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.

The diversity of students is a College strength and provides opportunity for real life learning and authentic experiences.

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

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

Significant programs and initiatives
• The NSW Smarter Schools National Partnership at Leichhardt campus allowed for the appointment in 2011 of a Highly Accomplished Teacher, Caroline Paget and a paraprofessional. Caroline works with all staff to achieve quality teaching and improved student outcomes. The appointment follows Leichhardt Campus’ recognition as a Centre for Excellence for consistently achieving strong results and supporting the needs of all students. Georges River College middle schools joined with Leichhardt and Balmain campuses as a Cluster for Excellence for middle schooling. This partnership resulted in a highly successful Middle School Conference in July.
• The college student welfare action team initiated 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 to assist year 8 students gain self-confidence.
• Maritime Youth Mentoring partnership continues to provide a unique learning experience for Balmain and Leichhardt students.
• TVET Digital media course facilitated by Petersham TAFE for Year 10 Balmain and Leichhardt students.
• The college successfully applied for a “Becoming Asia Literate” grant for 2012.
• Theatresports Program at Leichhardt Campus.
• Environmental programs run at all campuses with an emphasis in 2011 on decreasing water bottle usage. Each campus has installed water bottle filling stations.
• DER Sydney Region Grant to improve stage 4 student information skills at Leichhardt campus.
• Increased local enrolments at Balmain Campus.
• 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.
• NSW Premiers’ Volunteering Program and Best Buddies at Balmain and Leichhardt Campuses continue to involve increasing numbers of students. In 2011 twenty students achieved bronze awards and one student achieved silver.
• TAP leadership program for year 9 student leaders at Balmain and Leichhardt campuses.
• Professional learning and support of College beginning teachers offered by the Highly Accomplished Teacher.
• A group of Blackwattle Bay students and teachers travelled to our sister school in East Timor (Timor L’Este).
• Leichhardt campus participated in the White Ribbon program.
Student achievement in 2011

- HSC results 2011: Dux of the college with an ATAR of 98.5 was Lawrence Duong.
- Students studied 47 subjects for the Higher School Certificate resulting in 116 students recognized as distinguished achievers over a total of 36 subjects. 31 students scored band 6 in more than one subject. In 12 subjects Blackwattle Bay students were more than 5 points above state average and in two subjects students averaged more than 10 points above state average.
- Chahana Sayemi had her Textiles and Design major project selected for exhibition in the Textstyle exhibition of outstanding works.
- Pam Bradmeung received a Premiers award for placement in the merit list for English- 7th in the state.
- Jeremy Morris, also a Premiers award recipient, for gaining band 6 results in six subjects.
- Patrick McNamara gained the highest results from the HSC for an Aboriginal student in the history of the college. His ATAR of 96.45 secured his place in Medicine at UNSW.
- Vi La Thuy, Balmain and Chenming Tang, Leichhardt, were the dux of the School Certificate averaging 94 and 92 respectively in their School Certificate exams.
- Eight students from Glebe Pathways Project gained their School Certificate all are continuing with further education.
- Students in Best Buddies Program for continued enthusiastic participation in a wide range of activities. Daniel Goddard and Elizabeth Dingas from Balmain Campus were named the National Best Buddy Pair of the Year.
- The success of the Instrumental Music Program including the "Primarily Fun Workshop"- over 200 students from SSC and local primary Schools performing at Music In the Park.
- Year 8 Leichhardt student, Erin McKenna, awarded a music scholarship to Pinchgut Opera.
- Maths Challenge- a cross campus mathematics initiative. Year 10’s Chenming Tang won the College Mathematics challenge against students from Years 9 to 11.
- Theatresports team from Leichhardt displaying outstanding improvisation drama skill in winning the intermediate state championship of Impro Australia’s School Intermediate Theatre Sports Challenge at the Enmore Theatre.
- Balmain and Leichhardt students had works hung at the Koori art Exhibition at Australian Museum and DEC Offices, Bridge Street.
- Indigenous students from all three campuses participated in the Great Debate at NSW Parliament House.
- Three students from year 10 Leichhardt Campus, Henry, Bruno and Declan had their scripts selected for the Fresh Ink Writer’s Ensemble.

Principal’s message

Sydney Secondary College entered its tenth year of operation in 2011 and continued to build on the successes of previous years.

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

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

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

Strong ties with associated primary schools ensured a real focus on a K-12 continuum of education in 2011. Primary and secondary teachers exchanged teaching and learning strategies through a series of professional meetings.

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.

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 inaugural Middle School Conference in July saw over 200 teachers participate in a range of workshops aimed at engaging students in challenging lessons.

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.

In 2011 we farewelled our College Principal, Doreen Wilson and Jill Collier, Principal of Blackwattle Bay Campus. Both Doreen and Jill were outstanding and inspiring educational leaders of our College in its first decade.

Congratulations to Kate Doyle, who was awarded a 2011 Public School Parent of the Year Award. Kate has been a parent at Sydney Secondary College Balmain and Blackwattle Bay campuses. She has been President and Vice-President of the Balmain P&C and a member of the College Advisory Council. On behalf of the College I would like to thank Kate and acknowledge her thoughtful and constructive contribution to our educational community over a number of years.

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

Parents & Citizens Association

This year was a busy and productive 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 2011

In March 2011 the SSC Balmain P&C made a submission to the Gonski review of Education Funding Government funding highlighting the following key points:

Government funding for education should be largely directed to meeting the needs of the majority of Australian children who attend public schools.

Government schools are a quality educational choice for Australian children and this should be supported through the systems and processes of school funding.

Funding of education in Australia should reflect need and an equitable funding model should be based on the needs of students.

The public school system is open to all students and the importance of an educational system that accepts all children is critical to Australia’s civil society cannot be underestimated.

Changing educational practice and the impact of technology on schools must be taken into consideration in the way school funding is allocated. Public schools require a significantly increased government investment in order to
continue to prepare students for the digital world.

The newly elected Executive identified the need for addition planning and development for the P&C and worked towards planning out the year. At a special meeting in May the P&C identified the following important areas of work:

Representing the parent body at school functions

An open and planned approach to financial support for projects at the school, including submission assessment criteria and decision to review requests for financial support from the school in May and October each year

Engaged more effectively with membership and the community through regular contributions to Harbour Life, more concentrated focus on the P&C data base and website and establishment of the P&C email address.

Over recent years a key issue for the P&C has been the role of the P&C as the contractor for operating a bus route for students with physical disabilities for the Department of Education. The P&C had owned the bus and operated the route with a contractor bus driver for 11 years. However, as the needs of students at the Support Unit have changed, the demands of the contract increased and the need for a long term solution for the aging bus became critical the P&C had to make a decision about whether to continue to participate in this activity. After significant reflection and work by the Bus Subcommittee, the P&C resolved to terminate our contract with the Department of Education and sell the bus. This process was completed by the end of 2011.

At the same time, the P&C resolved that it would continue to provide financial and other assistance to the Support Unit so that students with physical disabilities and additional needs would continue to have access to a wide range of educational and enrichment activities. A process for providing this support was agreed in 2012. This brings to an end several years of discussion and concern regarding the viability and sustainability of the bus contract.

Community Building Grant funding from the State government, won by the P&C in partnership with the school, was awarded and the Principal, Mr. Wright managed the process of constructing new storage facilities on the foreshore. The focus of the project was to replace inadequate and unsightly storage with usable storage for kayaks and associated sporting equipment as well as space for local landcare groups as needed. It is also intended that the storage space eventually house a hoist to support access to sailing and water access for people with physical disabilities. The storage facility was largely completed at the end of 2011 and final grant management processes are ongoing.

Supporting Projects in the School

As a result of the new process, the P&C provided financial support to a wide range of projects in 2011 including:

- $3,000 to support the development of the Instrumental Music Program
- $8,000 to support the development of the Duke of Edinburgh Award at the school
- $3,700 to provide materials to provide sound proofing to develop a recording space at the school
- $500 to support the Young Leaders Foundation Graffiti Wall project
- $2,750 to support a Writers-in-Residence Program for 2012.

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.

Year 7 representative on the Executive Jenny Curtis facilitated a year 7 parent evening in Term 2, creating an opportunity for parents to connect with the school and asked question informed by experience about how things worked. The evening was positively received by parents and will be replicated in 2012, with three sessions scheduled in term 2 2012.

