a professional learning meeting twice a term, during which we looked at Quality Teaching, assessment and feedback, programming for the Australian Curriculum and Positive Behaviour for Learning.

Blackwattle Bay Campus

At Blackwattle Bay staff focused on assessment for learning, of learning and as learning. They worked on group constructions of ALARM matrix for extended writing assessment tasks. Some staff shared their experiences and successes in the use of ALARM at a classroom level. In term 4, two professional learning days saw staff participate in faculties using the SSC assessment review report. Initially, faculties addressed the areas of immediate concern and spent longer periods of time looking at each assessment task.
and ensuring their alignment to teaching programs and BOS syllabus.

**Leichhardt Campus**

Staff development day in term one focused on mandatory professional learning requirements, such as Child Protection Policy, Code of Conduct and Anaphylaxis training.

Leichhardt Campus held two professional learning afternoons, in lieu of the last day of term, where we focused on Choice Theory.

The new school planning and reporting requirements, setting strategic directions for the school, as well as personal and faculty goal setting and vision was addressed on a professional learning day in term 3.

Additionally, we held professional learning meetings throughout the term, during which we looked at Quality Teaching, assessment and feedback, programming for the Australian Curriculum and Positive Behaviour for Learning.

**Key Evaluations**

**Background**

During semester two 2014, Sydney Secondary College undertook extensive consultation with parents, staff and students so that we could develop strategic directions 2015-17 that would reflect the shared goals of our community.

A Sydney Secondary College planning team led consultation with parents, students and representatives from our Aboriginal community. Staff members were also surveyed and consulted for their input. Surveys and focus groups took place during this process of consultation.

The school executive team evaluated the previous plan and identified carry over areas for inclusion as well as reviewing all the input from other stakeholders to determine priorities for inclusion in this plan.

Individual teachers at each campus provided input via a survey and faculty and working party plans for 2015 were also utilised.

Data to inform planning was extracted from the following survey:

- Tell Them From Me 2015

- 15 Term 1 Staff Survey
- Principal Feedback Survey 2015

**Findings**

Findings from our ongoing consultation with our community focussed on 3 main areas Students, Staff and Community.

**Future Directions and Strategies**

**Students**

- Focus on middle schooling strategies to engage our students and support independent learning for young adult learning environment
- Build student capacity to assist them in becoming self-directed independent learners who apply future focused learning through:
  - Literacy and numeracy programs, including Alarm to be a continued future focus
  - Project based learning will continue to be expanded and refined at our middle schools
  - Collaborative teaching and learning to encourage student involvement in their learning
- ICT used effectively to expand learning opportunities suitable for the modern world that our students will move into as they exit school education
- Australian curriculum capabilities implemented
- Learning support for targeted students and groups as outlined in Every School Every Student
- Targeted classes and individualised assistance to support the needs of Aboriginal students, students with learning difficulties and disabilities, International and NESB students, Glebe Pathways students
- Transition programs: Prepare students for new learning stages Year 6 into 7 and year 10 into 11 and post school pathways.
- Provision and opportunity of wide curriculum and co-curricular programs to extend students at all stages
- Continue to embed positive behaviour for learning values into student wellbeing and engagement policy and programs
- Students will display qualities of responsible and respectful learners
- Student voice encouraged across three campuses through SRC and leadership opportunities
Staff
- All staff to have Individual Professional Learning plans
- All staff have responsibility for their professional learning
- All teachers undertaking accreditation including higher levels
- Great Teaching and Inspired Learning (GTIL) to be at the forefront of our philosophy as a College
- Australian standards for teachers and principals to be at the centre of our professional practice
- Performance Development Framework to be implemented
- Instructional rounds/quality teaching rounds/mentoring used at all campuses
- Build leadership capacity of staff
- Professional learning communities within each campus, across SSC and wider educational community
- Build capacity of non-teaching staff to address transition to LMBR
- Culture of consultation ongoing through focus groups, surveys, meetings
- Actively seek feedback about the quality of teaching and learning from parents and students
- Milestones used to monitor Campus progress and improvements
- Annual reporting on School Plan 2015-17 to and with community

Community
- A vibrant and inclusive school community spread across three campuses fosters and continues to support co-education within a College structure
- Maintain, build on, establish partnerships to enhance and expand student learning:
  - Primary school partnerships, university partnerships, local councils and local community groups, parent groups, AECG, TAFE, youth services
  - Use social media to link with expanding community: local, national, international
  - Promote strength of quality public co-education with emphasis on middle schooling and young adult learning environment
- Parents and caregivers engage with and contribute to school life and programs

- Manage Assets and infrastructure to meet student learning needs including physical environment and technology infrastructure
- Evidence driven, dynamic inclusive culture of consultation that informs future College and campus planning and direction.

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 school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the College's future development.

College Principal: Judy Kelly
Principal: Melinda Bright
Principal: Sharon Roberts
Principal: Lee Wright
P&C President: Nick Potter
P&C President: Peter Cox
P&C President: David Eckstein & David Bennett

College Contact Information

**College Administration Centre**
College Principal: Judy Kelly
Phone: 02 98109743

**Balmain Campus (7–10)**
Principal: Lee Wright
Phone: 02 9810 0471
Terry Street, Rozelle 2039
School Code 8484

**Leichhardt Campus (7–10)**
Principal: Melinda Bright
Phone: 02 9560 2565
Balmain Road, Leichhardt 2040
School Code 8507

Blackwattle Bay Campus (11 & 12)
Principal: Sharon Roberts
Phone: 02 9660 5688
Taylor St, Glebe 2037
School Code 8539

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at www.schools.nsw.edu.au/asr.