Sydney Secondary College
Annual School Report

Be Respectful

I swear never to commit, excuse or remain silent about violence against women, this is my oath.

Our school at a glance

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

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.

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

100% of teaching staff at Sydney Secondary College have either a Bachelor’s Degree. 34% of staff have a Masters or Post Graduate Certificate qualification. 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.

Significant programs and initiatives
- The NSW Smarter Schools National Partnership at Leichhardt campus continued in 2012. The Highly Accomplished Teacher, Caroline Paget and paraprofessionals continued to work with all staff to achieve quality teaching and improved student outcomes. A highlight of the program was our second Middle Schools Conference with Georges River College. The theme of the conference was Using Technology to Engage 21st Century Learners
- Professional learning and support of College beginning teachers was led the Highly Accomplished Teacher. The College student welfare action team continued to introduce Positive Behaviour for Learning across the three campuses.
- Strong partnerships between our College and community organisations continue to be strengthened. A Linked-in mentoring program 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.
- The College used the ‘Becoming Asia Literate’ grant to take students on a 10 day cultural tour of China. Visits to schools in Shanghai and Beijing provided beneficial language and cultural experiences.
- The Theatresports Program was extended to all three campuses.
- Environmental programs run at all campuses with an emphasis in 2012 on sustainable practices.
- Increased local enrolments at both Balmain Campus and Leichhardt Campuses.
- Year 7 Learning Fair at Leichhardt Campus.
- Drama productions at all three campuses.
- Continued development of the Talented Athlete Program at Balmain Campus.
- Primarily Fun music program for local primary schools and SSC Instrumental Music students resulting in Music in the Park concert at Pioneer Park. Over two hundred students participated in the massed band.
- NSW Premier’s Volunteering Program and Best Buddies at Balmain and Leichhardt Campuses continue to involve increasing numbers of students
- TAP leadership mentoring program for Year 9 student leaders at Balmain and Leichhardt Campuses.
- A group of East Timor teachers visited Sydney Secondary College for professional learning experiences.
- White Ribbon program now extended across all three campuses.
- Writer in residence program at Balmain.
• Breakfast Club programs initiated at Balmain and Leichhardt campuses.
• Ambassador Program at Blackwattle Bay campus to develop and promote student leadership.
• Taster Week Year 10 into 11 Transition Program at Blackwattle Bay campus.
• ALARM Writing Program introduced across all three campuses.
• BBC student Hafil Santoro received the 2012 Australia-Japan Society of NSW award for Best Performance in Japanese Studies.

Student achievement in 2012

HSC Results
• Students studied 48 subjects for the Higher School Certificate examination. These included traditional subjects, vocational education and training subjects and special interest subjects. A number of students were enrolled in Life Skills subjects. Students obtained 112 band six results spread over 35 subjects. In total 38.5% of all results were in the top two bands. All Mathematics courses were above the state average, with 100% of students in Maths Extension 1 and 2 in either band five or band six. In Visual Arts 81% of students achieved either band five or band six. In History Extension 100% of students were placed in the top two bands, this was 26% above the state average. Students achieved results above the state average in 17 subjects.
• Dux of Sydney Secondary College with an ATAR of 99.55 was Anh Ho. Anh received the Premier’s Award for All Rounders Merit list. Anh was also amongst the Top Achievers in English as a Second Language. She placed eighth in the state. Anh achieved band six in Chemistry, English as a second Language, Mathematics, Extension 1, Mathematics Extension 2 and Physics.
• Aengus Tran received the Premier’s award for All Rounders Merit List. He achieved band six in Chemistry, Economics, Mathematics Extension 1, Mathematics Extension 2, Physics and Stanadard English with an ATAR of 99.55.
• Ryan Chen received the Premier’s Award for All Rounders Merit list. He achieved band six in Economics, English Advanced, Mathematics Extension 1, Mathematics Extension 2 and Physics with an ATAR of 99.25
• Claire Russell achieved band six (9 units) in Ancient History, Biology, English Advanced, History Extension and Studies of Religion with an ATAR of 97.15.
• Daniel Chung achieved band six (6 units) in Business Studies, Economics and Mathematics with an ATAR of 96.
• Marissa Li achieved band six (8 units) in English Advanced, Mathematics, Textiles and Design and Japanese Beginners with an ATAR of 95.75
• Ohrania Huggins achieved band six (7 units) in Ancient History, English Advanced, English Extension 1 and Society and Culture with an ATAR of 95.6.
• Landy Tan had her Visual Arts Body of Works selected for exhibition in Art Express.
• Caspar Hardaker’s individual performance for drama was selected for Onstage.
• Jay Taylor received a Premier’s award for placement in the Top Achievers for VET Information Technology examination. Second place in the state.
• Joseph Laycock received a Premier’s award for placement in the Top Achievers for VET Information Technology examination where he was placed seventh in the state.
• Chanelle Lum received the Premier’s award for placement in the Top Achievers for VET Entertainment examination – second in the state.
• Megan Parker achieved band six (6 units) in English advanced, General Mathematics and Visual Arts.

Year 10 Results
• Jenny Xue was Dux of Balmain, first in Commerce, Australian History, Australian Geography, Mathematics and elective History.
• Dorothy Matias was Dux of Leichhardt, first in English, Commerce, Graphics Technology and Information and Software Technology.
• Two students from Glebe Pathways Project gained their School Certificate all are continuing with further education.
**Essential Secondary Science Assessment (ESSA)**

Our students took part in the ESSA online test on Tuesday 13 November. 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 using the ALARM matrix. 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. The school is currently waiting for the results to arrive.

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 Leichhardt 48.3% of the students scored Level 5 compared to the state average of 24%. 11% of Leichhardt students scored Level 6, compared to state average of 6.7%.

At Balmain Campus 76% of students achieved Levels 4, 5 and 6 overall in the ESSA exam, 16% above state average. Our strong focus on scientific literacy facilitated 46% of students achieving Bands 5 and 6 in Extended Responses.

**Principal’s message**

Sydney Secondary College continues to build on the successes of previous years. We continue to reach outwards to ensure opportunity and quality education for our students.

In 2012 we welcomed Sharon Roberts as Principal of Blackwattle Bay Campus and Melinda Bright as Principal of Leichhardt Campus. Their strong educational leadership and experience will continue to enrich our College community.

In 2012 we bid farewell to a number of teachers who retired from the profession. These included: Leigh Kelly (HT TAS Blackwattle Bay), Lorraine Blomfield (HT English, Leichhardt Campus), Chris Greef (HT Science, Leichhardt Campus), John Partland (HT Mathematics, Balmain Campus), Robyn Riley (HT Support Unit, Balmain Campus) Jenny Coyte (English teacher, Blackwattle Bay Campus), Jill Mouzaya (TAS teacher, Leichhardt Campus).

I would like to acknowledge the outstanding service the above teachers have not only given to the young people of Sydney Secondary College but to public education. They have shown commitment to public education and I know their legacy will live on in the hearts and minds of many former students.

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

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

The College provides students with specialised educational, leadership and student wellbeing opportunities and services in Stages 4 and 5 (Years 7-10) and Stage 6 (Years 11-12) environments.

Strong ties with associated primary schools ensured a real focus on a K-12 continuum of education in 2012. Primary and secondary teachers exchanged teaching and learning strategies through a series of professional meetings. The outcome of this strong partnership has been increased enrolments at all three campuses.
The 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 2012 we strengthened our international vision with two groups of students travelling to China for music experiences and a cultural study tour. Teachers from our sister school in East Timor visited our College and both Balmain and Leichhardt Campuses welcomed Japanese students who were involved in home stays with students and their families.

Our educational strength as a College is enhanced by our partnerships with our active and forward thinking parent bodies.

The Senior Campus combines quality teaching with the ‘Principles of Adult Learning’ as it develops a more adult working and learning environment. Students are supported as they become more independent learners.

The 7–10 campuses combine quality teaching with a strong focus on middle school principles of relationships, reliance, rigour, relevance and responsibility. The new partnership with the middle schools of the Georges River College is resulting in a sharing of expertise and teaching strategies between the key learning areas. Our second Middle School Conference in July saw over 200 teachers participating in a range of workshops aimed at engaging students through the use of technology.

The 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. A very strong and vibrant co-curricular program is a feature of each campus.

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 the school’s achievements and areas for development.

Judy Kelly

P & C messages
SSC Balmain Campus
Parents & Citizens Association

This was another busy year for the SSC Balmain P&C Association. The P&C continues to be a vibrant group committed to furthering the interests of students and the school more generally.

Key Activities and Issues in 2012

Following on from work begun in 2012 the P&C has worked towards engaging more effectively with its membership and the community through regular school publications and various forms of e-media with the aim of engaging with as many parents as possible. This is now coming to fruition in the form of an established Google group and the beginnings of a new P&C website lead by the excellent work of David Bennett in liaison with school staff.

Engagement with members continued through some great work led by Jenny Curtis who helped the P&C workshop issues that members are interested in being involved in, and began to map out a program of various actions for the year ahead. This included an electronic survey of parents’ interests which produced some very helpful results.

Supporting Projects in the School

The P&C provided financial support to a wide range of projects in 2012 including:

- the development of the Duke of Edinburgh Award at the school
- sound proofing to develop a recording space at the school
- support for girls sports team attending an overseas competition in Hawaii
- Writers-in-Residence Program
- End of year Gold Award excursion
- Camps and excursion subsidies for students
- College presentation day prizes

Ongoing Contribution to the Life of the School

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

- The Balmain Campus Open Day
- Selective Information Morning Tea
- Orientation Day
- Parent Information Sessions
- 2012 School Year Awards
- College Advisory Council

Vice President Jenny Curtis facilitated a parent evening creating an opportunity for parents to connect with the school and ask questions informed by experience about how things work. The evening was positively received by parents.

The Year 7 social evening in February 2013 was highly successful, drawing a significant group of about 70 parents.

P&C members also acted as members of staff recruitment panels on several occasions.

Acknowledgements
I would like to thank the many P&C members who have contributed their time, ideas and passion to the school. The P&C Executive is encouraged by the increased level of parent participation at the school, both at P&C meetings and other events.

In particular I would like to acknowledge the P&C Executive (Karen Bevan, Bronwen Allomes, Tracey Cameron and Jenny Curtis).

As always the Balmain Campus Executive, including Principal, Lee Wright and Deputy Principals, Nerida Walker and Robyn Matthews, as well as others who have relieved in those positions this year, have shown their commitment to the school and made a significant, positive impact on the P&C and all students.

I'd also like to thank to the students of Balmain Campus, who are the most effective ambassadors for the school in their local community.

David Birds
President

SSC Leichhardt Campus
Parents & Citizens Association

This year we had a few new faces join the P&C executive, with the following office bearers:

- Vanessa Palfreeman, President
- Suzana Sukovic, Vice President
- Peter Cox, Secretary
- Patricia Ware, Treasurer
- Jeff Hockey, Sydney Region P&C representative and College Advisory Council representative
- Fiona Law, Trivia Coordinator

Thank you to the executive and to all the other members who attended meetings throughout the year, making it a vibrant and worthwhile forum.

James McMaster worked with the parents and the P&C as acting Principal for the first part of the year, with our new Principal Melinda Bright joining us in term 4. We again extend her a huge welcome and thank Mr McMaster for his valuable input. The two Principals, along with our College Principal Judy Kelly, gave us a very high level of support throughout 2012 and were always available to work with parents in this forum.

P&C meetings
The P&C held nine meetings in 2012. We would like to thank everyone who was able to come along and contribute to the discussions as well as those who followed our progress via the minutes and the parent email list. Your support and interest is invaluable.

This year a number of head teachers presented at our meetings, updating us on faculty expectations and news. Sally Bury led us through the complicated world of sport and Emily O’Connor explored the changes in the English curriculum and English teaching in the school. Carolyn Paget, HAT, talked us through the programs she is running, including the highly successful Year 7 Learning Fair. Thank you to these teachers for giving up their time to address the parent community.
Ms Bright also talked us through Edmodo, an online program that provides communication tools between teachers, students and parents. We are all excited about the possibilities! We also heard from a group of Year 9 students, the Young Leaders Forum, who outlined the program they have been involved in this year, culminating in a specific project designed to benefit our school.

**P&C social events and fundraising**

Our main fundraising and social event of the year was the trivia night. Once again, thanks to the highly successful team led by Fiona Law, we all had a fabulous night. We made a record $11,000; a great achievement.

Many local and larger businesses, as well as our own parent community donated goods and services that were auctioned on the night. We recognise the generosity of all involved. Fiona Law, Leah Beatty, Rosemary Pryor, and Sonja Blainey made a fantastic organising team, with lots of help on the day from many of our parents. Teachers and staff made up two tables on the night and we were very pleased to have such a strong contingent from the school community.