The New Parent social evening in February 2012 was again highly successful, drawing a significant group of parents. As in 2011, parents at the event...
could provide email details for further contact and this information will be passed on to
The P&C also provided funding support for:
End of year Gold Award excursion
Camps and excursion subsidies for students
College presentation day prizes.

Acknowledgements
At the end of my 2 year tenure as President at Balmain P&C I would like to thank the many P&C members who have contributed their time, ideas and passion to the school. I am very encouraged by the increased parent participation at the school, both at P&C meetings and other events.

In particular I would like to acknowledge the P&C Executive (Kate Doyle, David Birds, Rosemary Embery (until November 2011), Tracey Cameron, Jenny Curtis and David Eckstein) and in particular the hard work and commitment of the Bus Subcommittee (Donna Bevan and Rosemary Embery).

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.

The retirement of Doreen Wilson as College Principal was a major event for the school and the P&C wish her well and thank her for her contribution to the College and especially to Balmain campus.

Finally I’d also like to pay tribute to the students of Balmain Campus, who are the most effective ambassadors for the school in their local community and in many other networks. The welcoming atmosphere of the school and the excellent outcomes achieved are facilitated by adults, but it is the students who live out these achievements every day.

Karen Bevan
President

SSC Leichhardt Campus
P&C Executive
The P&C had a whole new look this year, with a new executive team.
Our office bearers for 2011 were:
Vanessa Palfreeman, President
Lisa Woodland, Vice President
Mike Ticher, Vice President
Suzana Sukovic, Secretary
Ali Hill, Assistant Secretary
Tony Eames, Treasurer
Janet Pritchard-Jones, Assistant Treasurer
Jeff Hockey, Sydney Region P&C representative and College Advisory Council representative
Tony Eames and Heidi Seeman, College Advisory Council representatives
Sonja Blainey and Jackie May, School Council representatives
Cheryl Beatty, Enrolment Panel
Fiona Law, Trivia Coordinator
I would like to extend huge thanks to everyone on the executive for the effort and commitment they showed to the P&C this year.
Judy Kelly, and James McMaster in term 4, gave us a very high level of support, and were always available to work with parents in this forum.

P&C meetings
The P&C held 9 meetings in 2011. 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.
A different member of the teaching staff addressed our meetings with valuable insights into their respective fields. We heard from a number of teachers, including the highly
accomplished teacher, (HAT) and head teachers welfare and TAS. These sessions were excellent, and we are hoping to continue with them in the future. Thank you to these teachers for giving up their time to address the parent.

We were also able to contribute to a new initiative in the school, the Positive Behaviour for Learning program. Vince O’Donnell spent many evenings updating us on progress, and seeking our input for key aspects of the program. All the parents who participated found it very rewarding, and we are extremely excited about the program and its benefit to the school.

**P&C social events and fundraising**
The trivia night was a great success, and raised over $8000.00. 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, Rosemary Pryor, Cathy McGough 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; 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 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 recognised academic excellence of a year 10 student. The purchase of new equipment from 2011 funds includes:

- A new euphonium for the IMP
- New honour boards and display cabinets for the foyer
- Robots and ipads
- Reading software
- New theatre lighting for the hall
- Garden supplies
- Kindles
- Signage for the PBL program
- And digital projectors

**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.

**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 for the future of Lostock. Special thanks to the Lostock subcommittee, led by Steve Cumming for managing and maintaining the property during the year, as well as the many parents who assisted with the working bees. Without their efforts, many of our students and families would not have been able to enjoy a taste of country life.

**Advocacy**
The P&C worked 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. Our appreciation to Peter Cox and Suzana Sukovic for their 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 2011. We look forward to another positive and productive year in 2012.

Vanessa Palfreeman
President
**Blackwattle Campus**

Activities during 2011 included participation by various members of the P&C Executive and other P&C members at campus functions such as the Welcome night for Year 11 parents, the College Presentation Day and the Year 12 Visual Arts exhibition at the Muse. P&C members also sat on a number of selection panels for staff positions.

Our annual library fundraiser took place as usual in November. This time, however, 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 was that everyone had the whole shop to browse through. Prior to the big night, College staff had been asked to visit Gleebooks and pick out books relating to their respective subject areas for a library “wish list”. 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 College library. Gleebooks also kindly donated a percentage of the proceeds from the night to the P&C. I am happy to report that the P&C was able to purchase all remaining titles chosen by staff. In all, several thousand dollars’ worth of books were purchased. My thanks go to the parents who donated refreshments for the evening and the talented students from the Year 11 Music course who entertained us with their beautiful voices.

The P&C was also pleased to be able to donate funds for the purchase of six hospitality tool kits, and the purchase and installation of three picnic table and chair modules for use outdoors. Once again, we also sponsored the Term 4 Year 11 conference that assists students as they transition to Year 12.

Before the students and staff from the College travelled to East Timor, the P&C was very happy to contribute $1,000 towards much needed resources for the College’s sister school in Maliana, including the purchase of Tetum/English dictionaries. We were rewarded in August when Jill Collier gave a very moving presentation on the trip.

Finally, a big thank you is due to the 2011 P&C team for their commitment and assistance throughout the year, particularly John Sawkins, Jennifer Burn and Robert Brand.

**Helen Rogers**
**President**

**Student representative’s 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 represented 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 2011. 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 $3000 for World Vision. Students made a range of sacrifices including not eating, speaking or even using the internet for 40 hours;
- Legacy Week and Badge Day - students fundraised over $1000 for Legacy by selling merchandise in the school, the local community as well as in the city;
- Lunchtime student vs. student and student vs. teacher sporting events such as oz-tag, soccer and basketball. Sausage sizzles were also run during these competitions;
- A mufti day to raise money for Kid’s Help Line and numerous cake stalls in support of members of the basketball team who travelled...
to Bendigo for the Australian School’s Championships;

- A Spelling Bee and automated Numeracy Bee competition in preparation for NAPLAN;
- A Talent Quest to showcase the performing arts talents of the students at the school;
- A basketball dunking competition;
- Maroon Day fundraising for the Queensland flood victims;
- Initiatives such as a ‘Clean-up Australia Day’ school clean-up, ‘Mobile Muster’ boxes around the school to get cash for recycling used mobile phones, a Jeans for Genes mufti day and a cake and tea stall during Parent/Teacher interviews;
- 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.

**Leichhardt Campus SRC**

The SRC at Leichhardt continues to grow from strength to strength. 2011 was a year of organisational change, increased participation in school life and further development of the leadership capabilities of students.

To create a greater leadership presence in the school the SRC increased the number of prefects to six. Including the four school captains, in 2011 there were ten year 10 student members, six year 9, six year 8 and two year 7. The election process for year 7 students was made more rigorous and included students giving a nomination speech in front of a year assembly and being voted in by their year cohort.

Continued revitalising of the SRC occurred at the annual SRC planning day. Sub-committees were formed that resulted in collaboration with the school’s Environmental Committee and better sharing of responsibilities when running school assemblies.

Student leaders were outstanding in their participation in College Presentation Day and Open Night.

Collaboration was a feature of 2011. The SRC’s collaboration with the Environmental Committee resulted in a number of projects being developed, including a sensory garden, and reusable water bottles. Members of the SRC organised excursions to visit other schools with successful environmental projects such as vegetable gardens and also participated in a Green Day video conference. The SRC collaborated with four year 9 students involved in The Alliance Partnership Young Leadership Foundation and worked together to put on a talent show. Members also regularly represented the school at North East Zone SRC meetings enabling them to connect with other student leaders from school in the area.

2011 saw the introduction of the year 9 'aspiring leaders' camp which developed our 2012 SRC, mentors and peer support leaders. The vision is for this camp to continue developing responsible leaders in future years.

Fundraising was once again a feature of SRC life and included raising money for Maroon Day to assist victims of floods and cyclones in Queensland and Jeans for Genes Day. The SRC also had a successful year raising awareness about issues including the 100 Year celebration of International Women’s Day.

**Blackwattle Campus SRC**

2011 was a very successful year for the SRC at Blackwattle Bay. Driven by a committed and passionate group of students working in particular committee groups, Blackwattle Bays’ profile has been enhanced both within the school and in the wider school community.

A particular focus in 2011 has been the raising of awareness of the student body to those who are less fortunate than us. The Beyond Horizons Project Committee has been active in raising funds and running events in support of the people and the schools in Maliana in East Timor. The committee coordinated a number visiting overseas school groups via the International Students Centre which also contributed funds to this project.
Two members of the current SRC, Madeline Carr and Jessica Wass participated in the inaugural trip to East Timor in July 2011. This trip established our Sister School relationship with Malibaca High in Maliana. They displayed exceptional leadership skills representing the College with pride.

The SRC are planning to be involved in the hosting of four teachers from our sister school to the college during 2012.

An important and continuing role for the SRC is the fundraising for the Beyond Horizons Product on Diversity Day held each year. The students help coordinate and prepare and sell food on the day. Money raised this year will be going toward buying a printer for our sister school.

2011 was also an important year in reinforcing the structure and organisation of the SRC. It is now a more effective and proactive group. The current constitution has been amended during the leadership camp. Items such as a mission statement, membership, elections and roles of the executive and meeting procedures now form a formal and integral part of the SRC organisation.

In the wider school community the SRC has been active in a wide range of events. These include attendance at zone and state and regional SRC conferences. It is at the regional conferences that the members of the SRC from the three campuses combine and contribute to topics such as cyber bullying, homophobia and fund raising.

**College context**

**Student information**

**Student enrolment profile**

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

**Student attendance profile**

<table>
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<th>Year</th>
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**Management of non-attendance**

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

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

Strategies include:

SMS Messages are sent to parents notifying them of their child’s absence.
Good attendance is recognised as a way of motivating all students. Board of Studies letters are sent to Years 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 where staff follow up attendance.

**Post-college destinations**

301 students completed their HSC in 2011 at Sydney Secondary College Blackwattle Bay Campus. 220 of these students completed their ATAR and of this group 177 gained university entrance. 53 of the students completed their HSC but did not apply for university entrance. In total 40 students are attending TAFE or private provider courses.

<table>
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<td>University of Technology</td>
<td>34</td>
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Year 12 students undertaking vocational or trade training: 30 (TAFE)

115 students completed an industry accredited certification in addition to the HSC in 2011

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 had great success with our Aboriginal students; one is doing medicine at UNSW whilst another was successful in receiving a full time traineeship with Taronga Zoo.

**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**

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<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Principal</td>
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<td>Deputy Principal(s)</td>
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<td>HAT</td>
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<tr>
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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.

**Teacher qualifications**

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

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<thead>
<tr>
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**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.

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</table>

A full copy of the school’s 2011 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 2011**

**Achievements**

**Arts**

**SSC Instrumental Music program**

In 2011, Sydney Secondary College Instrumental Music Program (IMP) continued to grow. With the addition of over 50 new students to the program, our musicians performed throughout the year at the highest standard.

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

A number of personnel changes have occurred within the IMP. This year we farewelled our valued IMP admin Officer, Chela Weitzell and welcomed her highly accomplished replacement, Erin Vencken. We also say a fond farewell to James Pensini, who has been our extraordinary Concert band conductor for the past two years and to Ray Cassar, who led our stage band for the year.

Our fabulous community concert series continued to grow in 2011. In term 1, we began the year with the “One” concert, where every ensemble of the IMP performed one piece in concert at Balmain Campus. Term 2 featured the results of 3 intensive days of rehearsals at our annual IMP Camp concert, held at Leichhardt campus. In term 3, our outdoor concert “Music in the Park” was held in the pavilion in Pioneer Park, Leichhardt. This concert saw the SSC IMP students perform alongside musicians from the
Sydney Youth Orchestra Symphonic Wind Orchestra. It also featured over 100 musicians from local primary schools in our “Primarily Fun Band” - which was the culmination of our “Primarily Fun Workshops.” Finally in Term 4, Blackwattle Bay Campus hosted the 6th 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 have 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 Russell Hammond helped students prepare to present a fantastic concert back at school which culminated in a 120-piece rendition of Tchaikovsky’s 1812 Overture by our SSC camp combined orchestra was a spectacular experience.

Finally, our year ended with a fantastic tour of Regional NSW. Students toured for three days to the Western Region of NSW. Highlights included performing in the Grand Archway of Jenolan Caves, in front of the monkeys at Western Plains Zoo (Dubbo) and on top of the Blue Mountains at Scenic World. Our students gave a very special performance at Cullen Bullen Primary school, where the number of students in the school equaled the number on the IMP tour.

Congratulations to Georgia Moraitis, our 2011 award recipient for Outstanding Commitment to the SSC IMP.

The success of the IMP in 2011 is due to the outstanding commitment of our musicians, the supportive parents and families of the IMP, a very well organized and active IMP committee, fantastic administrative organization from the Admin Office, outstanding support from the staff of Sydney Secondary College and a dedicated and hardworking team of conductors who all deserve the highest praise. Thank you to everyone who has supported the IMP in 2011 - we look forward to a spectacular year in 2012.

SSC Leichhardt

Music

In 2011 Leichhardt students continued to flourish in the music program offered in our college and the community.

We welcomed a new member of staff, Ms Emily Irvine, who became the conductor for the Vocal Ensemble. This group of students performed beautifully throughout the year, including as part of the massed choir at the 2011 Schools Spectacular at the Sydney Entertainment Centre.

Leichhardt students continue to be involved in The Arts Unit programs, including members in the Symphonic Wind Orchestra, Singers, Sinfonia and State Music Camp, plus students were involved in Sydney Region music ensembles throughout the year. This year for the first time Oscar Sweeney and Chiara Lam also represented SSC as part of The State Wind bands.

Congratulations to our musicians who have achieved outstanding results in the wider music community. In 2011, Erin McKenna was awarded a music scholarship to the Pinchgut Opera, in recognition for her commitment to music as part of The Arts Unit.

Well done to all our students and teachers in the Music Department for their outstanding work at all school and community events throughout the year.

Drama

Once again, Leichhardt Campus’ drama department had a successful year in 2011. 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.

Our annual production was directed by the incredibly talented Alex Gavel, and was an adaptation of Oscar Wilde’s ‘The Importance of being Ernest’. Set in the 1950s, Leichhardt’s talented students pulled off an impressive three performances to sell-out crowds.
We held our first ever SSC Leichhardt theatresports competition with students from years 7, 8, 9 and 10 competing for the junior and senior titles. Our senior team going on to win Impro Australia’s School Intermediate Theatre sports Challenge at the Enmore theatre. Hugo, Hugo, Henry, Declan and Finn did us very proud, with their talent being recognised by the professionals, and being invited to perform in the Cranston Cup.

Students from years 9 and 10 also took part in Richard’s Rampage, Kevin Spacey’s Richard III project for school students. This involved Louise, Rachel, Hugo, Hugo and Declan, participating in workshops with the cast and then seeing the performance.

Elective drama students saw a number of productions, including Company B’s ‘Summer of the Seventeenth Doll and Bell Shakespeare’s ‘Much Ado about Nothing’. In conjunction with ATYP and the DET, Sydney Secondary College was again involved in the Indigenous transition drama camp in the Royal National Park. This was a three day camp along with three workshops designed to use Drama as 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, as well as the newly created Fresh Ink Writer’s Ensemble. These students auditioned with students from all over the state and they are to be commended on their commitment to the dramatic arts.

Visual Arts

A rolling exhibition of student art works adorn the administrative foyer area of the school and is 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. An after-school visual arts extension program has proven to be very popular and allows students to explore their creative talents in a safe and supportive environment. It is planned to extend this after-school program in 2012.

SSC Balmain

The strong growth in student participation in all areas of artistic performance that has been apparent for the past few years continued in 2012. The number of students in the IMP program continued to grow at the same time as the number of students performing in campus rock bands coached by Mr. Leal and Mr. Hill also grew. We saw some exciting performances at assemblies, at the welcome for Yamamura High School and at Variety Night.

Havana Ellis-Vega sang with the Sydney Region Choir and Zoe Brown, as well as performing in the Schools Spectacular, sang with the Gondwana Voices and the Sydney Children’s Choir.
Zoe, Alice Conner, Max Harris and Paddy Reynolds all attended the Senior State Music Camp; Mandy Atencio and Jemma Hamilton attended the Junior State Music Camp. In addition, Max and Alice both performed with the NSW Public Schools Instrumental Music Ensemble.

The Talent Quest is now an established part of the school calendar at the end of Term 3. In 2011 there were nine acts, chosen after auditions prior to the event. The SRC, led by Michael Maglis, organized the event from start to finish. Vocalist, Ruby Innes, was the winner.

The Drama group, directed by Ms Silver, followed up their auspicious debut in 2010 with ‘The Cinderella Complex’, a play featuring a cast of fourteen students, supported by eight students in production. Shive Prema (Yr 9) and Ned Taranto (Yr 7) were both accepted into the NSW Drama Ensembles. They had to go through two rounds of auditions, competing with over 200 applicants.