**Financial support**

The P&C continued to collect family donations. We recognise the office staff for their support and help in making this happen. Funds raised from these activities were used to provide additional resources, facilities and equipment for students at the school. This included the Dux award, which recognises academic excellence of a Year 10 student. The purchase of new equipment from 2012 funds included:

- New books to support the wide reading program
- Support for the fast forward reading program
- Study skills program for Years 7, 8 and 10
- Upgraded equipment in the fitness room
- A new bassoon for the IMP
- Drama and art supplies for the support unit
- Money to provide a fit-out to ‘the cave’, a new chill out zone in the library

- We were very excited to commit funds to two teacher initiatives for 2013, a breakfast club to provide breakfast to kids early at school, and an after school homework club. Thanks to Mr Crasti and Ms O’Connell for instigating these programs.

**School events**

Many parents were involved in supporting school events throughout the year, including Open Days and the Year 7 Orientation Day. Thank you to everyone who was able to help in showcasing SSC Leichhardt as a wonderful school.

In August about 20 families hosted students from a school in Western Japan. The students came for two weeks and spent time at Leichhardt campus every day, participating in school life with our students. It was a rewarding experience for both host families and the exchange students. Thanks to Mr Nguyen for facilitating this program.

Mr Nguyen also ran the very first year of the Duke of Edinburgh medal for our Year 9 students. They all thoroughly enjoyed the experience and challenges! The parent community would like to extend a big thank you for the enormous support from the teachers and the school executive in making this a very successful start to the program in our school.

**Lostock**

Lostock continued to be a fantastic asset for use by students and families across the College. We would like to thank Balmain and Blackwattle Bay P&Cs and schools for their financial contribution to this project and their interest and support in securing the future of Lostock. A cross campus committee has been formed to engage the College as a whole with the running of Lostock. A significant issue regarding water supply affected the property at the end of the year, with the result that a new 25,000L water tank is being installed to provide fresh water to the property. Special thanks to Steve Cumming for managing and maintaining the property during the year.
Advocacy
The P&C continued to work with the school and the local community to voice concerns about a proposed Local Area Command police centre to be built in heritage listed buildings adjacent to the main oval. Parent and school concerns regarding parking, police vehicles at speed, and student safety were voiced to the local council and to the Joint Regional Planning committee. The LAC proposal has since been withdrawn.

Communication
The P&C regularly contributed to Highlights, the school’s fortnightly newsletter. The P&C also maintained pages on the school website and managed a parent email list in order to distribute the P&C minutes and inform parents of P&C events and other relevant information. Thank you to Peter Cox for his hard work on these.

On behalf of the P&C executive, I would again like to thank everyone for their many and varied contributions in 2012. We look forward to another positive and productive year in 2013.
Vanessa Palfreeman
President

SSC Blackwattle Campus
Parents & Citizens Association
During 2012 members of the P&C supported a range of campus events, including the Welcome Night for Year 11 parents, the College presentation day, the HSC parent information night, the Year 12 Visual Arts exhibition, HSC music performances and the Year 12 graduation ceremony.
The P&C was also pleased to help fund some of the activities held during the year including the annual Year 12 Conference and Splendour at the Bay, and to donate prize money for the College presentation Day.
P&C members sat on several selection panels for staff positions during 2012. A personal highlight for me was being a member of the panel that selected our new campus Principal, Sharon Roberts. I believe that the very high calibre of applications for this position shows how well Blackwattle Bay campus is regarded by teaching professionals across NSW.

Once again, the main event on the P&C calendar was our library fundraiser, held in November. For the second year, the event took place upstairs at the Gleebooks premises on Glebe Point Road. It was a great success with many parents attending and buying up big. The advantage of having the event at Gleebooks rather than at the College is that everyone has the whole shop to browse through. Prior to the big night, College staff visited Gleebooks and picked out books relating to their respective subject areas for a library ‘wish list’. My thanks go to the many parents who donated refreshments and food platters for the evening and to the talented students from the Year 11 Music course who entertained us with their beautiful playing.

On the night, as well as taking the opportunity to do some early Christmas shopping, parents and friends purchased a record number of books from the staff wish list to donate to the campus library. Gleebooks also kindly donated a percentage of the proceeds from the night to the P&C. I am happy to report that the P&C was once again able to purchase all remaining titles chosen by staff. In all, books worth several thousand dollars were purchased for the library.

This has been my fourth and final year on the Blackwattle Bay P&C and third year serving as President. During this time, I have been impressed by the professionalism and skill of the teaching staff at the College and have marvelled at the incredible talent of so many Blackwattle Bay students across all key learning areas.

Finally, a big thank you is due to the 2012 P&C team for their commitment and assistance throughout the year, particularly Michael Maher, Jennifer Burn, Janine McCarthy and John Sawkins.
Helen Rogers
President
Student representatives’ message

Balmain Campus SRC

The SRC at Balmain Campus is comprised of a passionate and diverse group of young people who continue to be highly active members of our campus community. Our eight school leaders from Year 10 are democratically elected to the SRC; however the SRC is open to all students to participate. During the past year 30 students from Years 7 to 10 were actively involved in SRC activities.

We are very proud that our SRC represents all students; indeed our SRC members come from over 20 cultural backgrounds and have many gifts and talents. The SRC aims to embrace and involve all students throughout the campus.

To ensure that the SRC represents the interests of all community members to the best of its ability, a survey was conducted in term one to determine student interest and focus for 2012. The resulting program of activities and commitments included the following:

• ‘Valentine’s Day Chocolate drive and Love Serenade Assembly’, which included serenades to students and some lucky teachers.
• 40 Hour Famine – where students raised over $2000 for World Vision. Students made a range of sacrifices including not eating, speaking or even using the internet for 40 hours.
• Wear it Purple Day where students went to the University of NSW for a seminar, raised awareness through a purple mufti day and spoke at assembly in support of the Gay and Lesbian community and against homophobia
• Lunchtime student versus student and student versus teacher sporting events such as netball, soccer and basketball.
• Students wrote, directed and produced a short film/music video for the White Ribbon Day Campaign. They also held an assembly to raise awareness of violence against women and maintaining positive relationships in school and the community.
• Jeans for Genes – students held a mufti day and raised over $200 for charity.
• Kids with Cancer – students sold bandanas to help raise money for charity.
• Prostate Cancer BBQ fundraiser in which students raised over $375 for vital research.
• Balmain’s Got Talent - A Talent Quest to showcase the performing arts talents of the students at the school.
• A focus on leadership training through participation in the World Vision Leadership Development conference and Young Leaders Foundation workshop. Further to this, the SRC sent members to represent the school in the Zone SRC meetings held at various locations.
• At the end of the year we held a one day SRC in-house conference to discuss events and planning for 2013 to move the focus away from primarily fundraising to morale building events within the school.

Leichhardt Campus SRC

The SRC at Leichhardt continues to grow and bring change to the school. In 2012, the SRC ran initiatives that promoted social justice and improved the leadership capabilities of a diverse range of students.

This year, SSC Leichhardt’s SRC increased in size. There were 10 Year 10 student members, 3 Year 9, 3 Year 8 and 7 Year 7. Members from the SRC were also elected from the support classes. The election process was made more rigorous for Year 7 with students giving a nomination speech in front of their class and being voted in by their peers. Year 9 students made impressive speeches on assembly as part of their election campaigns for 2013. 12 school prefects were elected, including two School Captains and two Vice Captains.

The annual SRC planning day built upon the progress made by the previous school leaders. Sub-committees were formed that resulted in better sharing of responsibilities when running school assemblies, fundraising initiatives and events.
Student leaders were outstanding in their participation in College Presentation Day, Open Night and the White Ribbon Day Conference. They also successfully chaired school assemblies.

Collaboration was vital to the success of the SRC in 2012. Members regularly represented the school at North East Zone SRC meetings enabling them to network with student leaders from schools in the area. SRC representatives from Year 9 were also involved in The Alliance Partnership (TAP) Young Leadership Foundation (YLF). The YLF students shared their leadership skills and knowledge with the SRC and together the students developed a recycling program for the school.

The SRC also successfully raised awareness about social justice issues. Members collaborated with teachers and the wider community to organise events for the White Ribbon Day Campaign and Wear It Purple Day. School leaders met with other student leaders from the College at a White Ribbon planning session. Together they organised events that aimed to prevent male violence against women. The SRC also organised Wear It Purple Day activities. These events enabled Leichhardt’s students to demonstrate their commitment to fighting homophobia, bullying and male violence against women.

Fundraising was once again a feature of SRC life including sponsoring a child and raising money for Kids Help Line. The 40 Hour Famine Appeal was a major success with the SRC leading the school in collecting over $5000.

**Blackwattle Campus SRC**

The Student Representative Council is a successful part of the Blackwattle Bay leadership program. The SRC’s success can be attributed to the commitment and passion demonstrated by its members, who work in committee groups that each deal with specific issues. The SRC has been responsible for Blackwattle Bay’s profile being enhanced both within the school and the wider community.

A particular focus in 2012 has been social justice and raising the student body’s awareness of those less fortunate. The Sister School Committee in East Timor has been active in raising funds and running events in support of students at Malibaca High in Maliana, including the preparation and sale of food as part of the school’s Diversity Day. The Sister School Committee also coordinated visiting overseas school groups via the International Students Centre (which also contributed funds to this project).

2012 was also an important year in reinforcing the structure and organisation of the SRC. It is now a more effective and proactive group. The constitution has been amended and items such as a mission statement, membership, elections, role of the executive, and meeting procedures now form an integral part of the SRC organisation.

In the wider school community the SRC has been active in a wide range of events. These included attendance at zone, state and regional SRC conferences. At the regional conferences, members of the SRC from all three campuses combined and contributed to discussion on topics such as cyber bullying, homophobia and fund raising.
College context

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balmain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>371</td>
<td>365</td>
<td>359</td>
<td>387</td>
<td>372</td>
</tr>
<tr>
<td>Female</td>
<td>221</td>
<td>208</td>
<td>209</td>
<td>226</td>
<td>253</td>
</tr>
<tr>
<td>Leichhardt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>441</td>
<td>433</td>
<td>431</td>
<td>424</td>
<td>463</td>
</tr>
<tr>
<td>Female</td>
<td>252</td>
<td>255</td>
<td>250</td>
<td>242</td>
<td>255</td>
</tr>
<tr>
<td>Blackwattle Bay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>358</td>
<td>349</td>
<td>364</td>
<td>370</td>
<td>385</td>
</tr>
<tr>
<td>Female</td>
<td>206</td>
<td>239</td>
<td>262</td>
<td>239</td>
<td>240</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Balmain</th>
<th>Leichhardt</th>
<th>Blackwattle</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>94.0</td>
<td>93.2</td>
<td>94.3</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>93.1</td>
<td>91.2</td>
<td>92.5</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>91.7</td>
<td>90.6</td>
<td>91.5</td>
<td>88.7</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>90.7</td>
<td>87.1</td>
<td>90.5</td>
<td>87.0</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>90.3</td>
<td>90.9</td>
<td>87.6</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>88.6</td>
<td>91.1</td>
<td>89.3</td>
</tr>
<tr>
<td>Total</td>
<td>92.4</td>
<td>90.6</td>
<td>89.5</td>
<td>91.8</td>
<td>89.1</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 the 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.
- 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 or pastoral care classes and staff follow-up attendance.

Post-College destinations

284 students completed their HSC in 2012 at Sydney Secondary College Blackwattle Bay Campus. 220 of these students received an ATAR and of this group 198 gained university entrance. A further 22 students completed the HSC requirements to receive an ATAR but did not apply for university entrance. In total 42 students are attending TAFE or private provider courses.
Institution Name | Domestic Students | Int. Students | Total
---|---|---|---
Australian Catholic University | 6 | 2 | 8
Charles Sturt University Bathurst | 2 | 0 | 2
Griffith University | 1 | 0 | 1
Macquarie University | 12 | 2 | 14
University of New England | 1 | 0 | 1
Sydney University | 35 | 6 | 41
University of NSW | 33 | 9 | 42
University of Technology | 29 | 8 | 47
Wollongong University | 5 | 0 | 5
University of Western Sydney | 16 | 6 | 22
Australian National University | 5 | 2 | 7
Notre Dame | 8 | 0 | 8
Total | 153 | 35 | 198

105 students completed industry accredited certification in addition to the HSC in 2012.

An extensive transition program, including counseling 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. We have also had great success with our Aboriginal students, where one was successful in gaining a nursing traineeship in 2013.

### Staff information

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

### 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>HAT</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>25</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>111</td>
</tr>
<tr>
<td>Teacher of Disabilities</td>
<td>11</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>3</td>
</tr>
<tr>
<td>College Support Staff (SASS)</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>209.6</td>
</tr>
</tbody>
</table>

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

The College employs a full time permanent Aboriginal Education Officer, a temporary part time Aboriginal paraprofessional, a permanent full time classroom teacher, a temporary classroom teacher, three temporary part time School Learning Support Officers and a permanent part time SASS officer.

Year 12 students undertaking vocational or trade training: 43 (TAFE).
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 or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>34</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 currently under construction. All campuses are reserving money for the purchase of a new College bus during 2013.