In all, eleven students took part in the Premier’s Debating Challenge for years 9 and 10.

SSC Blackwattle
A highlight was the annual HSC performances in Music and Drama followed by the HSC Visual Arts Exhibition at The Muse which was opened by Sydney based artist Maclean Edwards. Congratulations to Elliot Kals and Madeline Combe who both won the People’s Choice Award. These art works and many more HSC visual arts body of works are displayed in the Administration offices and the Information Services Centre. Year 11 Visual Arts student Lewis Ihnatko was accepted into the HSC extension course at the National Arts School.

The Entertainment VET students were busy behind the scenes bumping in and out shows for various community functions including the Talent Quest, Drama and Music Nights and supporting various events as technical assistance in lighting, audio and vision systems including a play written by Extension Two English student Rebecca Byrne and performed by Year 11 Drama students.

Middle School Project- Leichhardt Campus
In term 2 all year 7 students participated in our Learning Fair. The year 7 Learning Fair is an enrichment program. Students picked a hobby/sport/activity that they do regularly and investigated ways to improve it. All year 7 kept a journal of their progress and also used their journal to record progress through a writing program.

Students presented their Learning Fair projects in the Leichhardt Campus Hall at the end of term 2. In 2011 students presented a wide variety of amazing projects and ideas that showed some very thoughtful insight into their hobbies and interests. The projects included:

**YouTube:** Neve Thomson produced a poster and pamphlet that explored whether “YouTubers” get enough credit. Neve believes that YouTubers should be monetarily paid for their efforts and hard work.

**Cricket Stump Regulations:** Ivo Walne came up with solutions on how to combat the problem of the height of cricket stumps being a disadvantage to younger players (with their smaller stature), as the bowlers have a lot of area to aim at.

**Uno Twirl:** Abirami Raveendran came up with the concept to change the Uno card game into a boardgame that could be as popular as Monopoly. Abirami designed and named her new board game “Uno Twirl”.

**Cinema Service:** Shivali Amin, Maeve Galley and Natasha Garske created a poster on cinema service. The problems were discussed and solutions were provided to help improve cinema service and quality.
How to make dog walking more enjoyable for your day: Lucinda Edwards came up with ideas on the many ways you can improve your dog walking experience. Dogs generally require to be walked once a day, therefore Lucinda's project provides different kind of ideas to utilise.

This project was a very successful day that gave us insight into the talents and interests of our new students. We appreciated the feedback from parents as this project evolved.

Sport

Sydney Secondary College Sports Awards 2011
Balmain Campus sportsman of year
Tharlon Khinzaw
Balmain Campus sportswoman of year
Nina Zolotareva
Leichhardt Campus sportsman of year
Aidan Wood
Thompson
Leichhardt Campus sportswoman of year
Chiara Lam
Junior Sportsman of year-Aidan Wood
Thompson
Junior Sportswoman of year
Chiara Lam
Senior Sportsman of Year
Nathan McMurray
Senior Sportswoman of Year
Gina Ricardo
Sportsman of Year
Aidan Wood-Thompson
Sportswoman of the Year
Chiara Lam

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

Balmain
In zone competitions, the Boys Open and U15 basketball teams were zone premiers. The Open Boys cricket team were undefeated in Term 1.
Seven Balmain boys played in the U13 SSC team which won the Balmain knockout at Morrison Park Putney.
Jarryd Fernandes attended the basketball NSW Talented Athlete Program 2011 camp

The Balmain Campus U17 (Junior) basketball team competed in the Australian Schools Championship in Bendigo, Victoria.
At the College Swimming Carnival Wayne Qui in the 12 Years Boys, Nicole Noga in the 12 Years Girls and Jesse Chen in the 16 Years Boys were Age Champions.
A number of new sports including kayaking, rowing yoga/meditation, zumba, cross-country running and Tai-Chi were introduced.
Max Petrovic was chosen in the Sydney Region U15 Australian rules team.

Talented Athlete Program

Background
In 2011 Balmain Campus's focus was to nurture the potential of high performers in sport and increase the number of female athletes in the program. To do this we need to provide a consistent environment for training. Balmain Campus offered students two free training sessions run by a certified personal trainer, individualised resistance programs tailored to the specific sporting improvements. This will continue in 2012.
Students completed a registration form which listed their achievements and current goals for the year ahead. Athlete’s cardio-respiratory endurance, strength and muscular endurance were tested through a series of fitness testing techniques such as the 20m shuttle run, the push-up test and the sit-up test. Students performed well above average for all tests and registered as performing above Zone level for numerous sports throughout the year. Due to these finding and by directly communicating with parents we recognised an urgent need to raise the performance of school level achievements.

In 2011 Balmain Campus had a wide range of successful TAP applicants. The female group expanded from 2 to 12 students just as we had hoped.
2011 saw another increase in the numbers of students wanting to register for the program. There was a waiting list of students keen to enter the program and Balmain Campus was contacted by parents of year 6 students hoping to be selected for the program the following year.
Teachers and parents have noticed that student engagement in class time, student confidence in sport and their overall self-esteem has dramatically improved. Students saw an increase in their results in the beep test and increased the level at which they were performing. 2011 saw an increase in achievement with students now performing at either Zone, regional or State level.

We now have 40 students registered and training two mornings a week in the TAP program. The quality of athletes has also increased. Due to this we have recruited two new PE staff to assist with the growing demands of the program.

Funds have already been used to redevelop the fitness studio, purchase new, safe and highly efficient equipment for the young athletes. Future directions include continuing the upgrade of facilities, redeveloping a cardio space for training and testing and public recognition of student achievements.

Continued support of this program is needed including financial support to fund the program. The gym space needs regular refurbishment to keep it safe and current for young athletes and due to growing interest in the program we hope to offer the opportunity for a Talented Athlete Camp, regular professional development for all trainers and the purchase of new equipment to establish a second indoor training area for this group.

**Academic**

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

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

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

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

### NAPLAN 2011

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<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
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**Literacy – NAPLAN Year 7**

**Balmain Highlights**
- In Reading, 49% of Year 7 students were in the top two bands, 22% above state average
- In writing, 33% of Year 7 students were in the top two bands, 13% above the state average
- In Spelling, 44% of Year 7 students were in the top two bands, 14% above the state average
- In Grammar and Punctuation, 44% of Year 7 students were in the top two bands, 19% above the state average

Areas for investigation: Year 7 (Girls-65 students) have shown a decrease of 41 scale scores from the 2010 data in the test aspect of Reading.

**Leichhardt Highlights**
- Year 7 (Boys-101 students) have improved by 15 scale scores from the 2010 data in the test aspect of spelling
- In Reading, 48% of Year 7 students were in the top two bands, 21% above the state average
• In writing, 34% of Year 7 students were in the top two bands, 14% above state average
• In Spelling, 57% of Year 7 students were in the top two bands, 27% above state average
• In Grammar and Punctuation, 48% of students were in the top two bands, 23% above the state average

Areas for Investigation: Year 7 (Boys-101 students) are 20 scale scores below the state average in the test aspect of Reading

Numeracy – NAPLAN Year 7

Balmain Highlights
• In Numeracy, 55% of Year 7 students were in the top two bands, 23% above the state average
• Year 7 (Girls-65 students) are 57 scale scores above the state average in the test aspect of Numeracy

Leichhardt Highlights
• In Numeracy 59% of Year 7 students were in the top two bands, 27% above the state average
• Year 7 (Boys-101 students) are 47 scale scores above the state average in the test aspect of numeracy

Literacy – NAPLAN Year 9

Balmain Highlights
• In Reading, 35% of Year 9 students were in the top two bands, 10% above state average
• In Writing, 36% of Year 9 students were in the top two bands, 14% above state average
• In Spelling, 38% of Year 9 students were in the top two bands, 10% above state average
• In Grammar and Punctuation, 20% of Year 7 students were in the top two bands, 1% above state average

Areas for investigation
Year 9 (Girls-46 students are 14 scale scores below the state average growth in the test aspect of Grammar and Punctuation

Leichhardt Highlights

In Reading, 35% of Year 9 students were in the top two bands, 10% above state average
• In Writing, 27% of Year 9 students were in the top two bands, 5% above state average
• In Spelling, 44% of Year 9 students were in the top two bands, 16% above state average
• In Grammar and Punctuation, 25% of Year 9 students were in the top two bands. 6% above state average

Numeracy – NAPLAN Year 9

Balmain Highlights
• In Numeracy, 47% of Year 9 students were in the top two bands, 18% above state average

Leichhardt Highlights
• In Numeracy, 40% of Year 9 students were in the top two bands, 12% above state average

School Certificate

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Balmain

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

School Certificate: Relative performance from Year 5 (value-added)

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<td>0.0</td>
<td>0.5</td>
<td>0.9</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>4.2</td>
<td>0.1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

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

Year 10 (Boys-70 students) have improved their average score difference by 1 point from the 2010 data in the test aspect of Australian History, Civics & Citizenship
In English, 40% of students were in bands 6 and 5, 10% above state average.
In Mathematics, 45% of students were in bands 6 and 5, 22% above state average.
In Science, 43% of students were in bands 6 and 5, 15% above state average.
In Australian History, Civics and Citizenship, 24% of students were in bands 6 and 5, 3% above state average.
In Australian Geography, Civics and Citizenship, 27% of students were in bands 6 and 5, 7% above state average.

**Distinguished Achiever Balmain** – Cindy Huang; First in Mathematics Pathway 3, Highly commended in Science, Japanese & Food Technology. Band 6 in four subjects with an average of 92% in the School Certificate tests.

**Dux Balmain** – Vi La Thuy; First in Commerce, Geography, History & personal Development Health & Physical Education. Band 6 in four subjects with an average of 94% in the School Certificate tests.

**Leichhardt**

**Distinguished Achiever Leichhardt** – Oskar Francis; First in Music. Band 6 in four subjects with an average of 92% in School Certificate tests.

**Dux Leichhardt** – Chenming Tang; First in Commerce, Graphics Technology, Information and Software Technology, mathematics Pathway 3 & Science. Band 6 in four subjects with an average of 92% in the School certificate tests.

Student performance in English Literacy, and Science were excellent.

Year 10 (Boys- 64 students) have improved their average score difference by 1 point from the 2010 data in the test aspect of Science.
In English, 53% of students were in bands 5 and 6, 20% above state average.
In Mathematics, 35% of students were in Bands 6 and 5, 12% above state average.
In Science, 45% of students were in bands 6 and 5, 17% above state average.
In Australian History Civics & Citizenship, 37% of students were in bands 6 and 5, 15% above state average.
In Australian Geography, 29% of students were in bands 6 and 5, 9% above state average.

Areas for investigation

Year 10 (Girls-47 students) have shown a decrease of their average score difference by 4 points from the 2010 data in the test aspect of Australian History, Civics & Citizenship.

**Higher School Certificate**

**HSC Course Summary Table**

<table>
<thead>
<tr>
<th>Course</th>
<th>College 2011</th>
<th>College 2007-2011</th>
<th>State 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>74.5</td>
<td>71.0</td>
<td>72.1</td>
</tr>
<tr>
<td>Ancient History</td>
<td>75.8</td>
<td>74.9</td>
<td>70.4</td>
</tr>
<tr>
<td>Biology</td>
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<td>74.7</td>
<td>71.5</td>
</tr>
<tr>
<td>Business studies</td>
<td>73.1</td>
<td>76.3</td>
<td>70.8</td>
</tr>
<tr>
<td>Chemistry</td>
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<td>76.0</td>
<td>74.1</td>
</tr>
<tr>
<td>Drama</td>
<td>77.1</td>
<td>76.5</td>
<td>75.2</td>
</tr>
<tr>
<td>English(Standard)</td>
<td>66.3</td>
<td>65.6</td>
<td>62.8</td>
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<tr>
<td>English Ext 1</td>
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<td>78.7</td>
<td>79.5</td>
</tr>
<tr>
<td>Food Technology</td>
<td>72.8</td>
<td>68.5</td>
<td>70.4</td>
</tr>
<tr>
<td>Geography</td>
<td>77.5</td>
<td>73.9</td>
<td>71.0</td>
</tr>
<tr>
<td>Legal studies</td>
<td>81.1</td>
<td>78.5</td>
<td>72.2</td>
</tr>
<tr>
<td>General Mathematics</td>
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<td>77.6</td>
<td>66.4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>89.5</td>
<td>80.0</td>
<td>76.2</td>
</tr>
<tr>
<td>Mathematics Ext1</td>
<td>83.3</td>
<td>84.7</td>
<td>81.4</td>
</tr>
<tr>
<td>Mathematics Ext2</td>
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<td>84.9</td>
<td>84.2</td>
</tr>
<tr>
<td>Modern History</td>
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<td>73.1</td>
</tr>
<tr>
<td>History Ext</td>
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<td>76.0</td>
</tr>
<tr>
<td>Music 1</td>
<td>81.3</td>
<td>80.7</td>
<td>78.3</td>
</tr>
<tr>
<td>PD/H/PE</td>
<td>73.5</td>
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<td>72.0</td>
</tr>
<tr>
<td>Physics</td>
<td>78.0</td>
<td>75.2</td>
<td>74.5</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>74.6</td>
<td>80.2</td>
<td>73.6</td>
</tr>
<tr>
<td>Software Design &amp;</td>
<td>76.8</td>
<td>78.1</td>
<td>69.5</td>
</tr>
</tbody>
</table>
Highlights


Thirty one of these students achieved a band 6 in more than one subject. All students in Mathematics Extension 2 were placed in the top Band, 6 marks above state average.

All students in Extension History were placed in the top two bands, 26% above the state average.

Five subject cohorts achieved results more than five marks above state averages.

Students were enrolled in 47 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 which are evaluated by a school assessment process.

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

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

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2011</td>
<td>1.3</td>
<td>4.0</td>
<td>1.4</td>
</tr>
<tr>
<td>School Average</td>
<td>3.3</td>
<td>3.9</td>
<td>1.2</td>
</tr>
<tr>
<td>2007 - 2011</td>
<td></td>
<td></td>
<td></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

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Note: Two students were exempt from the Year 7 cohort but their exclusion did not result in any significant deviation from published statistics. All students were present for the Year 9 tests.

Leichhardt

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
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<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2011 the College enrolled 84 students in 2011 that identified as Aboriginal or Torres Strait Islander (ATSI).

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

Two days of additional Aboriginal Education Worker time was also available to support students through submissions linked to a variety of Federal and State funded programs, focusing on literacy and numeracy skills; and increasing attendance and retention rates. Leichhardt Campus through the Centre for Excellence Federal partnership funded the hiring of a part-time paraprofessional to increase community engagement. Individual meetings were held with parents and family members and organisations such as Nura Gili.

ATSI students have shown strong leadership skills across the college: Gabby Larson (Leichhardt Campus) Luwana Conway (Balmain Campus) Patrick McNamara and Jaydan Donato (Blackwattle Bay Campus) were acknowledged for their excellent leadership and achievements at the Deadly Awards. Jaydan also received the inaugural Regional Director’s Award for Excellence.

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

**The Norta Norta project** assists targeted students in improving their literacy and numeracy skills. NAPLAN results showed that our ATSI Year 9 students were above expected growth rates. Year 11 students had the benefit of **one to one tutoring** during term 1 under the program.

All students in the program began handing in higher quality assessment tasks on time. They were also able to submit tasks that were previously incomplete to the satisfaction of subject teachers and have N – awards rescinded. Great improvement was achieved in overall completion rates of coursework and assessment tasks due to the organisation put in place for students participating in the Norta Norta program. By the end of the Preliminary courses there were no outstanding assessment tasks for the students participating in the program. Two students achieved academic recognition in several subjects. Post school opportunities were successfully realised (Indigenous Scholarship Certificate II Animal care at Taronga Zoo) due to the school program’s ability to give individual assistance and mentoring with scholarship applications. There was also a noticeable increase in self-esteem and confidence with the program participants as they became aware of their improved academic outcomes at Stage 6 level.

In conjunction with ATYP and the DEC, Sydney Secondary College was again involved in the ATSI drama camp in the Royal National Park. This was a three day camp along with three workshops designed to use Drama as 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.

Students form Leichhardt, Balmain and Blackwattle Bay campuses once again successfully participated in the Sydney Region Public Schools Aboriginal Secondary Students’ Great Debates held at NSW Parliament House. In 2011 six students in two teams participated. Georgette Rose, a student from Blackwattle Bay, who was a previous participant, was given the prestigious job of hosting the event. The experience enabled students to develop their public speaking skills, interact with other Aboriginal students from the Sydney Region and, most importantly, grow in confidence.