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

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balmain</td>
</tr>
<tr>
<td>Leichhardt</td>
</tr>
<tr>
<td>Blackwattle</td>
</tr>
<tr>
<td><strong>Global funds</strong></td>
</tr>
<tr>
<td><strong>Tied funds</strong></td>
</tr>
<tr>
<td><strong>School &amp; community sources</strong></td>
</tr>
<tr>
<td><strong>Interest</strong></td>
</tr>
<tr>
<td><strong>Trust receipts</strong></td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
</tr>
<tr>
<td><strong>Teaching &amp; learning</strong></td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Professional Learning</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the campuses.

College performance 2012

Achievements

Arts

SSC Instrumental Music program

In 2012, Sydney Secondary College Instrumental Music Program (IMP) continued to grow with the addition of over 60 new students to the program. Our musicians performed throughout the year at the highest standard.

A number of personnel changes occurred within the IMP in 2012. We bid a temporary farewell to our Music Director Rochelle Bolitho, who gave birth to a gorgeous baby boy. Allan Scott Rogers replaced Rochelle while she was on maternity leave. John Benson conducted the Wind Orchestra and Simon Sweeney conducted the Jazz Ensemble and Jazz orchestra. Megan Lipworth conducted the Concert Band and Training Band.

The Wind Orchestra and String Ensemble commenced the year with an outstanding performance at the Annual College Presentation Day.

Our fabulous community concert series continued to grow in 2012. We began the year with performances from each IMP ensemble at the ‘One’ concert. Term 2 featured 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. This concert saw SSC IMP students perform alongside musicians from the Sydney Youth Jazz Orchestra. It also featured over 140 musicians from local primary schools in our ‘Primarily Fun Band’, the culmination of our ‘Primarily Fun Workshops’. Finally, in Term 4, Blackwattle Bay campus hosted the sixth annual Swing Supper Dance, which also featured Judy Bailey’s Jazz Connection.

Our Wind and String ensembles all performed at the highest standard at the NSW Band Festival, winning Gold and Silver awards, as well as placing at the Inner West Music Festival. Congratulations to all these musicians for the additional hard work they put into these important concert performances.

The IMP camp was a highlight for many performers, and our biggest year yet! Three days of ultimate musical immersion with professional tutors and special guest conductor Brian Buggy saw students present a fantastic concert back at school, which featured the inaugural performance by the SSC Symphony Orchestra, with a spirited rendition of the Russian Sailors Dance.

Congratulations to our 2012 award recipient for Outstanding Commitment to the SSC IMP, Julian Ledwidge.

Thank you to everyone who has supported the IMP in 2012. We look forward to a spectacular year in 2013.

SSC Leichhardt
The Arts
Music

The Music department had a very exciting musical year in 2012. New staff members enhanced the variety of influences and musical styles that emerged throughout the year. We welcomed Marimar Salerno and Glad Reed to the Music department.

A very large Year 7 intake saw an energetic vibe to the Drumbeat workshop that would set the scene for later in the year. Increased numbers spilled into the IMP Music Camp which was a huge success, combining IMP students from all three campuses.

Year 8 Music focused on learning the guitar and the history of rock ‘n’ roll till today. This opened the doors to a number of mean guitarists and lead vocalists. Year 9 kicked off the year with a taste of African music culture which was displayed in ensemble work. The musical journey for the rest of the year sampled the best of ‘The Classics’ from Baroque to Romantic which culminated in the end of year assembly performance of ‘Canon in D Rock’. Year 10 worked through the Australian Music study of composers and artists through folk, orchestral, film and contemporary fields

Voiceworx-vocal ensemble met every Friday afternoon for fun rehearsals to earn them a place in Schools Spectacular – Our Time 2012, singing in the combined choir of 1200 voices. Other vocal activities included the Music in the Park and school assembly contributions. The Boys Choir was also able to participate in a boys’ vocal workshop with other schools.

Finally, a group of students were selected and invited to participate in a Drumming Ensemble which was then also included in the Schools Spectacular of 2012. Seventeen students merged with a group of 88 drummers that entered the auditorium carrying then beating their drums in a frenzy of rhythm and high energy. The routine was then performed as a fitting end to the SSC Leichhardt final assembly of 2012 to the ‘Beat of the Drum’.
Music goes on even in the holidays with some of our vocalists and drummers proudly performing in the Youth Olympic Festival opening ceremony at the Entertainment Centre on January 16, 2013.

Drama
Once again, Leichhardt Campus’ drama department had a successful year in 2012. With record numbers of students being involved in both our curricular and extra-curricular activities we are incredibly proud of the achievements of both our incredibly talented students and hardworking staff.

Theatresports continued to thrive with over 50 students taking part in the extra-curricular program. Whilst we didn’t achieve the same heights as in 2011, our school team still did us proud, with Miles, Tommy, Aiden, Ryan and Vernon ready to give it another round in 2013. That is if they manage to remain victorious when competing against our Year 9 cohort.

Our annual production, directed by Libby Campbell, and was an original adaptation of William Shakespeare’s ‘A Midsummer Night’s Dream’. With over 70 students participating in this year’s production, it was our biggest yet and the students pulled off two impressive performances to sell-out crowds as well as performances for Leichhardt Primary School and Year 7 students from Balmain and Leichhardt Campus’. A special mention goes out to the animals that performed in the production. Paddy, Chief and Harry captured the hearts of the audience and received standing ovations for their insightful interpretation of Shakespeare.

In conjunction with ATYP and the DET, Sydney Secondary College was again involved in the Indigenous Transition Drama Camp at Bundanon. This innovative and engaging camp ran for a week and was hugely successful. This program is a tool for helping young ATSI students make the transition from primary school to high school and culminated in a wonderful performance at the Wharf Theatre.

Congratulations to all students who were involved in both the NSW Arts Unit Drama Ensembles. These students auditioned with others from all over the state and they are to be commended for their commitment to the dramatic arts.

Visual Arts
A rolling exhibition of student artworks adorn the administrative foyer area of the school. This display remains a key aspect of the promotion of visual arts at Leichhardt Campus. The individual and group works make a striking welcome for visitors to the campus.

During class students are encouraged to work in a range of media and explore all aspects of the visual arts. The popularity of digital photography continues to grow as does the quality of student work.

In 2012 Visual Arts extension classes were held on Monday and Thursday afternoons, led by Mr Crasti. Students from all years attended and produced an array of works. Students were encouraged to be self-directed, with Mr Crasti advising what was needed in terms of media,
space, time and advice. Most students produced pencil drawings while others worked on a range of art forms. It was a rewarding experience for the students and many revelled in the opportunity to express and create artworks during these classes.

**ROAR Gifted Writers Group**

2012 was an enjoyable and productive year for the Gifted Writers Group, led by English Head Teacher, Emily O’Connell.

The group started a blog at [http://giftedwriters.edublogs.org/](http://giftedwriters.edublogs.org/) and students have been contributing stories, scripts, short writing activities and poems. Students also worked hard for Book Week, presenting an assembly and producing a short film about the favourite books of students and teachers from SSC Leichhardt. We also published an edition of ROAR showcasing student work.

One of the highlights of the year was our excursion to Norton Street, Leichhardt where we visited local bookshops. An outcome of this excursion was the establishment of a closer relationship with Shearers Bookshop. Shearers have agreed to let us distribute copies of ROAR to the public through their bookshop and we are discussing the possibility of our students reviewing newly published books.

**SSC Balmain**

**The Arts**

The strong growth in student participation in all areas of artistic performance continued in 2012. Both the number of students in the IMP program and in the campus rock bands coached by Mr Leal and Mr Hill continued to grow.

Drama enjoyed a greater presence at Balmain in 2012. Students saw live performances of Shakespeare’s ‘Romeo & Juliet’ at the Opera House in July and ‘A Midsummer Night’s Dream’ at Leichhardt Campus in May. The drama production ‘Mates’ came to our school in June and was enjoyed by an audience of Year 8 students.

Four students were involved in Theatresports competitions, progressing to the final rounds.

In August, a number of interested students went and saw the Year 12 major drama performances, which was a great learning experience.

In early September, the school staged its major school drama production, called ‘Fractured Reality’. The story was written by Bokkie Robertson and Carly Hedley. The show was well supported by the local community and the P&C.

The annual Variety Night represented the best works in music, dance and drama. A highlight of the night was the drama piece, ‘Strange Happenings at KFC’, written by Year 7 student, Schielle Harch.

The future looks bright for the arts at Balmain Campus. In 2013, 22 students will be participating in Year 9 Elective Drama.

**SSC Blackwattle**

**The Arts**

Blackwattle Bay Campus continues to provide students with the opportunity to participate in a variety of arts activities.

A highlight of 2012 was the annual HSC performances in Music and Drama followed by the HSC Visual Arts Exhibition opened by Sydney artist Michael Snape. This year the College is represented at the Board of Studies HSC Showcases and Exhibitions in both Drama and Visual Arts. Congratulations to Landy Tan whose body of work has been selected for the 2012 ARTEXPRESS exhibition at Armory Gallery, Sydney Olympic Park. This is an exhibition of outstanding works from Higher School Certificate Visual Arts from schools in NSW.
One of our HSC Drama students, Casper Hardaker was invited to perform his monologue at the 2012 OnStage performances at the Seymour Centre. Casper successfully performed his monologue over a number of performances for OnStage to a very appreciative audience. OnStage is a showcase of exemplary Drama performances from the 2012 High School Certificate.

Two Year 11 students were selected for the HSC Intensive Studio Practice Course at the National Art School. Many artworks are rotated around the campus highlighting the high achievements of the Visual Arts students in their art making practice. The works displayed in the Administration area are exemplary HSC Visual Arts bodies of work.

The Year 12 Drama students performed ‘Ruby Moon’ as part of their studies in Australian Drama. In preparation for the HSC, Drama students participated in the Zeal Theatre play-building workshops. Cross campus workshops were held for interested drama students from the junior campus, work-shopping with the senior students. This provided the opportunity to peer mentor and establish relationships between junior and senior campus students and teachers. Students participated in Theatresports and successfully made it to the finals. The College continues to provide an opportunity for students to showcase their talents through the popular Talent Quest held on Diversity Day.

2012 saw a thriving environment for musicians and entertainment students at Blackwattle Bay. Friday lunchtime concerts were introduced this year in Terms 1 and 2 for both HSC and preliminary students studying Music 1, 2, Extension Music and VET Entertainment. These lunchtime concerts, in conjunction with the evening concerts, allowed Stage 6 Music candidates the opportunity to perform their HSC repertoire in front of their peers and family members. One student participated in the State Choir and the other in the Sydney Youth Orchestra.

The musicians were accompanied by the VET Entertainment students running the behind the scenes elements. This allowed for a simulation of the stage theatre in a concert setting.

Music students also participated in the IMP programs as well as state music camps and other Arts Unit projects such as School Spectacular. The VET Entertainment students were given the opportunity to experience real working conditions in the entertainment industry through participating in work placement at the State Drama Festival at the Seymour Centre, the Primary Proms in Martin Place, Belvoir Street Theatre, Brent Street as well as the Royal Easter Show.

Middle School Project- Leichhardt Campus
Year 7 Learning Fair
In Term 2 all Year 7 students participated in our Learning Fair. Students were asked to solve a problem that related to a sport or hobby of interest and present an action plan (a solution
supported by evidence/research) in any way that they chose. Students presented their ideas in imaginative and innovative ways, including making magazines, scrapbooks, inventions, flyers, models, board games, posters, demonstrations, souvenirs and digital presentations.

The Learning Fair provided students with a classroom and homework program that was interesting, challenging and open-ended. The experiences promoted learning as fun because students focused on an area of interest that they already enjoyed. The program provides an opportunity for students to be responsible for their own learning and fosters lifelong learning and study habits.

The Learning Fair also provided an opportunity for parents to participate in their child’s education, extending and complementing the partnership between school and the home. This project was a huge success that gave us insight into the talents and interests of our new students. We appreciate the feedback provided by parents as this project has evolved over the last two years.

**Lessons in the Connected Classroom**

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. Students can participate in lessons provided by external organisations or conduct the lessons themselves.

Leichhardt Campus staff and students also continued to provide video conference lessons to Stage 3 students. Year 7 and 8 Science and HSIE students delivered lessons on air pressure and some of the 20th century’s most significant events. The 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.

**Middle School Conference at Novotel Olympic Park**

The Centre for Excellence cluster, comprising Sydney Secondary College’s Leichhardt and Balmain campuses, along with Georges River College (GRC) Peakhurst Campus, GRC Penshurst Campus and GRC Hurstville Campus, held another successful Middle School Conference. Teachers across the five campuses shared expertise in engaging young people aged 11 to 15 with challenging and creative lessons and experiences in middle schools. The 2012 conference had the theme ‘Reconnect & Recreate’ to highlight that teachers were sharing their work from the past 18 months and learning new ways to further embed technology into student experiences.

The key note speakers for the 2012 conference were Tracey Sen, presenting the role of technology in education, and Dr Paul Brock, presenting the role of technology in changing lives.