**Leichhardt ATSI students attended the Aboriginal and Torres Strait Islander Memorial Service at Hyde Park**

**Seven Aboriginal students completed their HSC in 2011.** They achieved creditable results across a wide range of subjects. Patrick McNamara followed up his selection for the Nura Gili Winter School at UNSW with an acceptance into their faculty of Medicine. He achieved an ATAR of 96.45 the highest ATAR scored by an Aboriginal student at SSC. He attained band 6 in 8 units including Biology, Chemistry, Physics and mathematics.

Art work from the middle schools was displayed at the **Koori art exhibition at the Australian Museum.**

Across the College the Aboriginal Education Team has been active ensuring Aboriginal content has been taught across the curriculum and that special occasions have been appropriately celebrated.

A cross KLA team at Leichhardt Campus enrolled in the Bemel Gardoo Project. They attended workshops to give themselves greater cultural understanding and in 2012 they will work with other staff members to ensure that an across faculty project is begun. Year 10 ATSI students attended career days designed to inform students regarding a range of career pathways available at TAFE and University.

**Enrichment programs**

Leichhardt campus nominated a student to attend a full one day enrichment in numeracy and science program at UNSW.

**ALL year 8 ATSI students attended an enrichment program at University of Sydney.**

**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. Glebe Pathways students showcased a film that they had made at all of the NAIDOC assemblies.

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

**Multicultural education**

The acceptance of cultural diversity is an essential part of the teaching and learning programs on all three campuses. In 2011 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. Increasing numbers of students from Intensive English Centres are enrolling at the college. There are **3.4 English as Second Language (ESL) teaching positions** established across the college in response to the large numbers of students from language backgrounds other than English. In the junior 7 – 10 campuses- Leichhardt and Balmain, the ESL program is based on a team teaching approach through English, HSIE, Science and LOTE key learning areas. The focus is adjusted each year to fit the changing needs of second and third phase learners in their various subject areas. Parallel English classes have also been created to cater to a number of the first and second phase, and international students entering the Balmain campus. ESL teachers also participate in the Learning Support Teams.

**At the senior campus-** Blackwattle Bay, the explicit English (ESL) and Fundamentals of English HSC courses are taught by specialist teachers. Team teaching also occurs flexibly across other subject areas. International students are monitored and mentored in cooperative program between the college and the International Student Centre. ESL and International Students were among the outstanding graduates of 2011. A major day of celebration is **Harmony in Diversity Day** which is celebrated across the college. Diversity Day brings together students from all three campuses at Blackwattle Bay. In 2011 students participated in a range of activities and workshops during the day, which culminated in the **Rock the Bay Talent Quest**. The SRC provided food from many cultures and cooked up a traditional barbeque that included kangaroo steaks.

**The Leichhardt students against racism group** now have a strong group of students that are part of the Anti Racism Student Forum and they meet with other schools that are part of the Anti Racism group (ARG) once a term to share their ideas and ways to promote anti racism within the school and the community. Due to the growing numbers of our students we are now fortunate enough to have two ARCO’s in the school working with coordinator Roseeta Prasad and assisted by Nesima Pinju. Student members of the ARG are trained to intervene in situations involving Racism and act as mentors to resolve them. The group also address whole campus assemblies on a regular basis and produce short films to remind students about social and cultural tolerance.

**Respect and responsibility**

**Welfare links** continued to support the students of Balmain Campus including: counselling support from Ted Noffs’ Foundation; links with the Millers Point Partnership, AIME mentoring at Sydney University; Links to Learning, Bendigo Bank supporting the breakfast club; and an excellent effective transition to high school program developed with 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 AIME mentoring at Sydney University, the NSW Premier’s Volunteering Program, ACE mentoring with Rosemount Youth agency and Links to Learning. 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. Small class groups meet fortnightly to focus on significant issues in relation to welfare, peer relationships, and safe travel. In addition the program focuses on enhancing learning though the explicit teaching of time management, diary use, long and short term planning. During term 1 year 10 peer
support leaders present the sessions to year 7. The program runs throughout Stage 4.
The middle schools continue to foster student wellbeing through a well thought out outdoor camp program. In 2011 Leichhardt Campus introduced an “Aspiring Leaders Camp” for Year 9 students prior to the election of the 2012 leaders. The middle school campuses forged a new partnership with Leichhardt council through a program known as Linked-in mentoring. Leichhardt youth worker, Matthew Balane coordinated the program, organising activities and volunteer mentors. Twelve students from Balmain and Leichhardt campus benefitted from this unique program that involved physical and cultural activities every Tuesday afternoon.

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

Positive Behaviour for Learning program has been introduced across the college and has involved surveying of teachers, parents and students at meetings and in focus groups. Teachers have been working with the Sydney Region Behaviour team to develop strategies that will encourage a positive whole school environment. Signage showing College expectations is now visible at all three campuses. The College Student Welfare team has guided the introduction of this initiative.

Each campus continues to focus on using their updated Anti-Bullying policies and a positive peer relationships brochure.

International Women’s Day celebrated the achievements of women through an International Women’s Day focus at a whole campus assembly and groups of senior students attended the uniform breakfast. Leichhardt campus Year 10 female students celebrated IWD with an uplifting assembly that featured via video an amazing 97 year old guest, Una Chegwidden. She shared her optimism and her wisdom of a long and happy life that navigated world depressions and wars.

A year 9 “Your Futures” conference was held again over two days at Leichhardt campus in 2011. 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.

LC students and teachers participated in the Sydney Region White Ribbon program. 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.

During 2011, as part of the Beyond Horizons East Timor project, students and teachers from Blackwattle Bay Campus visited the senior high school in Maliana.

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.
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. Talented year 10 maths students participated in a Mathematics Challenge Day at Blackwattle Bay campus, and Year 10 teams entered the Topfest short film competition at Leichhardt Campus. A TVET Digital design course for sixteen Year 10 students from Balmain and Leichhardt campus was held during semester two delivered by a teacher from Petersham TAFE.

The annual Leichhardt Year 10 HSIE/PD/H/PE 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 first ever 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.
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, these were Balmain campus and Georges River College middle school at Peakhurst High, Penshurst Girls and Hurstville Boys.

The initiative was supported by 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.

Programs for students with additional needs

Leichhardt

Our students continued to access a comprehensive Life Skills curriculum. Our staff have embraced new technology and the addition of a 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 power point 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 our classes in Visual Arts taught by Ms Fitzpatrick, Music taught by Mr Murphy and Ms Bolitho and Drama taught by Ms Keczer. Concentrating on the theme of “I am” in Visual Arts students created a series of impressive self-portraits, personal logos and mixed media works which will be on display in 2012. Various musical items including two powerful rock songs performed by students in our “C class” at assembly highlighted the talent and commitment to music of a number of our students. Our students continued to enjoy drama classes and worked very hard toward their performance at our end of year assembly.

Our senior students in Years 9 and 10 continued to work extremely hard at various worksites including Target Leichhardt as part of their work experience program coordinated by Ms Keczer. They also attended a very enjoyable and action packed camp at Milson Island, a remarkable place on the Hawkesbury River. They were accompanied by Ms Robinson and Ms Fitzpatrick and enjoyed the chance to catch up with old friends at the Blackwattle Bay Campus accompanied by Ms McLennan and Ms Mroz.

The year’s achievements were on display for the whole school at our end of year assembly which incorporated fantastic musical performances, a well-received power point presentation and an exciting drama performance involving most of our students as well as a group of their mainstream peers and friends. We look forward to another dynamic year in 2012.

Balmain

The Support Unit, this year, has experienced a drop in student numbers. This is due mainly to changes in the residential locations of students with physical disabilities. Expected enrolment for 2013 is for 7-8 students in that class. An additional support class for students on the autism spectrum was established in July 2011. Enrolments in this class are steadily growing, with a predicted full complement of students in 2013. Three students from the Support Class for Students with Physical Disabilities have been integrated in mainstream classes for one or more subjects and all of the students in the Autism Class have been integrated for at least one subject or more, according to individual strengths and interests.

The Best Buddies organisation was active in the Unit again this year. The students from mainstream classes “buddy up” with a student from the Support Unit, organizing activities within
school and also out of school time. One buddy pair, Elizabeth Dingas and Daniel Goddard was chosen by the parent organisation as “National Buddy Pair of the Year” and received a heli-flight over Sydney as their prize. Seven of the mainstream buddies ran a “Week in a Wheelchair” campaign to raise awareness of access difficulties for students with physical support needs. They also raised a considerable sum of money to donate to NSW Wheelchair Sports Association. This is a highly motivated group of students whose innovative ideas have greatly enhanced the quality of life for the students in the Support Unit.

The year 2011 had a strong movie theme for students. In 2010 a number of mainstream and Support Unit students took part in a fifteen week Artist in Residence Program funded by Arts NSW. The students worked with two professional artists scripting, designing and constructing costumes, props, sound effects and performing in the movie. The movie, Unexpected Space Encounters, premiered in November 2011 at the Boomali Aboriginal Co-operative Gallery. The movie has also been chosen to be shown in a sci-fi film festival, Leichhardt Council’s annual film program and the Department of Education and Communities’ Annual Film Festival. Students also took part in a movie production workshop at Sydney Entertainment Precinct as part of Best Buddies Day. Each school chapter filmed their version of a chosen theme, to create an impromptu work that will be shown at Broadway Cinemas next week.

Still with the Arts, one student from the Unit became the first school-aged Work Experience student to work at the Sydney Opera House. Christian Bray conducted himself in an exemplary manner, from his initial interview through placements in Security, Front of House, Backstage, Lighting and Sound divisions. This performance has opened the way for other students to also apply to the Opera House for this unique experience.

The grounds around the Unit continue to provide a sense of serenity and beauty for students and visitors alike. The gardens are carefully tended by two volunteer friends of the Unit, Bryan and Laurie. These two hardworking volunteers spend at least one day per week, including holiday time, maintaining and extending the gardens. Due to the lack of financial viability the P&C have decided to discontinue the provision of a wheelchair accessible bus for the Support Unit students. This service is sorely missed. The P&C have, however, continued their commitment to providing student access to special events by donating a considerable amount of money to offset the hire of a wheelchair accessible taxi when needed.

Under the supervision of a specialist physical education teacher, students once again experienced sports and activities ranging from swimming, athletics, wheelchair football, wheelchair basketball, ice skating and sailing to tenpin bowling and creative dance. Performance and public speaking opportunities kept the students rehearsing and developing self-confidence. Individual students took part in activities at campus assemblies, musical evenings and celebrations.

Students at Year 8 camp get ready for the flying fox

The local and wider communities continue to support the Unit by contributing financially and in time and effort. Some of these groups include Inner Wheel, Welton Foundation, Ladies of Variety, Northcott Society, the Cerebral Palsy Alliance, Wheelchair Sports Association and RDA. The Unit provides training and development opportunities for student and retraining teachers from several universities and other institutions. The exchange of practice and innovation is
reciprocal, especially in the development of skills for using technology in the classroom.

Week in a wheelchair participants learn about accessing the classroom

College Targets for 2009 - 2011

Progress on 2011 targets

Strengthened Literacy outcomes

Intended Outcomes

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

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

At Balmain Campus 80.5% of students were placed in bands 4, 5 or 6. This was above our target for the year and reflects the continued efforts of staff to improve literacy performance through a variety of programs

At Leichhardt campus 84.3% of students were placed in bands 4, 5 or 6. This was above our target for the year and reflects the continued
efforts of staff to improve literacy performance through a variety of programs

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

<table>
<thead>
<tr>
<th>Course</th>
<th>College 2011</th>
<th>College 2007 - 2011</th>
<th>State 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses above state mean</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Studies</td>
<td>74.5</td>
<td>71.0</td>
<td>72.1</td>
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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).

**Targets**

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

<table>
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At Balmain campus 60% of students were placed in bands 4, 5 and 6. This was below our target for the year but still 19% above state average. The number of students in the top two bands was approximately twice the state average in each case.

Staff continues 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.

At Leichhardt Campus 57% of students were in the top three bands, well above the state average of 42%. This reflects the continued efforts of staff to improve student outcomes through a range of programs targeting skill development.

Engaging students in learning

Expected outcomes

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

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

Increased parental engagement in supporting their child’s learning

Engaging targeted groups: boys, girls, at risk, students with disabilities, ESL and ATSI through Pedagogy aimed at middle school and 15 – 19 and taking account of difference

Technology: Education of staff in digital revolution and its wider use in classrooms

Respectful relationships: Recognising the generation gap and improving interpersonal communication

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

Targets

By 2012 attendance to be equal to regional average

Balmain
Leichhardt

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.

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

The college is committed to embedding Positive Behaviour for Learning into student programs to enhance student engagement in learning. Staff and students have reacted positively in introductory sessions.

During 2011 at Balmain Campus the number of long suspensions reduced by 20% over 2010 figures while Blackwattle Campus saw a 30% reduction.

Overall total long suspensions represented 4% 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

In 2011 the percentage of students enrolling at Balmain from local primary feeder schools rose to 61%. This represents a significant increase over previous years and reflects the work done within the school community to develop effective relationships with local partner primary schools and the promotion of college campuses as school of choice for local families.

The number of student enrolments at the Blackwattle Campus for Year 11 in 2011 was 345. Of these 310 were from either Balmain or Leichhardt Campus. Of the 35 enrolled from other schools, 30 came from the non-government sector and the remainder from other government schools.

Strengthen outcomes for ATSI students

Expected Outcomes

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

Progress on Targets

Measurement of student growth in both literacy and numeracy indicate that Indigenous students were above state expectations in both areas. Numeracy outcomes in particular were most pleasing with results 21 points above state averages.
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.
62% of year 10 indigenous students transferred into the senior campus at Blackwattle. A student from the Glebe Pathways project has also made a successful transition into senior campus study.
The highest ATAR so far recorded for an Indigenous student in the college resulted in the student accepting a position to study medicine at UNSW. Seven ATSI students achieved the HSC.
All campuses had students nominated to receive Regional Deadly Awards and a senior student received a special award from the Regional Director.
A senior student from the College was selected to host the Indigenous students’ great debate.
In addition, membership of the Bemel Gardoo project has resulted in:
Increased participation of teachers, Aboriginal community members and ATSI educational teams in curriculum planning to improve student engagement in Aboriginal contexts.
Bemel Gardoo project has been introduced at the Leichhardt Campus.
Developed programs have been incorporated into faculty and individual teaching and learning strategies.

Key evaluations

In 2011 our school carried out evaluations of student welfare and management as well as Middle School Conference.

Educational and management practice

Positive Behaviour for Learning

Background

The last review of the College welfare and discipline policy occurred in 2003. In 2010 a review of positive relationships indicated a need to re-examine our College behaviour systems. In response to this, plus an increased student population across all campuses and new staff the College has reviewed SSC expectations, values and procedures and begun the implementation of a program - Positive Behaviour For Learning.

Positive Behaviour for learning is a system that provides tools and structures to streamline welfare and discipline procedures across the college. An advantage of PBL is that it responds to the needs of each campus.

The Student Welfare Action Team (SWAT) attended DEC regional training in Positive Behaviour in Learning and then established PBL teams at each campus.

The PBL teams gathered data and reviewed all available literature from the campuses practices, policies and procedures in relation to student behavior and wellbeing.

Meetings were held with staff, parents and students to gain an understanding of shared expectations. The SWAT team completed surveys with all parties.

Findings and conclusions

From the data gathered three new expectations were adopted by the College. These were:
Respect you, others and the community
Act responsibility
Participate productively in learning.

There was general agreement that College values and exit outcomes remain the same. All
campuses now have signage showing the shared expectations.

Future directions
Further professional development of all staff will occur in 2012 to ensure that there is clear understanding of how PBL will operate across all three campuses. Pastoral care and mentoring sessions will be used to ensure students understand how the College expectations can be applied in various educational settings.

A launch of the Positive Behavior for Learning will be held during term two 2012.

Curriculum
The engagement of students in the middle school is a focus of both Balmain and Leichhardt campuses. Together with the Cluster for Excellence Georges River College campuses, a partnership was formed that involved middle school teachers in the discussion, creation and delivery of challenging lessons that engage Stage 4 students.

Background
A middle schools conference of over 200 teachers was organized in July 2011. The aim was to demonstrate, share and develop high quality teaching across all subject areas in all the cluster schools. Our shared goal was to improve teacher quality and learning outcomes for students.

Prior to the conference teacher teams from the core subjects, English, mathematics, science, HSIE PD/H/PE met to share strategies on creative teaching that engages and challenges middle school students. Each KLA team presented lessons to teachers at the conference. Other KLA teachers were involved in a workshop embedding creativity and critical thinking into the teaching of Year 8 students. Clinical psychologist, Lyn Worsley, presented a keynote address “Engaged, Resilient and Successful”.

Findings and conclusions
48% of participants found the keynote address to be excellent.