The conference workshops were delivered by teachers who shared resources and expertise in using technology (including web 2.0 tools and social media). They facilitated discussions about classroom practices that support quality teaching. Presenters were able to demonstrate their own creative approaches to teaching via their workshops.
Sport
Sydney Secondary College Sports Awards 2012

Balmain Campus Sportsman of the Year:
Hyeon Kim

Balmain Campus Sportswoman of the Year:
Natasha Ricardo

Leichhardt Campus Sportsman of the Year:
James Wilson

Leichhardt Campus Sportswoman of the Year:
Chiara Lam

SSC Junior Sportsman of the Year:
James Wilson

SSC Junior Sportswoman of the Year:
Chiara Lam

Senior Sportsman of the Year:
Jaeden Puru-Watt

Senior Sportswoman of the Year:
Chanelle Lum

SSC Sportsman of the Year:
Jaeden Puru-Watt

SSC Sportswoman of the Year:
Chiara Lam

Pointscore College Houses
Pearce- 1st
Stewart- 2nd
Sauvage- 3rd
Woods- 4th

Sport at Balmain
In 2012, Balmain sport experienced the rejuvenation of House spirit and sense of belonging. The four houses of Pearce, Stewart, Sauvage and Woods were heavily promoted by the SSC Balmain community through the active presence of the Sport Captains, and inter-house competitions in soccer, mixed-netball, Primary Olympics and volleyball held during lunch times. This healthy rivalry and house pride produced the most colourful, fun and exciting Athletics Carnival ever held at Balmain campus.
In intra-school competitions, Balmain campus had an increased number of students qualifying in regional swimming, athletics, and cross-country. Mia Bridle (cross-country) and Louis Dennison (athletics) both made the CHS teams in their disciplines. There were also improved successes in grade sport with three SSC Balmain teams making the final.

In 2012, SSC Balmain established a strong partnership with Sydney University Sport and Fitness where our students have the opportunity to participate in sports such as rock climbing, gymnastics, cheerleading, kick-boxing and aerobics during Tuesday sport. In addition, Rebel Sport now has a strong association with SSC Balmain Campus. These community links have given our students the opportunity to participate in a diverse range of sports and have access to professional equipment. It has been a tremendous year of sport, SSC Balmain is proud of all the students, parents and teachers support.

Talented Athlete Program
Forty students registered in the Talented Athlete Team. The quality of athletes has improved this year with abilities ranging from Zone to National...
level in a wide variety of sports. Training includes two morning sessions a week with a combination of cardio and endurance training.

Due to the growing popularity of this program two new PE staff, Ms Erlano and Ms Tricase were recruited to join program coordinator, Jodie Young.

The aim of the program is to nurture the potential of high performers in sport and provide a consistent environment for training.

Future directions include continuing the upgrade of facilities, redeveloping a cardio space for training and improving student achievement levels.

Students competed at zone and Sydney East carnivals, many achieving personal best times. Eilish Salmon competed in swimming at CHS, NSW All Schools and National Schools Carnivals.

Weekly Grade sport was again strong with most teams making semi-finals and six teams making finals. Successful teams were in soccer and cricket.

Knockout teams were entered in U15 boys and girls basketball and soccer, boys AFL and boys rugby league. These teams were competitive in their respective matches.

Tournaments were entered for OzTag boys and girls and indoor soccer boys and girls as well as 7 a side rugby league. All teams were competitive. One indoor soccer team progressed to the state finals at Penrith and, although not successful, they were competitive on the day.

Harrison May was awarded the Pierre de Coubertin award for outstanding achievement and contribution to sport. Harrison competed in swimming, cross country and athletics from Year 7-10 as well as playing cricket and soccer.

**Sport at Blackwattle Bay**

2012 saw an increasing number of students participate in all carnivals and knockout competitions. Our male competitors performed exceptionally well, winning the following titles:

- Blythe Zone Soccer Champions
- Blythe Zone Senior Cross Country Champions
- Blythe Zone Senior Athletics Champions
- Blythe Senior Overall Champion school

Our focus in 2013 is to increase the number of female participants in these events and to build upon the successes of our Open Girls soccer team who were undefeated in the Zone championships at Marrickville last year.

Sports leaders were appointed to promote student involvement in 2013. They are: Hector Titterton, Jarryde Paterson, Suphansa Nilnol-Beattie and Tayla Watkinson.
In 2012 our boys qualified and participated in the AFL Swans Cup final series losing the final to Hunters Sport at Warners Bay.

Individual mentions for 2012 must go to our Regional Cross Country representatives Felix Coulston & Saxon Disher-Williams plus the remarkable performances of Oscar Francis and Lei Han Lee at all levels in Athletic carnivals. Saxon Disher-Williams also achieved a Zone Blue for Cross Country, a fantastic achievement.

Six students were recognised in May at our annual elite sportspersons assembly:
- Hector Titterton in rugby union
- Harry Knight in sailing laser class
- Ryan Whittaker in mountain biking
- Tayla Watkinson in sailing, Manly graduate class
- Cassie Bird in dance
- James Ellis in sailing Cherub class

There was fierce competition for our top ten athletes in the College Sports Merit system
- Top Male Year 11 - Oskar Francis
- Top Female Year 11 - Tayla Watkinson
- Top Male Year 12 - Budi Puru-Watt
- Top Female Year 12 - Chanelle Lum

Budi in particular excelled in a wide range of sports and has been rewarded with the Pierre de Coubertin Award at the College Presentation Day 2013.

**Academic**

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

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

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

---

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balmain</td>
<td>77</td>
<td>49</td>
<td>78</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>Leichhardt</td>
<td>75</td>
<td>55</td>
<td>80</td>
<td>75</td>
<td>68</td>
</tr>
<tr>
<td>State</td>
<td>53</td>
<td>37</td>
<td>63</td>
<td>53</td>
<td>46</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balmain</td>
<td>70</td>
<td>51</td>
<td>69</td>
<td>61</td>
<td>73</td>
</tr>
<tr>
<td>Leichhardt</td>
<td>60</td>
<td>39</td>
<td>62</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>State</td>
<td>43</td>
<td>35</td>
<td>51</td>
<td>42</td>
<td>43</td>
</tr>
</tbody>
</table>

**Literacy – NAPLAN Year 7**

Balmain Highlights

- In Reading, 51% of Year 7 students were in the top two bands, 23% above state average.

---

**Percentage in bands: Year 7 Reading**

- In Writing, 28% of Year 7 students were in the top two bands, 10% above the state average.
• In Spelling, 52% of Year 7 students were in the top two bands, 18% above the state average.

• In Grammar and Punctuation, 49% of Year 7 students were in the top two bands, 20% above the state average.

Leichhardt Highlights

• In Reading, 47% of Year 7 students were in the top two bands, 18% above the state average.

• In Writing, 32% of Year 7 students were in the top two bands, 13% above state average.

• In Spelling, 53% of Year 7 students were in the top two bands, 19% above state average.

• In Grammar and Punctuation, 50% of students were in the top two bands, 21% above the state average.

Numeracy – NAPLAN Year 7

Balmain Highlights

• In Numeracy, 57% of Year 7 students were in the top two bands, 33% above the state average.

Leichhardt Highlights

• In Numeracy 46% of Year 7 students were in the top two bands, 20% above the state average.

Literacy – NAPLAN Year 9

Balmain Highlights

• In Reading, 45% of Year 9 students were in the top two bands, 24% above state average.

• In Reading, there was a 9% increase in students who achieved band 10 compared to 2011.
• In Writing, 26% of Year 9 students were in the top two bands, 10% above state average.

• In Spelling, 49% of Year 9 students were in the top two bands, 23% above state average.

• In Grammar and Punctuation, 39% of Year 9 students were in the top two bands, 19% above state average.

**Leichhardt Highlights**

• In Reading, 40% of Year 9 students were in the top two bands, 19% above state average.

• In Reading there was a 6% increase in students who achieved band 10 compared to 2011.

• In Writing, 24% of Year 9 students were in the top two bands, 8% above state average.

• In Spelling, 41% of Year 9 students were in the top two bands, 25% above state average.

• In Grammar and Punctuation, 34% of Year 9 students were in the top two bands, 14% above state average.

**Numeracy – NAPLAN Year 9**

**Balmain Highlights**

• In Numeracy, 57% of Year 9 students were in the top two bands, 33% above state average.

• In Numeracy, there was a 9% increase in students achieving band 10 compared to 2011.

**Leichhardt Highlights**

• In Numeracy, 46% of Year 9 students were in the top two bands, 22% above state average.
### Higher School Certificate

#### HSC Course Summary Table

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>SSG 2012</th>
<th>State DEC 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>70.9</td>
<td>73.7</td>
<td>71.6</td>
<td>66.6</td>
</tr>
<tr>
<td>Biology</td>
<td>72.3</td>
<td>74.1</td>
<td>73.8</td>
<td>71.0</td>
</tr>
<tr>
<td>Business Studies</td>
<td>79.1</td>
<td>77.3</td>
<td>75.3</td>
<td>71.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>74.8</td>
<td>75.7</td>
<td>76.3</td>
<td>75.0</td>
</tr>
<tr>
<td>Community &amp; Family Studies</td>
<td>74.5</td>
<td>73.3</td>
<td>76.6</td>
<td>72.5</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>78.1</td>
<td>73.4</td>
<td>75.6</td>
<td>72.8</td>
</tr>
<tr>
<td>Drama</td>
<td>78.6</td>
<td>77.5</td>
<td>80.2</td>
<td>75.6</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>82.9</td>
<td>79.4</td>
<td>77.0</td>
<td>73.5</td>
</tr>
<tr>
<td>Economics</td>
<td>74.5</td>
<td>71.9</td>
<td>73.8</td>
<td>74.4</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>70.9</td>
<td>71.3</td>
<td>75.4</td>
<td>74.7</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>78.8</td>
<td>79.2</td>
<td>81.0</td>
<td>79.0</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>67.1</td>
<td>66.3</td>
<td>71.2</td>
<td>66.4</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>71.9</td>
<td>71.5</td>
<td>75.8</td>
<td>71.2</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>76.1</td>
<td>79.0</td>
<td>81.3</td>
<td>80.7</td>
</tr>
<tr>
<td>Entertainment Industry Examination</td>
<td>73.0</td>
<td>73.1</td>
<td></td>
<td>67.6</td>
</tr>
<tr>
<td>Food Technology</td>
<td>83.1</td>
<td>71.3</td>
<td>76.0</td>
<td>71.8</td>
</tr>
<tr>
<td>French Beginners</td>
<td>73.0</td>
<td>76.7</td>
<td></td>
<td>76.2</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>76.9</td>
<td>77.9</td>
<td>73.4</td>
<td>66.2</td>
</tr>
<tr>
<td>Geography</td>
<td>79.2</td>
<td>74.4</td>
<td>74.4</td>
<td>69.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>SSG 2012</th>
<th>State DEC 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality Examination</td>
<td>76.5</td>
<td>74.9</td>
<td>76.9</td>
<td>73.9</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>72.9</td>
<td>69.6</td>
<td>77.5</td>
<td>69.9</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>68.9</td>
<td>70.8</td>
<td>74.3</td>
<td>69.4</td>
</tr>
<tr>
<td>Japanese Beginners</td>
<td>75.4</td>
<td>73.7</td>
<td>77.6</td>
<td>72.3</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>72.7</td>
<td>77.2</td>
<td>78.4</td>
<td>72.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>81.6</td>
<td>80.2</td>
<td>78.2</td>
<td>76.6</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>88.9</td>
<td>84.7</td>
<td>81.0</td>
<td>82.2</td>
</tr>
<tr>
<td>Modern History</td>
<td>76.0</td>
<td>76.2</td>
<td>77.7</td>
<td>73.1</td>
</tr>
<tr>
<td>Music 1</td>
<td>81.3</td>
<td>80.5</td>
<td>82.4</td>
<td>78.6</td>
</tr>
<tr>
<td>Personal Development, Health &amp; Physical Education</td>
<td>77.0</td>
<td>74.8</td>
<td>75.4</td>
<td>70.4</td>
</tr>
<tr>
<td>Physics</td>
<td>79.1</td>
<td>75.9</td>
<td>73.9</td>
<td>73.2</td>
</tr>
<tr>
<td>Senior Science</td>
<td>77.6</td>
<td>76.1</td>
<td>78.5</td>
<td>73.2</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>75.7</td>
<td>79.3</td>
<td>78.5</td>
<td>75.6</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>72.0</td>
<td>75.1</td>
<td></td>
<td>68.9</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>80.5</td>
<td>79.7</td>
<td>79.5</td>
<td>75.7</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>83.5</td>
<td>84.3</td>
<td>81.1</td>
<td>77.7</td>
</tr>
</tbody>
</table>

Data provided by the Educational Measurement and School Accountability Directorate (EMSAD).

Students at SSC Blackwattle Bay Campus also gained HSC results in Aboriginal Studies, English Extension 2, Mathematics Extension 2, Music 2, Software Design & Development, Chinese Beginners, Chinese Background Speakers, French Continuers, Japanese Continuers, Business Services Examination, Construction Examination and Information Technology Examination. As candidature in these courses was fewer than 10 students EMSAD does not provide result data.
Highlights
• 398 student results were in the next highest band, band five.
• In total 38.5% of all results were in the top two bands.
• Results for all Mathematics courses were above the state average, with 100% of students in Maths Extension 1 & 2 achieving either band five or band six.
• In Visual Arts, 81% of students achieved band five or band six.
• 100% of students in Extension History were placed in the top two bands, 26% above the state average.
• Seventeen subject cohorts achieved results well above state averages. These included: Aboriginal Studies, Business Studies, Earth and Environmental Science, Food Technology, Geography, Mathematics General, Mathematics, Mathematics Extension 1 & 2, History Extension 1, PDHPE, Physics, Software Design and Development, Textiles and Design, Visual Arts, Entertainment VET, and Information Technology.
• Students were enrolled in 48 subjects with a formal HSC examination. These included traditional academic subjects, Vocational Education & Training subjects and special interest subjects. Students were also in a number of Content Endorsed courses that are evaluated by a school assessment process.
• One student was placed 2nd in the state in VET Entertainment and another student was placed 8th in the state in English ESL.
• A number of students were enrolled in Life Skills subjects. The campus also offered opportunities for students to enrol in Extension courses in Mathematics, English, languages and History.

HSC: relative performance comparison to School Certificate (value-added)

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2012</td>
<td>3.1</td>
<td>3.4</td>
<td>3.5</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>3.2</td>
<td>4.2</td>
<td>1.7</td>
</tr>
<tr>
<td>SSG Average 2012</td>
<td>3.9</td>
<td>4.4</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Note:
1. The low performance band includes students in Bands 1, 2 and 3, on average, in the School Certificate. The middle band includes students in Band 4; the high band includes students in Bands 5 and 6.
2. By definition, state average value-added is zero.
3. The School and School Average columns are not shown if less than ten course results are available.
4. Residual data is based on HSC marks converted to the UAC common scale.

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

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

Year 7

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.7</td>
</tr>
<tr>
<td>Writing</td>
<td>94.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.2</td>
</tr>
</tbody>
</table>

Year 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.7</td>
</tr>
<tr>
<td>Writing</td>
<td>77.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.1</td>
</tr>
</tbody>
</table>

Exemptions (Balmain)

As an indication, the no. of students exempt for Year 7 Reading are: 0

As an indication, the no. of students exempt for Year 9 Reading are: 0

Leichhardt Campus

Year 7

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.0</td>
</tr>
<tr>
<td>Writing</td>
<td>97.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.5</td>
</tr>
</tbody>
</table>

Exemptions (Leichhardt)

As an indication, the no. of students exempt for Year 7 Reading are: 9

As an indication, the no. of students exempt for Year 9 Reading are: 3

Significant programs and initiatives

Aboriginal education

2012 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 2012 the College had 94 enrolled students that identified as Aboriginal and Torres Strait Island (ATSI).

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 Plans 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 2012 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 five students graduating with their HSC.

Parents and guardians of ATSI students have been very supportive of the Norta Norta program in 2012, 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 Australian Indigenous Mentoring Experience (AIME) is a mentoring program for students in Years 7 to 12. In 2012 AIME provided four mentors and two workers to work alongside students at the Leichhardt campus. AIME mentors assisted students with class tasks, homework and assessment tasks. AIME tutors also worked with Year 9 and 10 students, as well as running specialised sessions for senior students in Terms 2 and 3.

Connecting Numeracy to Deadly Careers is a program linking students with community-based organisations that also aims to emphasise the importance of numeracy in everyday life. In 2012 students in Years 8 to 10 from both Leichhardt and Balmain campuses, as well as select senior students from Blackwattle Bay visited local community organisations including UTS Jumbunna, Sydney University Koori Centre, AIME, NCIE, Redfern Community Centre, and the QANTAS Training Centre, as well as attending the Job Market – Learn, Earn, Legend. Students also enjoyed visits from the Aboriginal Staffing Unit of NSW Police, AES and Rhys Wesser from NCIE Life Team and Souths Cares. Through this program students gained knowledge of different career pathways and traineeship and employment opportunities.

The 2012 Deadly Awards saw Sydney Secondary College students Chloe Griffiths (Leichhardt), Jedda Maher (Balmain) and Georgette Rose (Blackwattle Bay) awarded with Deadly Kids Doing Well Awards whilst Lewis Corish won a Deadly for Distance Education.

Georgette Rose was selected to address a delegation at the International Water Conference at Sydney’s Maritime Museum. Georgette delivered a personal account of life as a young Aboriginal woman. Her speech was selected for publication in Burbangana, a book put together by St Peters Regional Office highlighting successful Aboriginal students’ stories.

Leichhardt Campus students participated in Koori Art Expressions, producing three separate artworks themed around ‘The Spirit of the Tent Embassy – 40 years on’. Year 8 student, Jessie James Caldwell led the project in collaboration with Art teacher and coordinator, Mark Crasti, and saw all three student artworks selected for exhibition at the Powerhouse Museum. Balmain Support Unit students also had their tent embassy artworks on display.

The NAIDOC Week ceremonies saw students moved by the words of Aboriginal Elders and performances. ATSI students displayed strong leadership in hosting and organising these ceremonies at all three campuses. Guest speakers, Sophia Romano from Jumbanna UTS and Chris Holley from Amnesty International joined students at both junior campuses, while Blackwattle Bay students were informed and inspired by guest speaker Professor Shane Houston, Deputy Vice-Chancellor (Indigenous Strategy & Services) at the University of Sydney. College ATSI students also volunteered at the City of Sydney NAIDOC Day Celebrations and Concert in Hyde Park.
Three teams of ATSI students from Leichhardt Campus once again successfully participated in the Sydney Region Public Schools Aboriginal Secondary Students’ Great Debates held at NSW Parliament House.

Chloe Griffiths became the first ATSI student from Sydney Secondary College to start a School Based Traineeship in Year 10. Chloe is currently studying Business Services with Mission Australia.

Thirty students from Blackwattle Bay, Leichhardt and Balmain campuses participated in the University of Western Sydney Indigenous Science Experience held at the Australian Museum. Students learned about science used by traditional Aboriginal people, they spoke with Aboriginal elders from around Australia and made a traditional stone axe.

ATSI students from Balmain and Leichhardt campuses participated in the Cricket Australia/NSW Imparja Schools Program, a cricket program coordinated by Reg Raghavan from Red Elephant, Get Black on Your Feet and Cricket NSW. Students participated in art and cultural workshops with Daren Dunne of GBOYF, whilst coaches from Cricket NSW put students through their paces with cricket workshops. The students produced beautiful artworks, gained a deeper understanding of their culture and found a new love for cricket.

Multicultural education

The acceptance of cultural diversity is an essential part of the teaching and learning programs at all three campuses. In 2012, 60% of our students had a language background other than English and teaching programs ensure that Multicultural Education is explicitly taught so that all our students are well equipped for life in Australian society. There are 2.6 English as Second Language (ESL) teaching positions established across the College in response to the large numbers of students from language backgrounds other than English. In the junior 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. The tutorial centre at Balmain Campus is open recess and lunch for individual students and small groups.

At Blackwattle Bay, seniors are taught the explicit English as a Second Language (ESL) Preliminary and HSC courses by qualified ESL teachers. Team teaching also occurs flexibly across other subject areas. International students are monitored and mentored in cooperative programs between the College and the International Student Centre. ESL and International Students were among the outstanding graduates of 2012, including Anh Ho, who achieved 8th in the state for HSC ESL (ATAR: 99.55), Aengus Tran (ATAR 99.45), and Ken Wang (ATAR 96.10).

ESL Report – Leichhardt Campus

Leichhardt campus has 730 students, 45% of whom are classified as coming from language backgrounds other than English (LBOTE). Although most students at Leichhardt were born in Australia, many still speak another language at home with their parents.

In 2011/12 ten students enrolled at Leichhardt from Intensive Language Centres (mostly from Cleveland Street). Four students enrolled in Year 10 during Term 4.

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 language centre to high school.

East Timorese Sister School Program

Sydney Secondary College has established a Sister School Program with Malibaca High School in
Maliana, East Timor. It is the capital of the Bobonaro district and home to the Kemak people.

The Sister School Project and our long-term commitment to East has become part of the Sydney Secondary College identity. The project aims at providing opportunities for Sydney Secondary College to assist Malibaca High for cultural exchange and for East Timorese studies to form part of the curriculum at the College. These aims relate directly to the guiding principles of the College: ‘Quality, Opportunity and Diversity’.

Six teachers from Malibaca High School visited Blackwattle, Balmain and Leichhardt campuses from the 27 August to 5 September.

The visit was a tremendous success, with the teachers engaged in a number of educational activities including teaching practice in their respective subjects, programming, assessment procedures and student welfare. A particular focus of the visit was planning for the establishment of a SRC at Malibaca High and preparations for our return visit in 2014. The visiting teachers were involved in welcoming ceremonies at each campus, as well as a number of excursions, including to the Blue Mountains and Taronga Zoo. The College looks forward to continuing our friendship with East Timor.

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 the Millers Point Partnership, AIME mentoring at Sydney University; Links to Learning, and an excellent effective transition to high school program developed with partner primary schools, including Rozelle Primary School, Plunkett Street Public School, Ultimo Public School, Fort St Public School and Glebe Public School.

The College also has an extensive transition program for students moving from Year 10 to the senior campus at Blackwattle Bay.

Leichhardt campus has formed partnerships to support students including: counselling support from Ted Noffs’ Foundation, AIME mentoring and the Confident Kids Program supported by Sydney University, the NSW Premier’s Volunteering Program, ACE and Free to Be mentoring with Rosemount Youth agency. Links to Learning through MTC work solutions continued to support students across Years 8, 9 and 10. Students transitioning to high school are assisted by a number of initiatives including video conferencing lessons between Year 7 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 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 travel. In addition the program focuses on enhancing learning through 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. The program runs throughout Stage 4.

In 2012, our Leichhardt Campus hosted the successful launch of the National Back Me Up! Campaign. This campaign focused on promoting an engaging cyber bullying video competition to address cyber bullying in high school aged children. This was supported by celebrities Ruby Rose and Cody Bell and received significant positive media coverage.

The middle schools continue to foster student wellbeing through a well thought out outdoor camp program. In 2012 Leichhardt Campus introduced an ‘Aspiring Leaders Camp’ for Year 9 students prior to the election of the 2013 leaders.

The middle school campuses forged a new partnership with Leichhardt council through a program known as Linked-in mentoring. Leichhardt Youth Community Safety Officer, Matthew Balane coordinated the program, organising activities and volunteer mentors. Twelve students from Balmain and Leichhardt campus benefited from this unique program that involved physical and cultural activities every Tuesday afternoon.

Blackwattle Bay has a mentoring program that operates each week. Students meet with their mentors to discuss relevant issues and mentors also monitor student progress.

Positive Behaviour for Learning (PBL) program has been launched across the College and has involved 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 team has guided the introduction and launch of this initiative.

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.

A Year 9 ‘Your Futures’ conference was held again at Leichhardt campus in 2012. 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.

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

The student initiated Best Buddies program operates across the College. This program aims at pairing students with intellectual disabilities with mainstream students. Students have an ongoing relationship with their buddies, participating in various social and fun activities throughout the year.

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.

The Taste of Blackwattle Bay and Beyond Year 10 program assists Year 10 students in their transition to the senior campus.
All students had the opportunity to participate in a range of enrichment co-curricular programs. The annual Leichhardt 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.

The Chess Club at Leichhardt Campus runs daily and three teams competed in the Metropolitan Secondary Schools Chess Competition. The second Leichhardt Chess tournament was held in term 4. Over eighty students took part in this four day event that was followed by the inaugural girls only school chess championships.

Duke of Edinburgh Award Scheme
Leichhardt Campus
In 2012 Leichhardt Campus restarted the Duke of Edinburgh Award Scheme with an initial 27 students enthusiastically registering for bronze award. The candidates were able to learn camping skills on the school oval as well as completing other components necessary for bushwalking, such as map reading and the first aid certificate. They also completed three other categories of activities such as recreation, volunteer and a skill in their own time outside of school as per Duke guidelines. The feedback from parents was positive. This outdoor education activity is made possible thanks to the dedicated staff, including Duke of Edinburgh Coordinator, Thao Nguyen, who volunteered their time to accompany students on the journey.

It is anticipated that the program will grow in 2013 with a new cohort of Year 9 students registering for their bronze award, and the 2012 successful bronze recipients commencing their silver award.

Balmain Campus
The Duke of Edinburgh Award was implemented in 2012 by PDHPE teacher, Carina Tricase, as an extra-curricular program within the campus. This program is offered to students who are 14 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 completed the required professional development and training to coordinate the program in 2012. In 2012 there were 24 students involved in the program; 19 bronze award students in Year 9 and five silver award students in Year 10, with some already successfully completing their award.

Students are required to complete four sections as part of this program. These include volunteering, physical recreation, skill and adventurous journey. Some of the activities which students are involved in include coaching, refereeing, learning a language or musical instrument, cooking, volunteering with the Smith Family and Salvation Army, skateboarding, rock climbing, and radio broadcasting amongst others.

The adventurous journey section of the program is organised by the school, with students experiencing either a two-day, one night trip as part of the bronze award or a three-day, two night trip as part of the silver award. Students travelled south of Sydney to Kangaroo Valley (Mittagong) and canoed from Tullowa Dam up to Bendella Picnic Point, a journey of 25 km. This paddle was broken down over two days, with silver award students completing a local bushwalk on the second day. Students completed two hours of kayaking at school (using school facilities) in preparation for this trip.

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

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 for 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.

White Ribbon Campaign
The White Ribbon movement at Sydney Secondary College has been a huge success in 2012. The campaign seeks to end violence against women. It is built upon a belief that people can change and encourage change in others.

2012 marked the start of many College-wide activities. Whilst Leichhardt science teacher, James Mansfield, coordinated the program, the campaign was very much student-led and activities were helmed by the energetic and passionate SRC.

In term two, student representatives from across the three campuses met to determine a College approach to adopting and supporting the White Ribbon message of respectful relationships. The activities that emerged from this planning day included:

- Awareness raising during school assemblies
- Students introduce and screen the ‘I Swear’ video (the White Ribbon pledge never to commit, excuse or perform violence against women)
- Students are encouraged to swear the pledge
- Charity fund raising bake sale
- Art and poetry competitions
- Banner making in textiles
- Lessons on gender inequity, violence against women and White Ribbon Day during mentoring lessons and roll call
- Selling of White Ribbon foundation ribbons and wrist bands
- Fact sheets and posters displayed around the schools
- Adorn front gates of schools and halls with large white ribbons

At the senior campus students decided they would like to design and build a White Ribbon garden, design a mural and hold a creative arts competition. In term four, the students organised a cupcake fundraiser event in November to raise funds for the garden and awareness of the aims of White Ribbon Day. During Taster Week, students of Blackwattle Bay presented to the Year 10 students to inspire them to get involved in 2013 when they join the campus.

Future plans for the White Ribbon campaign include:

- Developing links with local primary schools and encouraging involvement in the campaign; staff will be offered training and ongoing support by Mr Mansfield.
- Enhancing existing relationships with local primary schools that are part of the campaign.
- Raising further awareness amongst the school community of the need to foster more respectful attitudes towards women.
- Cross-College activities based around White Ribbon activities such as poetry, art and short film competitions.
National partnership programs

Leichhardt Campus was selected in 2010 to participate in the Smarter Schools National Partnership on Improving Teacher Quality, Centre for Excellence Initiative 2011-2012. This initiative operated through a ‘hub and spoke’ model. Leichhardt Campus was at the centre of the initiative but it reached out to other middle schools, namely the Balmain Campus and Georges River College middle school at Peakhurst Campus, Penshurst Girls Campus and Hurstville Boys Campus.

The initiative was supported with extra resources including a Highly Accomplished Teacher and a paraprofessional.

Achievements include: providing quality supervision, mentoring and support to pre-service and new scheme teacher education students; promoting quality teaching through classroom and school wide practice in improving student learning outcomes; and working with four other schools in Sydney Region: SSC Balmain Campus, and three Georges River College campuses: Hurstville Campus, Peakhurst Campus, and Penshurst Campus, to strengthen the quality of teaching resulting in improved student learning outcomes. Provision of extra funding in 2013 will enable sustainability of programs.

Programs for students with additional needs

Leichhardt

2012 was a productive, enjoyable and rewarding year for both students and staff in our Support Unit. The year started well for our new Year 7 students, who attended, along with their mainstream peers, a three day camp at Toukley. Demonstrating team work and sporting skills, they participated in a large number of outdoor activities including swimming, surfing, kayaking, beach walking, bushwalking, rope climbing and archery.

The Best Buddies group, supported by Ms Duncan, had a wonderful year. A number of exciting activities were organised by members of the group including a picnic in Pioneer Park and a ten-pin bowling excursion to Darling Harbour. On a more regular basis (lunchtimes every Wednesday) Best Buddies members hosted a games club attended by students from both mainstream and support classes.

The annual Best Buddies picnic was a huge success. The creative skills of our students were evident in the innovative and colourful boats that they made and then used for racing events. A BBQ lunch and some spectacular disco dancing completed the day. One of our Best Buddies pairs, Natasha Wolfson and Lorrie Jacob, received a Highly Commended Certificate for Best Buddies pair of 2012.

Many students took the opportunity to participate in a number of training days and a huge gala event for the Special Olympics NSW Community Sports Link. Our group joined over one hundred and fifty other students from fourteen Sydney schools at the University of Sydney and Marrickville PCYC to hone their skills in soccer, tennis, basketball and athletics.

Lorenzo De Pasquale from Year 7 wowed the coaches from Football NSW with his incredible soccer skills. Lorenzo was interviewed by the M.C. in front of the large crowd. Our top team (resplendent in our light blue football/soccer jerseys organised by Codi Evans-McGrath and supplied by Mr Wozniak) came second in their division. David Middleton, a coach from Special Olympics, was pivotal in our success. He spent time training our students for the event during PE sessions at school.

Our regular and ongoing involvement in Special Olympics ensures that our students are provided with the opportunity to interact and socialise with students from other schools. The talent, enthusiasm and teamwork displayed by our students was most impressive and all participants received ribbons and certificates for their hard work.

Our Community Activities program which runs each Thursday afternoon included programs in swimming, travel training and community arts. Our swimming program has been a great success. The program involves twelve students each term
from our Support Unit. The aim of the program is that every student participates in the drills and skills that will enable them to competently swim as many strokes as possible plus diving techniques, water safety and awareness techniques. In Term 3 we were visited by former Olympic champion, Elke Graham, who gave us tips, drills and skills to become a great swimmer.

Our travel training program ensured that many of our students developed confidence in using public transport. 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 community arts program involved our students in creative art-making projects. Some of our students made puppets out of papier mache which were used in our final year presentation at assembly.

Our students continued to access a comprehensive Life Skills curriculum. Our staff have embraced new technology and our Smartboard, generously donated by Ms Jeanette Keir and Mr Wayne Greenwood, parents of the late Evan Greenwood, has enabled us to make our lessons more dynamic, visual, immediate and interactive with instant access to the Internet and the means to show PowerPoint presentations and other visual images. Similarly, the use of lap tops in all classes has enhanced the literacy skills of all of our students.

The creative skills of our students were evident in Visual Arts. Students and staff were thrilled by a donation from the P&C which enabled us to purchase eight large professional frames to display our artworks. Currently a series of impressive self-portraits, personal logos and mixed media works by support unit students are on display in the school foyer.

Our senior students in Years 9 and 10 continued to work extremely hard at various worksites including both group worksites such as Coles and individual placements in line with their interests. These included child care centres, libraries and even our school canteen.

Our seniors also attended a very enjoyable and action packed camp run by the Department of Sport and Recreation at Milson Island, a stunning location on the Hawkesbury River. We all enjoyed a range of exciting and challenging activities such as rope climbing, canoeing, bike riding, raft making and swimming. We were also pleased to the catch up with old friends from the Blackwattle Bay Campus.

The year’s achievements were on display for the whole school at our end of year assembly which incorporated fantastic musical performances highlighting the commitment to Music of a number of our students, a well-received PowerPoint presentation and an impromptu stand-up comedy routine by Adoni Zamanos which brought down the house. We look forward to another dynamic year in 2013.

Balmain

2012 has been an exciting year for the Support Unit. Students participated in community events such as the Northcott Swimming Carnival, Special Olympics and the Royal Easter show. Tuesday swimming at the Leichhardt Aquatic Centre and Friday bowling at Darling Harbour were the highlights of the week.

The Balmain Support Unit embraced Best Buddies and enjoyed attending the Leadership camp in Gosford, we went ice skating, and we were filmed for a Compass TV Series. Support Unit students finished the year by winning the award for ‘Chapter of the Year’ at the Best Buddies Day.

Integration was very successful for the students as they attended mainstream lessons in music, drama, science, maths, art, and PDHPE. A huge amount of effort was put into our art program in order to prepare for the Aboriginal art exhibition which was held at the Leichhardt Town Hall and the Powerhouse Museum. The students’ artworks were displayed for members of the community to see.

Most of Term 4 was spent transitioning our new students for 2013, as our student numbers are
increasing rapidly. Lots of smiles and fun was had by everyone in the Support Unit.

Blackwattle Bay
This year we were sad to see Shere Hinchey, who had been Head Teacher Support for eight years, take up a position towards the end of 2011 as Head Teacher Welfare at the Balmain campus. Sally McLennan acted as the relieving Head Teacher for the year. The Support Faculty would like to offer extreme thanks to Judy Wenden and Teila Smith who gallantly stepped into the breach created by staff transitions in 2012.

We would like to welcome Barbara Calder, who is the new Special Education Head Teacher for 2013.

Special Events & Excursions
The students and staff attended several events at Sydney Olympic Park Sports Centre, as part of the PDHPE and English curricula, including:
- Wheelchair Rugby Test
- Paralympic Wheelchair Rugby
- Rollers and Gliders Challenge (Wheelchair Basketball)
- 2012 Northcott Senior Athletics Carnival

Other events linked to CAPA, English and HSIE outcomes were:
- Liverpool Catholic Club, Prestons – 10th Annual Children’s Circus Extravaganza
- Museum of Contemporary Art – Bella Program
- Cockatoo Island – Biennale
- Bondi Beach Esplanade – Sculptures by the Sea Exhibition
- Sydney Opera House – The Australian Ballet Education Performance

Transport is often an issue, especially for our students with physical disabilities and, unfortunately, can be a deciding factor in accessing interesting and relevant events. It is possible to attend these excursions by booking the College bus and we thank the College for this service.

Work Experience
The faculty appreciates the on-going support of the following businesses: Target, IGA, SupaBarn, McDonalds, Ralph’s Café, About Life, St George Foundation Nursery, Annandale Community Centre, Sydney Ferries, AFFORD Business Services.

Denise Mroz works tirelessly negotiating and organizing placements with worksites, parents and students in order to select relevant locations suitable to students’ needs. Julie Smiles has a ‘work crew’ that she manages every Wednesday at AFFORD in Marrickville. The ‘workers’ learn independent travel skills, vital experience in handling money, as well as time management skills. Students experience a sense of achievement and independence by attending these worksites as a group or individually. In a testament to the success of this program, recently three of our students have gained employment with their respective work experience site as a result of these work placements!

TAFE
Thanks to the great work of Jennifer Dash, Transition Support Teacher, students are given opportunities to attend TAFE courses relevant to their areas of interest. Jennifer and support teachers liaise with Ultimo, Ryde and Enmore TAFEs in order to create educational pathways which meet students’ individual needs. TAFE courses also enhance students’ subject selections at school.

Transition
Probably the most important role of the Support Faculty is to ensure students are work-ready upon their completion of the HSC Life Skills or, at the very least, aware of their post-school/employment options. The faculty and Jennifer Dash work extremely hard to safeguard students’ next big transition – life after school!

It is imperative that families and students have all relevant information and access to on-going support by service providers and other post-school services. A successful transition process is
the fundamental goal and philosophy of the Support Faculty at Blackwattle Bay Campus.

A Report on SSC Leichhardt Campus Library
Like other 21st century libraries, ours is not merely a collection of books or a place where we provide reader education and foster an enjoyment of reading. Our library aims to be a centre of guided inquiry and learning where students are encouraged to ask questions and seek help where needed. It is a place for developing higher order thinking skills in problem solving, communication and collaboration. It is both a physical place and a virtual space where we use technology-based skills to foster engagement in digital information and guide students through the vast library-in-the-cloud.

Transforming our library into a comprehensive resource centre for digital information literacy is an ongoing process effectively supported by desktop computers, sets of laptops and iPads. Integral to this process in 2013 is the launch of our Virtual Library (http://sslcampuslibrary.wikispaces.com) supported by SSC Leichhardt’s Library Blog (http://sscleichhardtlibrary.edublogs.org).

Another key initiative is the Year 7 digital literacy course which takes our new students through the basics of web technology, effective searching and evaluation of websites, web etiquette and citizenship. It leads on to the increasingly important task of learning to manage digital identities.

With the development and launch of a QR Server, SSC Leichhardt library is now an Augmented Reality (AR) hotspot. QR codes are the gateway to new and creative opportunities for teaching and learning. This initiative permits the creation of a learning space in which students can engage in quizzes and quests, or present examples of their own work in the form of book reviews, art works, video or audio productions, through a secure library based Intranet service.

With the opening of The Cave, a new multi-purpose library space, we can provide an additional flexible teaching and learning environment. The cave is ideal for groups of various sizes. We expect it to become a standard for our library.

College Targets for 2012-2014
Progress on 2012 targets
Strengthened Literacy outcomes

- Increased levels of literacy achievement for every student in line with State Plan targets.
- Reduction in the achievement gap between students from targeted groups and all other students.
- Recognition by all staff that they are teachers of literacy (writing). Development of teaching and learning resources that incorporate explicit literacy strategies.
- Ongoing professional learning and DER program has enhanced access to digital educational resources for teacher and student learning.
- Innovation in the use of interactive technologies for teacher and student learning.
- All staff working together across the College with a mutual understanding of the needs of students in targeted groups: ESL, Boys, Gifted & Talented and ATSI.

Our Achievements include:
- The number of ATSI students at Leichhardt Campus in the top 4 NAPLAN bands for Year 9 Writing has increased from 29% to 46%; at Balmain Campus the number of ATSI students in top 4 bands for Year 9 Writing has increased from 64% to 70%.
- Increased levels of literacy achievements in Spelling, Reading and Grammar for Year 9 students.
- Targeted professional learning sessions on explicit teaching of writing for all College teachers throughout the year.
- Middle School Conference that focused on engagement of students using digital educational resources. Over 50% of teachers presented workshops.
- Development of resources which included explicit literacy strategies occurred across the College.
By 2012 90% of courses at or above state mean in HSC

Courses at or above state mean in 2012

<table>
<thead>
<tr>
<th>Course Name</th>
<th>College</th>
<th>State</th>
<th>College Average 2008-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies 2 unit</td>
<td>75.27</td>
<td>70.38</td>
<td>71.854</td>
</tr>
<tr>
<td>Ancient History 2 unit</td>
<td>70.55</td>
<td>69.35</td>
<td>74.03</td>
</tr>
<tr>
<td>Biology 2 unit</td>
<td>71.91</td>
<td>72.46</td>
<td>74.142</td>
</tr>
<tr>
<td>Business Studies 2 unit</td>
<td>78.75</td>
<td>73.98</td>
<td>76.79</td>
</tr>
<tr>
<td>Community &amp; Family Studies</td>
<td>73.57</td>
<td>74.14</td>
<td>73.194</td>
</tr>
<tr>
<td>Design and Technology 2 unit</td>
<td>77.84</td>
<td>76.08</td>
<td>71.568</td>
</tr>
<tr>
<td>Earth and Environmental Science 2 unit</td>
<td>82.6</td>
<td>75.15</td>
<td>n/a</td>
</tr>
<tr>
<td>Food Technology 2 unit</td>
<td>82.64</td>
<td>73.62</td>
<td>71.328</td>
</tr>
<tr>
<td>Geography 2 unit</td>
<td>78.96</td>
<td>73.71</td>
<td>74.912</td>
</tr>
<tr>
<td>Industrial Technology 2 unit</td>
<td>72.71</td>
<td>71.81</td>
<td>69.102</td>
</tr>
<tr>
<td>General Mathematics 2 unit</td>
<td>76.48</td>
<td>69.2</td>
<td>77.376</td>
</tr>
<tr>
<td>Mathematics 2 unit</td>
<td>81.02</td>
<td>77.64</td>
<td>80.204</td>
</tr>
<tr>
<td>Mathematics Extension 1 2 unit</td>
<td>88.57</td>
<td>81.42</td>
<td>85.474</td>
</tr>
<tr>
<td>Mathematics Extension 2 2 unit</td>
<td>89.23</td>
<td>82.78</td>
<td>85.766</td>
</tr>
<tr>
<td>Modern History 2 unit</td>
<td>75.81</td>
<td>75.61</td>
<td>76.362</td>
</tr>
<tr>
<td>History Extension 1 unit</td>
<td>41.4</td>
<td>36.69</td>
<td>69.96</td>
</tr>
<tr>
<td>Music 1 2 unit</td>
<td>81.31</td>
<td>80.17</td>
<td>80.822</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education 2 unit</td>
<td>76.67</td>
<td>72.58</td>
<td>74.774</td>
</tr>
<tr>
<td>Physics 2 unit</td>
<td>78.83</td>
<td>73.82</td>
<td>75.926</td>
</tr>
<tr>
<td>Senior Science 2 unit</td>
<td>77.45</td>
<td>75.13</td>
<td>73.41</td>
</tr>
<tr>
<td>Software Design and Development 2 unit</td>
<td>75.5</td>
<td>71.66</td>
<td>77.58</td>
</tr>
<tr>
<td>Textiles and Design 2 unit</td>
<td>80.27</td>
<td>77.27</td>
<td>79.174</td>
</tr>
<tr>
<td>Visual Arts 2 unit</td>
<td>83.2</td>
<td>79.39</td>
<td>83.76</td>
</tr>
<tr>
<td>Japanese Beginners 2 unit</td>
<td>75.17</td>
<td>73.16</td>
<td>73.434</td>
</tr>
<tr>
<td>Entertainment Industry Examination 2 unit</td>
<td>72.9</td>
<td>69.65</td>
<td>73.14</td>
</tr>
<tr>
<td>Hospitality Examination 2 unit</td>
<td>76.45</td>
<td>75.5</td>
<td>74.89</td>
</tr>
<tr>
<td>Information Technology Examination 2 unit</td>
<td>83.12</td>
<td>72.14</td>
<td>74.31</td>
</tr>
</tbody>
</table>

Courses below state mean in 2012

<table>
<thead>
<tr>
<th>Course Name</th>
<th>College</th>
<th>State</th>
<th>College Average 2008-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 2 unit</td>
<td>74.39</td>
<td>75.51</td>
<td>75.678</td>
</tr>
<tr>
<td>Drama 2 unit</td>
<td>77.34</td>
<td>77.77</td>
<td>76.668</td>
</tr>
<tr>
<td>Economics 2 unit</td>
<td>73.3</td>
<td>75.23</td>
<td>72.66</td>
</tr>
<tr>
<td>Engineering Studies 2 unit</td>
<td>70.51</td>
<td>75.02</td>
<td>70.742</td>
</tr>
<tr>
<td>English (Standard) 2 unit</td>
<td>66.88</td>
<td>68.27</td>
<td>65.856</td>
</tr>
<tr>
<td>English (Advanced) 2 unit</td>
<td>78.36</td>
<td>79.56</td>
<td>79.192</td>
</tr>
<tr>
<td>English as a Second Language 2 unit</td>
<td>71.59</td>
<td>71.76</td>
<td>72.158</td>
</tr>
</tbody>
</table>

<p>|</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Extension 1 1 unit</td>
<td>73.66</td>
<td>80.48</td>
<td>77.692</td>
</tr>
<tr>
<td>English Extension 2 1 unit</td>
<td>71.06</td>
<td>77.16</td>
<td>74.772</td>
</tr>
<tr>
<td>Information Processes and Technology 2 unit</td>
<td>68.1</td>
<td>71.05</td>
<td>68.18</td>
</tr>
<tr>
<td>Legal Studies 2 unit</td>
<td>72.23</td>
<td>74.44</td>
<td>77.246</td>
</tr>
<tr>
<td>Music 2 2 unit</td>
<td>81.13</td>
<td>86.18</td>
<td>80.386</td>
</tr>
<tr>
<td>Society and Culture 2 unit</td>
<td>75.55</td>
<td>76.2</td>
<td>79.27</td>
</tr>
<tr>
<td>Studies of Religion II 2 unit</td>
<td>71.36</td>
<td>74.38</td>
<td>74.272</td>
</tr>
<tr>
<td>Chinese Beginners 2 unit</td>
<td>74.93</td>
<td>76.83</td>
<td>84.266</td>
</tr>
<tr>
<td>Chinese Background Speakers 2 unit</td>
<td>77.04</td>
<td>81.39</td>
<td>79.648</td>
</tr>
<tr>
<td>French Beginners 2 unit</td>
<td>72.74</td>
<td>77.06</td>
<td>n/a</td>
</tr>
<tr>
<td>French Continuers 2 unit</td>
<td>74.69</td>
<td>81.8</td>
<td>77.018</td>
</tr>
<tr>
<td>Japanese Continuers 2 unit</td>
<td>68.57</td>
<td>76.04</td>
<td>76.194</td>
</tr>
<tr>
<td>Business Services Examination 2 unit</td>
<td>64.8</td>
<td>70.49</td>
<td>63.6</td>
</tr>
<tr>
<td>Construction Examination 2 unit</td>
<td>64.8</td>
<td>67.53</td>
<td>56.56</td>
</tr>
</tbody>
</table>

Data provided by the Board of Studies.

Revised target: By 2014 55% of courses will be at or above state mean in the HSC.

Our Achievements include:
Student marks were above state averages in 28 of the courses presented at the HSC. This represents an increase of 14% on the last year’s results and an increasing spread across KLA areas.

**Strengthened Numeracy outcomes**

**Expected Outcomes**
- Increased levels of numeracy achievement for every student in line with State Plan targets.
- Recognition that all staff are teachers of numeracy.
- Enhanced access to digital educational resources for teacher and student learning.
- Innovation in the use of interactive technologies for teacher and student learning.
- All staff working together across the College with a mutual understanding of applied numeracy as it relates to their KLA and the numeracy needs of students.
- Reduction in the achievement gap between students from targeted groups and all other students (ESL, Boys, ATSI and Gifted and Talented).

**Our achievements include:**

- At Balmain Campus 80% of Year 9 students were placed in the top 4 bands in NAPLAN numeracy test compared with 40% in 2011. At Leichhardt campus 46% of Year 9 students were in the top 4 bands for numeracy compared with 29% in 2011.

- At Balmain Campus the number of ATSI students in the top 4 bands in NAPLAN numeracy test in 2012 was 80% compared with 40% in 2011. At Leichhardt Campus the number of ATSI students in the top 4 bands was 61% which was marginally higher than 2011.

- 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.

**Engagement and Attainment**

- College culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential.
- Strengthened social and emotional wellbeing and skills for life for every student.
• Increased parental engagement in supporting their child’s learning.
• Engaging targeted groups: boys, girls, at risk, students with disabilities, ESL and ATSI through pedagogy aimed at middle school and 15–19 and taking account of difference.
• Technology: Education of staff in digital revolution and its wider use in classrooms.
• Respectful relationships: Recognising the generation gap and improving interpersonal communication.
• Curriculum: Continuity 7–12, the broader curriculum and Community links.

Targets
By 2012 attendance to be equal to regional average

Balmain

Leichhardt

Blackwattle Bay

Attendance patterns indicate that both junior campuses are ahead of state and parallel with regional averages.

Attendance in the senior campus has been rising steadily over the past few years and while there is still a small difference compared to regional values, significant progress has been made to exceed state averages.

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

Achievements

The College is committed to embedding Positive Behaviour for Learning (PBL) into student programs to enhance student engagement in learning. Staff and students have reacted positively.

Overall, total long suspensions represented 3% of total student population. This figure is below the target set for the year and represents more effective implementation of processes in tracking student behaviour and applying early intervention strategies.

Strengthen transition
Expected Outcomes
• Quality transition programs in place for all students and families.
• Strengthen transition for students in targeted groups (boys, girls, at risk, students with disabilities, ESL and ATSI groups).

Targets
By 2012, the majority of students
• choosing Sydney Secondary College for 2012 are from local feeder primary schools
• in Year 10 at Balmain and Leichhardt are proceeding to Year 11 at Blackwattle Bay

Achievements
In 2012 the percentage of students enrolling at Balmain and Leichhardt campuses from local primary feeder 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 2012 was 354. Of these 320 were from either Balmain or Leichhardt Campus.

Strengthen outcomes for ATSI students

Expected Outcomes
• Strengthened literacy results
• Strengthened numeracy results
• Strengthened retention rates
• Personalised Learning Plans based on BST/NAPLAN/SC
• Australian Indigenous Mentoring Experience increasing support for ATSI students
• Increased numbers of ATSI students completing HSC or recognised vocational training
• Support mechanisms in place through the Transition Team
• Transfer of detailed information across the College
• Increased confidence/participation in whole College life and academic recognition

Achievements
• Measurement of student growth in both literacy and numeracy indicate that ATSI students were above state expectations in both areas. Spelling results were marginally below expectations and grammar results illuminate a focus for improvement in 2012.
• Personalised Learning Plans have improved contact between home and school.
• Three ATSI students achieved the HSC.
• Fifteen ATSI students graduated from Year 10 and have moved to the senior campus for Stage 6 studies.
• ATSI student, Gabrielle Larsson selected as a prefect for 2013 at Leichhardt Campus.
• All campuses had students awarded Regional Deadly Awards. Students from Balmain and Leichhardt campuses had work hung in the Koori Art Exhibition at the Powerhouse Museum.

Key evaluations
Student transition Stage 5 to Stage 6

Background
Sydney Secondary College has an established transition program that is student centred and caters for a large and diverse student cohort including selective, mainstream and support unit students. 330 students transition from their middle school campuses to the young adult learning environment of the senior campus at Blackwattle Bay.

Over the last ten years a Year 10 Transition Team consisting of Principals, Deputy Principals, Career and Year Advisers and members of the Learning Support Teams have ensured that each student has had an educational pathway mapped out prior to the end of Year 10 studies. This included moving onto TAFE and work. Our transition program runs throughout Year 10 and includes student meetings, parent meetings, student involvement at the senior campus, orientation days and night, individual interviews for 350 students.
The change to the school leaving age has created a new context for teachers, parents and students. The expectation that all students will proceed to the senior campus has resulted in a larger cohort continuing onto Year 11 from the two junior campuses as well as up to 50 students enrolling from other local high schools.

The senior campus has responded to this change by extending its already extensive curriculum to include more VET subjects, traineeships and school-based apprenticeships. A student mentoring program has been strengthened to assist in the adjustment to senior studies.

The College Improvement Plan 2012–2014 is focusing on student attainment and engagement and curriculum. Our College development day in Term 2, 2012 focused on KLA teams working together to Bridge the Gap between Year 10 and Year 11 in terms of assessment and curriculum. Staff evaluation from this day confirmed a definite need for a consistent approach to embed explicit quality teaching of writing and analysis.

The provision of a State Government Grant assisted in the implementation of this transition project.

Implementation Strategies
One of the main challenges was to initiate and maintain professional conversations with a large teacher group across three campuses to ensure ownership of the transition process by all staff for all students.

As a college we re-affirmed that transition is more than the process of selecting subjects, it is the responsibility of all teachers to ensure that students have high expectations and confidence in who are they are as learners and people at the end of Stage 5 and where they want to be in Stage 6. Throughout 2012 professional learning sessions aimed to provide students with an environment of high expectations and explicit teaching of literacy skills. These professional learning sessions included:

- College KLA days at the end of each term that focused on transition process Stage 5 to Stage 6.
- Combined executive development sessions each term to drive the project.
- Head Teacher meetings to discuss curriculum and assessment.
- The appointment of Head Teacher, Craig Anderson, as Project Manager. Mr Anderson worked with senior executive and a cross-college team to ensure professional development of staff in using the ALARM Response framework.

Conclusions
Since the launch of this project at the beginning of 2012 the following outcomes have been achieved:

- Increased numbers of teachers across the College using RAP and SMART data to ensure student success as they transition from middle school to senior campus.
- College head teacher teams support academic transition and engagement of students.
- Increased training of teachers in the use of ALARM at the senior campus from 0% to 100%.
- ALARM (A Learning & Response Matrix) was embedded into programs at Blackwattle Bay in 2012. ALARM aims to provide students with a common language and framework for decoding questions and structuring responses across different subject areas. It is beneficial for all students but particularly those who require a structure or scaffold in their written responses.
- A senior study to be launched at Blackwattle Bay in 2013. This will provide all students with tutorial assistance during study periods.

Future Directions

- Increase number of band 6 and band 5 students by 3% in 2013.
- Increase training of junior campus teachers in ALARM system from 0% to 50% by 2013.

Becoming Asia Literate Grant

Background

In 2011 Sydney Secondary College was successful in receiving a Becoming Asia Literate Grant to encourage cultural understanding and the teaching of Asian languages, in particular Chinese, across our College. The grant enabled a cross curriculum cultural tour to China in 2012.

The China Study Tour involved five project team teachers, a parent and 11 students from the
The trip was a great learning experience. Our team designed the study tour. Our College Principal and the Chinese language teachers used their previous visit to schools in China to ensure that our study trip was focused on education and a contemporary understanding of China that reflects its history as well as contemporary life. We spent ten days in China, visited Shanghai, Xi’an and Beijing.

Students had a great experience when visiting our sister school - Shanghai Xiangshan High School. Staff and students joined an art and geography lesson and peer relationships with the local school students were built up via exchanging emails.

The group visited Beijing Experimental High school for four days and took a few cultural enrichment courses like calligraphy, singing lessons of a Chinese song, Chinese fan dancing and Taichi, Chinese knot making. Our staff also observed different classes like Maths, Arts and Chinese and they shared teaching ideas with the local teachers.

Findings and Conclusions
According to our survey, students who participated in this program developed a better understanding of an Asian country, China. Most of the students indicated their first impression of China was formed from media and television sources. Students commonly described China as not nice, polluted and not very modern. Others stated that their knowledge of China and its culture was summed up by the words yum cha. However, their impression changed dramatically through their visit to China; students indicated in their post excursion survey that the lifestyle and culture in China made it a unique and beautiful country. Students’ post surveys showed that they gained greater insight into Chinese culture and international career pathways. Students also indicated they gained better relationships with their peers and the teachers who participated in the group.

Greater cultural literacy was evident in our student group. Through their visits to schools in Shanghai and Beijing students commented on the similarities between people in Australia and China. They were surprised that while some lessons they participated in were teacher centred, in other classes such as Chinese and Maths student involvement was greater and more like their own experience.

Students also commented that the trip helped create a better understanding of different cultures and would probably improve relationships with students from other cultural backgrounds at school in Sydney. A Year 11 male student stated that the study trip showed him an international relationship with other schools can provide student exchange and educational pathways. All students in interviews and surveys stated that the trip to China made them more independent and confident.

The numbers of students that have chosen Chinese in Year 9 and Year 11 as an elective subject in 2013 have increased by 10 per cent. Junior students in Year 7 and 8 expressed interest in participating in a similar program in the future. The Asia Literacy program enabled LOTE teachers across the College to have a professional learning day together. Teachers of Japanese and Chinese have set up a LOTE blog and are exchanging teaching ideas using iPads and Web 2 tools. They also hope to have a Languages college day in 2013 for gifted and talented students.

Our cross curriculum team of teachers who
attended the study trip have completed pre and post surveys. All stated that the trip to China improved their knowledge and appreciation of Chinese culture and language. The cross-curriculum teachers who attended believed that it focused them as they planned for the national curriculum changes.

All stated that their teaching practice had been enriched by their experiences in Chinese schools.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the introduction of Positive Behaviour for Learning (PBL) across the three campuses.

A zoomerang survey resulted in the following conclusions:

Over 90% of respondents stated that they were aware of this new program and had noticed the signage showing College expectations at all campuses. Teachers and students stated that there was increased reference to the signage as the year progressed but this was an area that needed constant attention. Parent responses showed that they were aware of PBL whereas over 80% said they were not aware of the previous restorative system using CLICS/FLICS/SLICS. Parents did identify the need to be given regular information on PBL and the new card system to be used.

More than 80% of students correctly identified the College expectations:

1. Respect yourself, others and the community
2. Act Responsibly
3. Participate actively in learning

Over 98% of parents stated that they supported and valued these expectations.

The survey did reveal that as a College we can continue to improve our awards system. Parents did comment that they often did not know when their son/daughter had been given an award or required more information especially as students transition to a new campus for the senior years. Over 60% of students reported that they received awards on a regular basis, with more being given at the junior campuses. Over 50% of teachers at the junior campuses gave a variety of awards on a weekly basis. Teachers at the senior campus reported that they gave out awards on a term basis.

Over 90% of staff and parents identified the vital role of social skills lessons being given to students across all three campuses. Staff did identify the importance of ongoing professional learning to ensure accurate knowledge and development of teaching strategies. While 50% of student stated that they valued PBL lessons, 50% reported that they did not enjoy the lessons. Students at both junior campuses did state that they enjoyed PBL assemblies and their symbols of the dragon and blueprint man.

The College is committed to Positive Behaviour for Learning. Our cross campus welfare team continues to meet every fortnight to ensure that all campuses are united in their approach to this program.

**Professional learning**

All staff in the College received professional learning that was both school based and regional. The expertise of teachers was used to deliver a range of courses on staff professional days and at professional learning sessions.

Five school development days were held; Term 1 was campus based and focused on school priorities, policies/procedures and evaluation of student achievement in the School Certificate and HSC. The transition of Year 7 students and Year 11 students was an important focus at the middle and senior campus. Term 2 was a combined College development day held at Blackwattle Bay campus. The focus was explicit teaching of writing to assist students transitioning to the senior campus and Positive Behaviour for Learning. All teachers at the senior campus participated in another whole day of training in the ALARM system to assist writing. Term 3 was the Middle School Conference: Using technology
to engage students. Balmain and Leichhardt Campuses joined with Georges River Middle schools for this conference. Term 4 development days saw all campuses participate in workshops on PBL, national curriculum planning and the use of the ALARM system in improving written responses. Monthly professional learning sessions enhanced teacher skills in the use of Smart data to improve teaching and learning across the three campuses. Mandatory training was also held on these days.

The Highly Accomplished Teacher at Leichhardt campus ran weekly morning sessions for College beginning teachers on a range of teaching and learning topics presented by experienced teachers.

At Blackwattle Bay, two school development days were held in Term 2. Staff focused on analysis of HSC results using SMART and RAP data as well as the components report. Staff then investigated the use of ALARM as a tool to assist for raising writing for the HSC. In term 4, two professional learning days saw staff participate in workshops on the Board of Studies Year 11 grading process as well as evaluating faculty assessment programs, ensuring teaching programs and assessment are closely aligned. Staff also participated in workshops to further the integration of PBL and the new campus welfare cards.

**School 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 for 2012–2014**

- Improved student writing skills across the curriculum.
- Improved student performance in numeracy across the curriculum.

**2013 Targets to achieve this outcome include:**

- Increase percentage of students achieving band 7 or above in NAPLAN Writing (L.C.) in 2013 from 26% to 35%.
- Increase the percentage of students in proficiency bands 7 and above in NAPLAN (BC) 2013 from 64% to 66%.
- Increase percentage of students achieving band 8 or above in NAPLAN numeracy (L.C.) in 2013 from 46% to 50%.
- Increase percentage of ATSI students performing at NAPLAN levels 7-10 in Writing in 2013 from 70% to 72% (B.C.), and 26% to 30% (L.C.)
- Increase the percentage of students achieving band 6 and band 5 in more than one subject in the HSC 2013 from 38.5% to 40%.

**Strategies to achieve these targets include:**

- Ongoing staff training and support to analyse SMART data and to identify teaching strategies which need to be implemented to ensure success for students in literacy and numeracy tasks including NAPLAN.
- College teacher teams to share teaching strategies and student work samples to support transition from Stage 5 to Stage 6 curriculums.
- Support all teachers to become teachers of writing through professional development and use of Web 2 tools.
- Staff identify, develop and share teaching strategies and student work samples related to writing.
- Senior campus to use a range of literacy strategies to support lower achieving students as they transition to Stage 6.
- Implement use of ALARM writing response program system across the College to assist students in the structured answering of questions.
Numeracy

- Support all teachers to become teachers of numeracy through professional development and use of SMART data and Web 2 tools.
- Leichhardt Campus to establish a numeracy team with representatives from each KLA. Numeracy ‘relays’ for Year 7 students to be held throughout the year. Balmain Campus to investigate establishing a similar model.
- Numeracy mentoring program for all teachers.
- Develop teaching and learning resources to increase the percentage of time spent teaching students the application of maths skills within different KLAs.
- Staff identify, develop and share teaching strategies and student work samples related to practical application of maths skills.

School priority 2: Student Engagement and Attainment.

Outcome for 2012–2014

- Maximise student commitment to learning
- 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
- Maximise the sustainability of National Partnerships.

2013 targets to achieve this outcome include:

- Sustain and improve attendance of students across the College consistently above state average.
  - Balmain Campus: from 92.4% to 93%
  - Leichhardt Campus: from 90.6% to 92%
  - Blackwattle Bay Campus: from 89.5% to 90.5%
- Increase percentage of ATSI students with attendance rates over 90% from 65% to 70% in 2013.
- Increase number of staff participating in College teams and whole College professional development focused on quality teaching and learning in 2013 from 55% to 60%.
- Increase number of staff using specific PBL strategies from 70% to 85% by the end of 2013.
- Increase percentage of teachers using Web 2 tools to engage students in digital learning from 80% to 85%.
- Increase student involvement in co-curricular activities in 2013 from 20% to 25%.
- Increase HSC students in top two bands from 38.5% to 40%.

Strategies to achieve these targets include:

- Strengthen retention and transition programs at all campuses.
- Identify students at risk of disengagement and initiate targeted programs
- Monitor attendance and punctuality of all students.
- Review and use reward and merit systems for all students.
- Strengthen and extend student leadership opportunities.
- Promote and support professional development of teachers in curriculum differentiation and quality teaching in order to increase student commitment to learning.
- Continue College Head Teacher teams to facilitate quality teaching and learning across 7-12 curriculum.
- Strengthen joint professional development programs across the College and other middle schools.
- Use of tiered mentoring for teachers at all stages of their careers.
• Provide professional development and curriculum support for all staff to integrate technology.
• Maintain and expand partnerships with other organisations, agencies and communities.

School priority 3: Curriculum & Assessment

Outcome for 2012–2014

• Maintain curriculum breadth and access for all students.
• Implement the National Curriculum.

2013 Targets to achieve this outcome include:

• College to examine curriculum opportunities for all students.
• Ensure sustainability of innovative teaching practices using Web 2 tools post DER.
• Professional learning for all teachers in preparation for implementation of National Curriculum in 2014.

Strategies to achieve these targets include:

• College organisation team to track curriculum patterns and opportunities for acceleration.
• Evaluate Gifted and Talented programs across the College.
• Continue College Head Teacher curriculum teams to collaborate on quality teaching and learning programs, curriculum options pedagogy and assessments.
• College to investigate and trial the Bring Your Own Device (BYOD) environment.
• Provide professional learning and resources to assist in the implementation of the National Curriculum.
• College ALARM transition team to monitor assessment procedures.
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: David Birds
P&C President: Vanessa Palfreeman
P&C President: Helen Rogers

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.