92% of participants found the English workshop to be very good to excellent.

72% of participants found the mathematics workshop to be very good to excellent.

78% of participants found the HSIE workshop to be very good to excellent.

52% of participants found the PD/H/PE workshop to be very good to excellent.

53% of participants found the workshop on embedding creativity and critical thinking very good to excellent.

There was overall agreement that the Conference was an excellent opportunity to meet with middle school teachers from other campuses.

Majority of teachers found sharing of lessons was a valuable strategy.

There was a general consensus was that the conference was a positive experience.

Future directions
A Middle schools conference will be held again in 2012.

Other evaluations
Young Leaders Foundation (TAP Program)
An exciting partnership formed between a management consultancy with high profile CEOs as its clients and our Centre for Excellence Cluster has been able to provide a unique opportunity for young student leaders to learn about contemporary leadership theory and then put this into practice within their schools and wider communities.

Students were not only being given access to world’s best practices and research taught by high profile universities such as at Harvard and the University of Sydney, but were also paired with a CEO mentor.

Background
The participants in this ground-breaking enterprise were The Alignment Partnership (TAP) and the NSW Department of Education and Communities’ Sydney Region. The project, called the Young Leaders Foundation (YLF), has involved the following schools: Sydney Secondary College (Balmain and Leichhardt campuses), and Georges
River College (Hurstville Boys, Peakhurst and Penshurst Girls campuses). The program has been fully funded by TAP as its way of contributing to Australia’s future.

The YLF aims to teach the next generation the art of leadership—from both a professional viewpoint and the personal values that will enable young people to navigate successfully through an ever-changing world. Since 2005 Sydney Region Director Dir. Phil Lambert has been keen to involve schools and students in the enterprise.

In 2011, 25 student leaders from Year 9 in Sydney Secondary and George’s River Colleges were identified. The YLF program was conducted over six months with the students participating in three workshops based on the following themes:

1. Leadership of Self
2. Leadership of Others
3. Leadership in Action

Beyond the workshops students were expected to initiate projects within their school or community, under the guidance of a CEO mentor. This culminated in a celebratory event where the students provided updates on the progress of their projects, embedding in their presentations insight into their new found learning and skills.

Findings and Conclusions

The success of YLF in each school has seen two streams of action. Firstly, members of each of the five schools have seen charges with transferring their leadership learning to fellow students in their respective schools. Secondly, each school has agreed on one major project that will advance their leadership learning and make a material contribution to their school and local community.

Future Directions

The partnership will operate again in 2012.

Sydney Secondary College Balmain team: Zoe Brown, Elizabeth Morison, Karl Norman, Hayden Drake and Bohdan Balla-Gow (YLF Co-ordinator)

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the college.

Their responses are presented below.

The college is aware of the vital role effective communication plays in the development of the home-school partnerships necessary for optimal student learning.

A zoomerang survey and focus group discussion resulted in the following conclusions:

85% of respondents identified email as the most effective communication tool to receive information. More than 50% identified the campus web site as an important link and communication tool between the school and parent/community body. A significant number (50%) wanted to have a more interactive web page that was updated more frequently to ensure currency in the information provided allowing access to weekly and even daily organization.

Staff identified daily organization bulletins as playing a vital role in ensuring smooth operation in the campus and recognized the need to make information available electronically through staff laptops connected to the intranet to guarantee accessibility and portability.

Most respondents said that voicemail was not an effective way to ensure information reached the relevant person. In general most (>75%) felt that the college dealt with communication issues in a timely manner.
Most parents identified the benefits of communicating directly with teaching staff either through face to face meetings or telephone conversation on issues relating to their children’s education.

The college is committed to enhancing the quality of communication with students and parents and between staff members. Changes will be made to campus intranets to improve electronic communication and campuses will investigate the most effective method to ensure this occurs.

**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 SC 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 Balmain campus. The focus was use of technology to enhance teaching and learning. Teacher experts presented workshops on Edmodo, Prezi, Photoshop, One Note and Web 2 tools. A session on Positive Behaviour for Learning was held in the afternoon.

Term 3 was the Middle School Conference for Balmain and Leichhardt campuses and Blackwattle Bay campus concentrated on backward mapping of quality assessment tasks.

Term 4 development days saw all campuses participate in workshops on PBL, planning and programming for quality teaching.

The HSIE and English faculties at Leichhardt Campus participated in a DER Action Research Project that developed lessons that explicitly taught information technology skills. Units of work were developed for Stage 4 students.

Monthly professional learning sessions enhanced teacher skills in the use of Smart data to improve teaching and learning across the three campuses.

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

At Leichhardt campus the middle school teaching and learning committee managed, encouraged and supported teacher professional learning. A range of activities with a focus on middle schooling were undertaken by 80% of teachers (100% of beginning teachers). All teaching staff participate in professional development sessions every third Wednesday afternoon as part of our scheduled ‘Teaching and Learning Staff Meetings’. The effective use of technology in the classroom and analysis of NAPLAN data have been regular topics at these meetings. Also at these meetings the ‘Positive Behaviour for Learning’ team lead many professional development sessions on student engagement and behaviour management.

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

The average expenditure on professional learning across the College was $808 per teacher.

**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**

**Outcome for 2012–2014**

Improved student writing skills.

Improved student performance in numeracy across the curriculum.
2012 Targets to achieve this outcome include:

- Increase percentage of students achieving band 8 or above in Naplan writing (LC.)
  2012 from 50% to 52%
- Increase the percentage of students in proficiency bands 6, 7, 8 at BC
  2012 from 53% to 56%
- Increase percentage of students achieving band 8 or above in Naplan numeracy (LC.)
  2012 – from 60% to 62%
- In 2012 increase the percentage of Year 9 students in the 75th percentile and above to 29% and decrease the number of students in the 25th percentile to 22%. (BC)
- Increase percentage of ATSI students performing at Naplan levels 7-10 in literacy
  2012 - 10% to 15% (BC/LC)
- Increase the percentage of students achieving a band six in more than one subject at the HSC (BBC)
  2012 from 14% to 16%

Strategies to achieve these targets include:

- Staff training and support to analyse SMART data and to identify teaching strategies which need to implemented to ensure success for students in literacy and numeracy tasks including Naplan.
- Form 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.
- Implement use a 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.
- Develop teaching and learning resources to increase the percentage time spent teaching student’s applications of maths skills within different KLAs.
- Staff identify, develop and share teaching strategies and student work samples related to practical application of maths skills.
- Increase the number of assessment tasks that directly assess applications of numeracy skills.

School priority 2: Student Engagement and Attainment.

Outcome for 2012–2014

Maximise student commitment to learning

Increased student capacity to use technology for learning

Continue to embed quality teaching practices across the College to engage all students.

Increased use of ICT in quality teaching and learning programs

Maximise the sustainability of National Partnerships.

2012 Targets to achieve this outcome include:

- Increase attendance of students across the college to regional levels from
  2012 Balmain from 91.6% to 92% and Leichhardt from 89.2% to 90.2% Blackwattle Bay from 89.7% to 90.7%
- Increase percentage of ATSI students with attendance rates over 90%
  2012 from 65% to 70%
- Increase number of staff participating in college teams and whole college professional development focused on quality teaching and learning
  2012 – from 50% to 60%
Increase number of staff using specific PBL strategies from 0% to 80% by the end of 2012.

Increase percentage of teachers being mentored in the use of DER laptops and software.

Increase student involvement in co-curricular activities
2012 from 15 % to 18%

**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.
- Form College teams to facilitate quality teaching and learning across 7-12 curriculum.
- Strengthen joint professional development programs across the college and other middle schools.
- 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.

**2012 Targets to achieve this outcome include:**
- Increase number of teachers involved in SSC Curriculum teams from 2012 – 0% to 10%
- Increase Board Endorsed courses offered at the senior campus.

**Strategies to achieve these targets include:**
- Form a college curriculum team to collaborate on programs, curriculum options pedagogy and assessments.
- Mapping of critical thinking strategies across the KLAs to ensure a diverse approach to teaching students to develop ideas and make inferences.
- Provide professional learning and resources to assist in the implementation of the National Curriculum.
- Introduce two new Board Endorsed courses for students not seeking ATARs- one in TAS and one in HSIE

**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.

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Principal: Lee Wright
Principal: Jan Cuke (Acting)
Principal: James McMaster (Acting)
P & C President: Karen Bevan
P & C President Vanessa Palfreeman
P & C President Helen Rogers

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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: