School context

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

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

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

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

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

Significant programs and initiatives
• The College Student Welfare Action Team continued to introduce Positive Behaviour for Learning across the three campuses.
• Strong partnerships between our College and community organisations continue to be strengthened.
• The Linked-In Mentoring program for Year 8 female students was sponsored by Leichhardt Council.
• Maritime Youth Mentoring partnership with Sydney Heritage Fleet and Maritime museum continues to provide a unique learning experience for Balmain and Leichhardt students. A grant from Sydney City Council facilitated this program.
• Glebe Pathways run in partnership with Glebe Youth Service & Save the Children.
• The Theatresports Program was extended to all three campuses.
• Environmental programs run at all campuses with an emphasis in 2013 on sustainable practices.
• Increased local enrolments at both Balmain and Leichhardt Campuses.
• Year 7 Learning Fair at Leichhardt Campus.
• Drama productions at all three campuses.
• Continued development of the Talented Athlete Program at Balmain Campus. Program successfully introduced at Leichhardt Campus
• Primarily Fun music program for local primary schools and SSC Instrumental Music students resulted in the Music in the Park concert at Pioneer Park. Over two hundred students participated in the massed band.
• NSW Premier’s Volunteering Program at Balmain and Leichhardt Campuses continues to involve increasing numbers of students. Three Leichhardt students achieve Black Opal status for 150+ hours of volunteering.
• Social Inc. at both Leichhardt & Balmain Campuses encouraged social cohesion between students.
• Social Justice Committee formed at Leichhardt Campus to tackle issues prevalent in the school community. Focused on homophobia and harassment as well as supporting White Ribbon and Wear it Purple campaigns. Raised funds for victims of NSW bushfires with an outdoor cinema.
• Wear it Purple Day celebrated at all campuses.
• White Ribbon program strongly supported across all three campuses.
• Balmain Library sponsored the ‘Friends of Balmain’ writing competition, designed to support NAPLAN. Prizes were awarded to students from Years 7 to 10.
• The Writers in Residence brought Balmain students together with published and practicing authors. 25 students from Years 7-10 produced written pieces and adapted them into film works. Many of these students are now enrolled in Elective English, focusing on writing.
• Breakfast Club programs continue with enormous popularity at Balmain and Leichhardt campuses.
• The ACCORD Project, a Project Based Learning elective for Year 9 and 10 students launched at
Leichhardt Campus. It has been designed to encourage students to use a variety of methods of inquiry and to use diverse thinking strategies including entrepreneurial, philosophical and scientific.

- The Big Picture Project Based Learning elective continues at Balmain Campus.
- Year 10 students from Balmain & Leichhardt Campuses participate in the RYDA Road Safety Program sponsored by the Rozelle/Balmain Community Bank.
- Ambassador Program at Blackwattle Bay campus to develop and promote student leadership.
- ALARM Writing Program continues to improve writing across all three campuses.
- Strengthening coeducation committee works with teachers and students across the College to ensure strong educational and social outcomes for both genders.
- Active SRC across all three campuses. Cross College SRC meetings convened each term.
- Taste of Blackwattle Bay & Diversity Day - Year 10 into Year 11 Transition Programs.
- Year 11 and Year 12 Study Centre for individual tuition and to encourage independent learning
- Coaching program for ‘at risk’ senior students
- Reading Assessment and Individualised Literacy Program for ‘at risk’ senior students.
- Indigenous Work Placement Programs.
- HSC Drama and Music Showcases.
- Annual HSC Art Exhibition at The Muse Gallery.

**Student achievement in 2013**

**HSC Results**

- Students studied 57 subjects for the Higher School Certificate examination. These included traditional subjects, vocational education and training subjects and special interest subjects.  
  A number of students were enrolled in Life Skills subjects. Students obtained 136 band six results. Students achieved 490 results in band five. In total 45% of results were in the top two bands. 437 results were in band four. In total 77% of all results were in the top three bands.
- 68% of all results were above state average. Subjects substantially above state average included Engineering Studies and Geography. Improved results were recorded in Drama, Ancient History, Biology, Community and Family Studies, Economics, Legal Studies, and Japanese Continuers. English Extension 1 & English Extension 2 results were above state average as were all Mathematics courses.

- Results in the Performing Arts continue to improve. In Drama, four students received band six and 100% of students were in the top three bands. In Music 2, 81% of students achieved results in the top two bands and in Music 1, 78% of students were in the top two bands.
- Dux of Sydney Secondary College with an ATAR of 98.05 was Amanda Vlahos. She was placed 9th in the state for English Standard.
- Elena Sheard received the Premier’s Award for the All Rounders’ Merit List. Elena achieved band six in all subjects including: English Advanced, English Extension 1, Ancient History, Modern History, Visual Arts and Italian Continuers.
- 34 students achieved band six for more than one subject.
- Max Alston achieved band six in five subjects: Economics, Legal Studies, Mathematics, Modern History and History Extension
- Max Harris (ATAR 96.15) achieved band six in Mathematics, Mathematics Extension, Music 2 and Music Extension. He was awarded the Patricia Bell Scholarship to study music performance at the Sydney Conservatorium of Music.
- Jia Min He achieved band six in Business Studies, Mathematics, Japanese Continuers and Japanese Extension.
- Gemma Clare Viney achieved band six in English Advanced, Modern History, Society and Culture, and French Continuers.
- Jack Bell achieved band six in Engineering Studies, Mathematics and Mathematics Extension.
- Matthew Byers achieved band six in English Advanced, English Extension and Visual Arts.
- Jed Finnane achieved band six in Design and Technology, Drama and General Mathematics.
- Harry Knight achieved band six in Engineering Studies, Mathematics and Mathematics Extension 1.
- Thuy Vi La achieved band six in Business Studies, Mathematics and Mathematics Extension.
- Clare Peng achieved band six in Chemistry, Mathematics and Mathematics Extension 1.
- Jacqueline Tang achieved band six in Biology,
Business Studies and Mathematics.

- Hugo Venville (ATAR 93.45) achieved band six in Drama, English Advanced, Modern History and History Extension.
- Jarryde Paterson was awarded TAFE Vocational Student of the Year for Tourism and Events.
- Amanda Vlahos was awarded Petersham TAFE Student of the Year.
- Oscar Velicks's music performance was nominated by HSC Music 1 markers for Encore recital.
- Tango Conway was nominated by HSC Visual Arts markers for Art Express exhibition.
- Stana Arsenic was nominated by HSC Visual Arts markers for Art Express exhibition.
- Tony Feraira was nominated by HSC Design and Technology markers for InTech exhibition.
- Jed Finnane was nominated by HSC Design and Technology markers for InTech exhibition.

Year 10 Results

- 98.3% of Year 10 students at Balmain Campus received a Record of School Achievement (RoSA) in 2013.
- Finlay Mackenzie was Dux of Balmain Campus, coming first in Australian Geography, English, Marine Studies and Science.
- Distinguished Achiever of Balmain Campus was Robert Can. First in Graphics and Mathematics: Pathways 3.
- All Year 10 students at Leichhardt Campus received a Record of School Achievement (RoSA) in 2013.
- Erin McKenna was Dux of Leichhardt Campus, coming first in Australian History, Music, Science; second in English, Textiles Technology; fourth in PDHPE.
- Distinguished Achiever of Leichhardt Campus was Phaedra Brown. First in Drama, History Elective, Textiles Technology; second in Australian History; third in English; fourth in Science & Geography.
- Four students from Glebe Pathways Project gained their Record of School Achievement (RoSA) and are continuing with further education.

Essential Secondary Science Assessment (ESSA)

Our students took part in the ESSA online test on Tuesday 13 November. The ESSA test is an interactive multimedia assessment which is mandatory for Year 8 students in NSW government schools. It is a statewide science assessment program based on the NSW Science Syllabus. We are very fortunate to have access to so many desktop and laptop computers and that made the online assessment a stress free experience for all our students who took part in it as well as for the supervising teacher. All students were able to complete the test and they responded positively to their first experience of online testing.

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

Results for both Balmain and Leichhardt Campuses show that students are above the state average in all aspects of the ESSA (Extended Responses, Knowing and Understanding, Communicating Scientifically and Working Scientifically). At Leichhardt 48.3% of the students scored Level 5 compared to the state average of 24%. 11% of Leichhardt students scored Level 6, compared to state average of 6.7%.

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

Principal’s message

As Sydney Secondary College enters its second decade it has a strong reputation as a vibrant and successful public education community. We have a proud history of growth and innovation. As a College we continue to reach outwards to ensure opportunity and quality education for our students. Our enrolments continue to grow and in 2013 there were over 2000 students enrolled across our three campuses.

The strong partnership of the three campuses makes up the College and enables us to provide the advantages offered by both smaller schools (campus) and larger schools (College). We provide age appropriate education, based on quality learning and teaching. Our focus on diverse curriculum, student welfare and ever expanding co-curricular programs ensures that we put our College motto, ‘Quality, Opportunity and Diversity’ into practice. In 2013 an emphasis
was on reviewing our assessment practices across all three campuses as well as planning for the educational opportunities provided by Bring Your Own Device (BYOD).

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

The College continues to create new pathways for students with links to local businesses and organisations, Sydney Institute of TAFE and the University of Technology and University of Sydney. In 2013 we continued to strengthen our international vision with three groups of students travelling overseas, with Balmain Campus female students travelling to Hawaii for a sporting competition, Blackwattle Bay Campus LOTE students travelling to Vanuatu and Leichhardt Campus students travelling to Vietnam for a cultural study tour. Balmain and Leichhardt Campuses welcomed Japanese students who were involved in home stays with students and their families.

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. Our Instrumental Music Program has grown to over 200 students and seven ensembles. This parent/college partnership enriches the lives of so many students.

The success of our College rests upon the commitment of our dedicated and passionate staff who deliver excellent educational programs.

Congratulations to Nerida Walker (Deputy Principal, Balmain Campus) and Robyn Matthews (Deputy Principal, Balmain Campus) who were appointed as Principals in 2013. They are outstanding educational leaders and we wish them success at their new schools. We acknowledged and farewelled Mara Safe (Head Teacher PD/H/PE Leichhardt Campus) and Michael Fullerton (Science teacher, Blackwattle Bay Campus). Both Mara and Michael made many positive contributions to our College and to public education throughout their successful careers as teachers. We hope they are enjoying their new lifestyle outside of teaching.

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
College Principal

P&C messages
Balmain Campus
Parents & Citizens Association

The P&C Association continues to be a vibrant group committed to furthering the interests of students and the school generally, contributing to the ethos, the fabric and the strategic direction of the college.

Key Activities and Issues in 2013
The P&C has worked towards engaging more effectively with parents and carers through various forms of e-media with the aim of engaging with as many parents as possible. The introduction of a succinct weekly electronic newsletter in 2013 issued by the school has enabled parents to get a better sense of weekly activities at the campus and, was a great example of college and P&C Association collaboration.

Supporting Projects in the School
The P&C provided financial support to a wide range of projects in 2013 including:

- Development of the Duke of Edinburgh Award program at the school
- Display cases to profile student work from the Technology and Applied Studies program
- Upgrading the main hall’s stage lighting and sound infrastructure for performances and assemblies
- Young Leaders Foundation
- End of year Gold Award excursion
- College Presentation Day prizes

Ongoing Contribution to the Life of the School
The P&C continued to have a strong presence at school events including:

- The Balmain Campus Open Day
- Selective stream information morning
• Orientation Day for new students and their parents/carers
• Welcome Drinks for new year 7 parents
• Parent Information Sessions
• 2013 School Year Awards
• College Advisory Council
• Working Bee – November 2013

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

Communications – a focus in 2013
This year the P&C have focused strongly on streamlining communications. The P&C has launched its own website, yet maintained direct accessibility from the school's webpages. This move has allowed the P&C to update content easily and quickly. The P&C has also established an online communications 'discussion group', where parents can both hear and be heard/stay in the loop on current P&C happenings. Importantly, they can opt-in/unsubscribe themselves from this group at any time.

We have also helped the school develop a succinct one page weekly ‘what’s upcoming’ newsletter – Harbour Light – which has been very well received by families of all year groups. A communications subcommittee made up of staff and P&C representatives is actively working with the school to streamline school/family communication generally and, specifically for 2014: on-line calendars, e-diaries and assessment tasks. This group continues to meet and develop communications strategy in concert with the school for 2014.

Working Bee – November 2013
We held our first working bee for some time in November 2013 attended by over 60 volunteers – including parents/carers, teachers and students who worked on landscaping, painting and general maintenance activities around the school. Another Working Bee is scheduled during the first half of 2014.

Support for the Music Arts and Drama event – December 2013
Parents also provided strong support for the Music Arts and Drama performance event (formerly the Talent Night) by providing mentoring to performers, promoting the event to local junior schools, upgrading sound and lighting services for staged events in the main hall and providing catering services logistics and fundraising efforts on the night.

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

In particular, I would like to acknowledge the P&C Executive for their efforts this year – David Bennett, Julie Shead, Helen Langford, Bruce Ricardo and Helen Langford.

As always the Balmain Campus Executive, including Principal, Lee Wright and Deputy Principal Craig Anderson, Head Teacher Welfare Shere Hinchey, as well as many other staff have shown their commitment to the school and made a significant, positive impact on the P&C and all students.

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

David Eckstein and David Bennett
Co-Presidents
P&C Association

Leichhardt Campus
Parents & Citizens Association
The P&C AGM in February saw some retirements and new faces join the P&C executive. We said goodbye to Secretary Peter Cox who moved on to Blackwattle Bay and Vanessa Palfreeman, after 2 years as President moved to become a Vice President.

The Office Bearers for 2013 were:
• Nick Potter – President
• Fiona Law and Vanessa Palfreeman, Vice Presidents
• Patricia Ware – Treasurer
• Lyndell Webster – Secretary

The school principal Melinda Bright was also an active member of the P&C and attended all meetings, unless Pink concerts intervened. We thank her for her support and many contributions. She was always ready to address any issue raised and always followed up parents’ concerns, no matter how trivial.
P&C Meetings
The P&C met regularly throughout the year. Meetings were well attended and it was especially pleasing to see parents of year 7 children who are new to the school in attendance.

Highlights of the year were a presentation in the library by Mr Darnley of the new Virtual Library and also of the Edmodo student/parent/teacher communication tool. We had a lot of parents attend and it was great to showcase the Library and all it has to offer. We also had an impressive presentation by Ms Hartemink and the SRC.

Mr O’Donnell gave an audio visual presentation on “The Leichhardt Way” an initiative developed by students and teachers as part of the Positive Behaviour for Learning program, Mr Nguyen came to talk parents through the Duke of Edinburgh scheme and Ms Goldstein came to discuss the school Movie Night she organised to raise money for victims of the Blue Mountains bush fires.

We were fortunate to have Mayor Darcy Byrne attend the meeting in July to bring the committee up to date on the things Leichhardt Council are doing in the area which involve the school and also to talk about council’s program to revitalise Norton Street. Hopefully there will be more on this next year.

In one of our earlier meetings MS Doreen Wilson, former College Principal and now community representative of the Rozelle/Balmain branch of the Bendigo Bank. The bank has provided a fund for local public school P&C projects and we have applied for a grant to help pay for signs around the school promoting “The Leichhardt Way”. To show our appreciation for their support the P&C decided to move our banking accounts to the Bendigo Bank.

There was always a representative of the school executive at our meetings to answer questions and follow up queries. The P&C would like to thank Melinda Bright for her attendance and support for the P&C. We would also like to thank Judy Kelly, James McMaster, Jeff Hockey and all the teachers who contributed their time and effort to meetings and other P&C initiatives.

P&C Events
Once again our major social/fundraising event was the school Trivia Night. The committee, Fiona Law, Belinda Fraser, Leah Beatty, Trish Ware, Sonya Blainey, Lynda Stowers and Lyndell Webster did a fantastic job. The theme was 20s Great Gatsby, the hall was filled with tables and our Quiz Queens Libby Campbell and Melinda Bright were brilliant, strolling among the tables with radio mics and entertaining as well as asking the tough and trivial questions. We raised almost $14,000. There were plenty of helpers both in the lead up and on the day including members of the SRC.

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

Financial Contributions
Along with our fundraising, the P&C collects family donations as part of the school voluntary contribution. Funds this year were spent on projects initiated by parents, students and staff. Some important projects funded were:

- New audio visual equipment in the library
- Screen and wiring in the music room
- Indoor and outdoor soccer goals, nets and uniforms
- New gym equipment
- Replacement books for the library
- New hand dryers and soap dispensers for the school toilets
- Upgrades and improvements to the hall sound system

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

School Events
Once again this year parents were actively involved at important school events such as Orientation Day and School Open Days. Thanks to all the parents who helped out managing information stands and supporting the staff.

There were many extracurricular activities run by willing staff in their own time. They include local and overseas trips, school camps, Theatresports, Duke of Edinburgh walks, music events, drama performances and the ski trip. The P&C would like to collectively thank all those wonderful teachers who sacrificed their own
free time for the enjoyment and improvement of our children. I continue to be amazed by the selfless generosity of so many of our teachers.

Lostock
The P&C continue to support the Lostock site as a school community getaway. The new water tank is now in place and we have had many bookings there this year. Thanks to Belinda Fraser for managing it on behalf of the college.

Campaigns on Behalf of the School and Students
The P&C have managed and supported a number of campaigns on behalf of the school and community, writing letters and launching petitions. We’ve had the support of the school and college to try to achieve important gains for our school. The campaigns include:

- A school bus on route 413 which brings students from the Ashbury/Ashfield/Summer Hill areas
- Recognition of school transport passes on the new light rail line from Dulwich Hill to Leichhardt and Blackwattle Bay campuses
- Acquisition by the campus of the Tram sheds adjoining the school as performance and administration spaces.

This last campaign has been ably run by Howard Charles who has been tireless in writing letters to government and enlisting the support of council and state and federal members to try to gain this important asset for our school.

Finally my thanks to the executive Trish Ware, Lyndell Webster and Vice Presidents Fiona Law and Vanessa Palfreeman for assisting me in managing the P&C this year; it has been a rewarding and enjoyable year.

Nick Potter
P&C President

Blackwattle Campus
Parents & Citizens Association
Throughout 2013, Blackwattle Bay P&C has supported by financial and other means, a range of events and initiatives on the campus. These began in February with the P&C organising refreshments and information for the incoming Year 11 parents. Our Annual General Meeting in March saw a change in our executive team but a continuation of support for school activities including substantial contributions for text books and for resources for the senior study, positive learning recognition cards, the Year 11 learning conference and the annual prize for dux of the campus. We were also delighted to donate funds to the White Ribbon Garden, a leafy oasis of serenity outside the Principal’s office. Members of the team also represented the P&C at a number of college functions, including the HSC parent information night, the Year 12 graduation ceremony and the College Presentation Day.

We have also been involved in some advocacy on broader issues involving our students, particularly an unsuccessful attempt to have the Sydney Light Rail included in the School Student Transport Scheme, and more recently to raise awareness of the shortage of school places in the Inner West which is leading in many cases to longer journeys and separation of siblings.

As I write this report, we are only days away from the main event on the P&C calendar, the annual Gleebooks fundraiser. As in past years, this is held upstairs at Gleebooks premises on Glebe Point Road. While the primary purpose of the event is to restock the school library with considerable numbers of quality books, chosen by the teachers for their special value as learning resources, a secondary benefit has been to reinforce the shared values of our school community. Large numbers of parents attend what has become an enjoyable social occasion and a chance to mingle with the senior executive of the school and the P&C team. Parents have always provided food platters, and wine, cheese and delightful musical entertainment provided by the school’s most talented performers is an added bonus. We expect that this year the books purchased both by parents and the P&C will have a value of several thousand dollars.

This is my last year as a Blackwattle parent, indeed my last year as the parent of a school student. I think it appropriate that I commend teachers in general for the way in which they use their special gifts for the betterment of our children.

Finally, I must thank the other members of the Blackwattle P&C team for their time and effort this year. Although only a small group, Peter Cox, Janine McCarthy, Alison Gibbs and Tracey Cameron have given their time and expertise to ensure that the P&C is a force for good within the school.

Michael Maher
P&C President
Student representatives’ message

Balmain Campus SRC

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

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

During our planning day at the end of 2012, the SRC evaluated the leadership roles we have and two new positions were opened to assist the smooth running of the SRC – Promotions Officer to help with event advertising and Project Officer to help with the execution and evaluation of events. In addition, our weekly meetings have been streamlined by our Secretary who has an updated role that includes posting an agenda and minutes on Edmodo and via email.

In 2013 we focused on school events rather than fundraising. Although we received a flood of requests to fundraise for a large number of charities, we only held events for our traditional yearly charities. These are the events and leadership opportunities we coordinated in 2013:

- ‘Valentine’s Day Chocolate drive and Love Serenade Assembly’, which included serenades to students from all year groups.
- 40 Hour Famine – where students raised awareness during several assemblies and also raised several thousand dollars for World Vision. Students made a range of sacrifices including not eating, speaking or even using the internet for 40 hours.
- Regular lunchtime student versus student and student versus teacher sporting events such as netball, soccer, touch football and basketball.
- Supporting the Eco Group we held the RSPCA Pupcake and Cupcake Bake Sale.
- Jeans for Genes – students held a mufti day and money for charity.
- Supporting the Eco Group Chicken Coop by helping with bake sales over the year.
- We held a mufti day in support of Shades for Aids where students gave a gold coin donation.
- Supporting the Young Leaders Foundation Open Classroom Project the SRC gave $1000.
- Prostate Cancer BBQ fundraiser in which students raised money for vital research.
- Balmain’s Got Talent - A Talent Quest to showcase the performing arts talents of the students at the school. Top acts are invited to perform in the P&C’s Variety night.
- A focus on leadership training through participation in the World Vision Leadership Development conference, Halogen Leadership conference, Zone and regional SRC meetings held at various locations.

To ensure that the SRC represents the interests of all community members to the best of its ability within the Sydney Secondary College a joint meeting was held in Term 4 between the SRC teacher coordinators and students representatives of the three campuses. We plan to hold regular meetings and to set common goals and come up with a charter.

Leichhardt Campus SRC

Leichhardt’s SRC continued to represent the diversity of the students in the school and have been excellent ambassadors, promoting Leichhardt’s values and leadership initiatives. This year the SRC was led by the two school captains, two vice captains and eight prefects. There were also an additional eight Year 10 members, five Year 9 members, seven Year 8 members, and eight Year 7 members. Two students also represented the senior and junior support classes.

The SRC continued to develop their leadership skills and were amazing ambassadors for Leichhardt Campus at important school and community events. The students hosted the North East Zone meeting, the first College SRC meeting, the school’s Open Days and transition days and ran activities and led tours of the school. Four amazing female year 10 students also attended the UN’s International Women’s Day Breakfast where they met former Prime Minister, Julia Gillard.
Campaigning for improvements to the school is highly important to the SRC. This year, students liaised with their principal, the canteen and the P&C in an effort to improve the school’s facilities and services. The school captains and prefects also starred in Leichhardt’s Positive Behaviour for Learning (PBL) videos, highlighting the positive behaviours that are integral to effective learning environments. The SRC members also ran Breakfast Club at Leichhardt and attended mental health workshops run by Leichhardt council.

Leichhardt’s students care deeply about social justice issues. This year, they successfully coordinated Wear It Purple Day, running activities that allowed students to demonstrate their support for relationship equality. The SRC also organised the school’s 40 Hour Famine campaign that rose over $10000 for the people of Malawi. Like the rest of Australia, the SRC have been shocked and saddened by the devastation caused by the recent bush fires. The students collected donations and ran the BBQ at Leichhardt’s Moonlight for the Mountains movie night. Our school captains also chaired the launch of the Human Rights Commission’s Back Me Up campaign which was televised on SBS. At this event the SRC students met Ruby Rose and Todd Nester the winner of the Biggest Loser and lead the school’s commitment to fight bullying and cyber bullying.

Leichhardt’s SRC is now preparing for 2014. The roles of the school prefects have been refined and next year the leadership team will consist of two school captains, two vice captains, a sports prefect, an arts prefect, a PBL prefect and a social justice prefect. Following the announcement of the representatives for 2014, the SRC will be getting together to plan and prepare for the year ahead.

Blackwattle Campus SRC
The Student Representative Council is a successful part of the Blackwattle Bay leadership program. The SRC’s success can be attributed to the commitment and passion demonstrated by its members, who all share a common concern for the welfare of their peers and wider community. The SRC have contributed to Blackwattle Bay’s profile being enhanced both within the school and the wider community. The SRC has had the privilege of representing the school at zone SRC conferences and raising awareness within the school regarding environmental and social justice issues.

A particular focus in 2013 has been fundraising for various projects in order to raise awareness amongst the student body about a number of causes. The first project of the year was the preparation and support of the school’s Diversity Day. This was a fun filled day spent by the SRC making Turkish gozleme, fairy bread and noodles. These items were a real success and not only demonstrated the coordinated effort of the SRC but also helped raise valuable funds to support students at Malibaca High in Maliana. In addition, the SRC is currently working on collecting school laptops from ex-year 12 students and donating them to our sister school to help support their education. Another very successful fundraiser in 2013 was Jeans for Genes day. The SRC raised an outstanding $500 for this cause and were very successful in encouraging students and teachers to dress up and support this worthwhile cause.

In 2013, Blackwattle Bay SRC representatives attended the first cross college SRC meeting held at the Leichardt Campus. This was very significant for the senior SRC members as it was an opportunity to meet and greet future Blackwattle Bay SRC members. Students shared their experiences of 2013 and vision for 2014 with fellow college representatives. This sense of college camaraderie also paved the way for the first SRC picnic lunch during the Blackwattle Bay taster week. This was also a very successful event that was aimed at officially welcoming Year 10 students to our school.
**College context**

**Student information**

**Student enrolment profile**

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<td>242</td>
<td>255</td>
<td>237</td>
</tr>
<tr>
<td>Blackwattle Bay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>358</td>
<td>349</td>
<td>364</td>
<td>370</td>
<td>385</td>
<td>382</td>
</tr>
<tr>
<td>Female</td>
<td>206</td>
<td>239</td>
<td>262</td>
<td>239</td>
<td>240</td>
<td>252</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>Balmain</th>
<th>Leichhardt</th>
<th>Blackwattle</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0</td>
<td>96.1</td>
<td>95.5</td>
<td>95.2</td>
<td>93.2</td>
</tr>
<tr>
<td>8</td>
<td>93.5</td>
<td>94.7</td>
<td>93.3</td>
<td>90.9</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>94.8</td>
<td>92.6</td>
<td>92.4</td>
<td>89.4</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>92.9</td>
<td>91.4</td>
<td>91.2</td>
<td>87.7</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>89.4</td>
<td>91.5</td>
<td>88.3</td>
<td></td>
</tr>
<tr>
<td>12</td>
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<td>90.3</td>
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<td>Total</td>
<td>94.4</td>
<td>93.7</td>
<td>89.8</td>
<td>92.6</td>
<td>89.9</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Poor attendance is monitored by the Welfare and Learning Support teams and the district Home School Liaison Officer. A range of strategies are used across the College including welfare team intervention through counselling, attendance cards and parental and HSLO involvement.

Strategies include:
- SMS messages are sent to parents notifying them of their child’s absence.
- Good attendance is recognised as a way of motivating all students.
- The College welfare team discusses strategies to improve attendance, attendance cards used by middle schools.
- Board of Studies letters are sent to Years 10, 11 and 12 notifying them of their failure to meet course outcomes.
- Notes are required for all absences and prolonged leave needs to be approved in advance by the Principal.
- Students are grouped in mentor classes and staff follow-up attendance.

**Post-College destinations**

**Leichhardt Campus**

**Year 10 Leichhardt Campus**

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

**Balmain Campus**

**Year 10 Balmain Campus**

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

There were a total of 316 students in Year 12 2013 at Blackwattle Bay Campus. Of these, 260 students received an ATAR and of this group 195 gained university entrance. 28 of these students completed the HSC requirements to receive an ATAR but did not apply for university entrance. In total 54 students are attending TAFE or private provider courses.

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Domestic Students</th>
<th>Int. Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>13</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>36</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>University of New England</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Sydney University</td>
<td>43</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>University of NSW</td>
<td>26</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>University of Technology</td>
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<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Wollongong University</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>University of Western Sydney</td>
<td>27</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Australian National University</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Notre Dame</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>193</td>
<td>2</td>
<td>195</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training: 37 (TAFE).

76 students completed industry accredited certification (VET subjects) in addition to the HSC in 2012.

An extensive transition program, including counseling for subject selection, a week long Taste of Blackwattle and a Beyond Year 10 program, encourages and prepares students for the transition from junior campuses to the senior campus. 4 students successfully completed traineeships in carpentry, financial services and 2 in retail.

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

Position                          | Number |
---------------------------------|--------|
Principal                        | 4      |
Deputy Principal(s)              | 6      |
Head Teachers                    | 25     |
Classroom Teachers               | 116.4  |
Teacher of Disabilities          | 11     |
Support Teacher Learning Assistance| 2.4   |
Teacher Librarian                | 3      |
Teacher of ESL                   | 3.2    |
Counsellor                      | 3      |
College Support Staff (SASS)     | 42.4   |
Total                            | 216.4  |

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

The College employs a full time permanent Aboriginal Education Officer, three permanent full time classroom teachers, one 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.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>54</td>
</tr>
</tbody>
</table>
Financial summary

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

Funds are reserved at the Blackwattle Bay campus for grounds and fencing improvement to follow completion of the City of Sydney foreshore walkway currently under construction. All campuses are reserving money for the purchase of a new College bus during 2013.

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

| Date of financial summary: 30/11/2013 |
|-------------------------------|-------------------|-------------------|-------------------|
| **Income**                     | Balmain           | Leichhardt        | Blackwattle       |
| Balance brought forward        | 392400.09         | 503715.49         | 447924.39         |
| Global funds                   | 421676.87         | 650390.51         | 435894.63         |
| Tied funds                     | 180794.50         | 257301.73         | 185778.57         |
| School & community sources     | 573604.89         | 63843.57          | 485157.62         |
| Interest                       | 13274.44          | 19275.35          | 17747.34          |
| Trust receipts                 | 66247.70          | 112851.75         | 81918.54          |
| **Total income**               | 1255598.40        | 2191416.09        | 1736830.87        |

| Expenditure                     |                  |                  |                  |
| Key learning areas              | 122248.53        | 153634.11        | 309383.88         |
| Excursions                      | 244758.78        | 320234.57        | 79827.26          |
| Extracurricular dissections     | 136105.43        | 119872.8         | 9489.97           |
| Library                         | 11712.08         | 3843.57          | 5806.9            |
| Professional Learning           | 2170.27          | 7100.29          | 99.97             |
| Tied funds                      | 216785.89        | 255870.23        | 127487.93         |
| Casual relief teachers          | 143100.22        | 224129.34        | 93298.05          |
| Administraton & office          | 200503.89        | 204237.65        | 145338.66         |
| Utilities                       | 128554.89        | 174837.05        | 129425.42         |
| Maintenance                     | 77701.67         | 38766.73         | 44335.5           |
| Trust accounts                  | 62302.22         | 120268.1         | 104126.6          |
| Capital programs                | 78064.04         | 17480            | 23067.15          |
| **Total expenditure**           | 1424007.92       | 1640274.44       | 1071687.28        |
| Balance carried forward         | 223990.57        | 551141.65        | 665143.59         |

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

College performance 2013

Achievements

The Arts

SSC Instrumental Music program

In 2013, the Sydney Secondary College Instrumental Music Program (IMP) comprised of over 180 students performing in seven ensembles. Our musicians performed throughout the year at the highest standard.

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

Musical highlights this year included the Wind Orchestra’s performance at the Sydney Opera House as part of the Instrumental Music Festival. The Jazz Orchestra wowed the crowds at the Manly Jazz Festival. The Wind Ensemble performed alongside the US Navy 7th Fleet Band, who also did a workshop with our students. The Jazz Orchestra also performed at the Schools Spectacular as part of the foyer entertainment and our Jazz Ensemble and String Ensemble took centre stage at the Norton St Festa.

Our fabulous community concert series continued to grow in 2013. We began the year with performances from each IMP ensemble at the ‘One’ concert. Term 2 featured the results of three intensive days of rehearsals at our annual IMP Camp concert, whilst in Term 3 our outdoor concert, ‘Music in the Park’, was held in the Pioneer Park pavilion. This year we featured over 140 musicians from local primary schools in our ‘Primarily Fun Band’ and ‘Primarily Fun Strings’ as a culmination of three days of ‘Primarily Fun Workshops’ hosted by the IMP. Finally, in Term 4, Blackwattle Bay Campus hosted a new event-Jazz on the Bay which showcased our Jazz Orchestra, Jazz Ensemble and the Sydney Region Jazz Camp ensembles.
Our Wind ensembles all performed at the highest standard at the NSW Band Festival, winning gold, silver and bronze awards, with the Wind Orchestra performing in the very highest division of the event. Congratulations to all these musicians for the additional hard work they put into these important concert performances.

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 Mark Brown saw students present a fantastic concert back at school.

Thank you to everyone who has supported the IMP in 2013. We especially say thank you to the College Principal, Campus Principals and Executive staff who are extremely supportive of the IMP. We also recognise the wonderful support from the music departments at each campus. Thank you also to the IMP committee and IMP parents who organise all our community events. We are also extremely grateful for the support from College Administration Coordinator, Barry Adamson throughout the year.

We look forward to a spectacular year in 2014.

**Leichhardt Campus**

**The Arts**

**Music**

It was another notable year in music in 2013. Music seemed to be heard everywhere inside and out with bustling rehearsals and ensembles in action from the classrooms to the sports oval.

The IMP Music Camp at Stanwell Tops was a great start to music at high school for many students. Lots of new personalities emerged at Talent Night balanced with some wonderful large ensemble sounds and new friendships to carry through all those early morning band rehearsals.

Year 7 showed their new ensemble skills in two massed ensembles. Over 60 students on Orff instruments combined with students on their own orchestral instruments to perform delightful and energetic renditions of ‘Ode to Joy’ and ‘Funky Town’ at school assemblies.

Year 8 students were taking on the performance aspect of practical music by showing off their guitar/vocal/small ensemble skills with classic numbers including The Beatles’ ‘Let it Be’ and Tears for Fears’ ‘Mad World’. Students developed their playing skills on rock instruments and singing on microphones, to explore the history of rock music and today’s greatest hits.

Elective music gave students plenty of live music experiences while visiting the Australian Institute of Music for concerts as well as plenty of stage performance themselves. Music was well and truly alive and beating with the diversity of music genres and instruments being played within the Stage 5 course.

Year 10 music produced quite a few budding rock bands, some even confidently competing across campus and in community competitions on weekends, taking music to the streets in the name of Sydney Secondary College.

Our final music assembly for the year was aptly closed with a rousing arrangement of ‘Bohemian Rhapsody’, complete with rock instrument solos and the best vocal falsettos; thank you Year 10.

Our new Music Room refurbishment in the Term 2 holidays with a generous grant from the P&C has brought our keyboard lab into the 21st century complete with smart screen TV and HDMI compatibility for the latest music projections with sound. We all love the new possibilities in this room, thank you.

Extracurricular music saw the drumming ensemble morph into a cheer squad drum line for the Leichhardt football team playing on the oval for interschool matches. They were very impressive and participants had a great time making a lot of noise for a good cause!

Finally, the music never stops with offers to perform in the holidays still an exciting opportunity for our songbirds. Students were asked to be backing singers for Andrew Kidman
and Windy Hills on stage at the Concert Hall of the Opera House for the Sydney Festival 2014 Launch of the ‘Spirit of Akasha’ surf film.

All in all, a very musical year. Stayed tuned!

**Drama & Dance**

Drama in 2013 had a bumper year, with all of our ensembles filled to the brim and our annual school production boasting record numbers. Our school’s senior Theatresports ensemble was made up of an incredibly entertaining mix of Year 9 and 10 students, and our in school competition group resulted in Nelson, Darcy, Sam, Tom and Peter from Year 9 making it through to the state competition. In the inaugural year of ImproAustralia’s School’s Theatresport Junior Competition, our junior team, made up of Ari, Taidhg, Angus, Aengus and Saxon, ran rings around the competition. They made it all the way through to the state Grand Final, held in our very own school hall. Coached by the talented Emma Brown, the boys came second, being beaten by a very narrow margin, but did us all proud.

The annual production, directed by Libby Campbell, had over 110 students involved, and was epic to say the least. Reworking Homer’s ‘Odyssey’, the cast, led by Year 10 student Vernon as Odysseus, part play-built the performance and utilised Mary Zimmerman’s script. It ran for two nights and was a roaring success.

We had eight students involved in the NSW State Drama Ensemble, performing in a variety of performances including the state drama festival.

Dance at Leichhardt continued to grow, with Alex Gavel taking the ensemble program to new heights. Giving students the opportunity to choreograph and perform at assembly has helped build the subject’s profile and we look forward to seeing it develop further this year.

**Visual Arts**

**Art Enhancement Program**

The Art Enhancement Program was held on Mondays and Thursday afternoons throughout the year, from 3.15 to 5pm. Students from Years 7 to 10 attended and participated in art making activities, producing a range of work.

The majority of students preferred to draw but some students experimented with media, painted, produced sculptures, designs, origami and ceramics.

The most popular subject matter was manga styled drawings. Students were encouraged to develop their work and extend the level of sophistication.

One Year 11 student from the senior campus at Blackwattle Bay also attended when she had the chance.

The program was not only beneficial for the student’s artistic development but also their social development. This is especially important as many of these students are inclined to spend time by themselves.

**Koori Art Expressions**

The students from Leichhardt Campus consistently produce stimulating and relevant work for Koori Art Expressions each year. This year the theme was ‘We value the vision: Yirrkala Bark Petitions, 1963’.

Year 9 students produced three artworks this year with all the work being accepted for exhibition at the National Maritime Museum at Darling Harbour.
'Where is the Love?', produced by Taymane Philalack, Sade Mintah-Owusu and James Trinh, was made with acrylic paint, chalk, office paper, rubber cement and handmade paper. A question mark dominates the work and accentuates that so many of the issues facing Aboriginal Australia are in desperate need of solutions.

'Taken', an acrylic painting by Jessie James Caldwell, captures a connection between traditional and contemporary cultures with layers, contrasts and relative aspects of Aboriginal and non-Aboriginal society.

The last piece, a sculpture titled ‘Schoolmade Bark Tree’ was a collaborative effort and was made with acrylic, chalk, office paper, rubber cement, handmade paper (newspaper and PVA).

All the students and staff connected to the work were very pleased with the relevance of the artworks related to the theme and the opportunity to see the work exhibited in such a great venue.

Koori Art Expressions makes us think about so many of the issues, events, people and places of significance to Aboriginal culture.

**ROAR Gifted Writers Group**

The Gifted Writers Group continues to grow from strength to strength. Led by English Head Teacher, Emily O’Connell, 26 students from Years 7 to 10 meet three times a week to support each other’s interest in writing; engage in writing activities; edit and organise publication of the ROAR magazine and plan excursions and workshops.

2013 saw the profile of the group expand, with a number of students gaining recognition and success in various writing competitions. Neve Thomson from Year 9 was highly commended in the high profile Sydney Writers’ Festival Write Now competition. Neve was presented with her prize during the festival at a ceremony at City Recital Hall, Angel Place.

Many students from the group also entered the Dorothea McKellar Poetry competition and three students from year eight, Carol Tran, Swaetha Vasudevan and Jessica Hua received a commendation certificate for a haiku poem they had written. The short stories and poetry entered into these competitions were the result of a one day writing workshop held in the school library during term two. This was an enjoyable and productive day and one that will be repeated next year.

Another highlight of the year was an excursion to the Sydney Writers’ Festival. Students heard popular local and international authors such as Libba Bray speak inspiringly about the craft of writing and were able to also get books signed.

Three editions of ROAR magazine were published in 2013 and students also continue to
post their writing on the ROAR blog at http://giftedwriters.edublogs.org/ . It has been exciting to track the visitors to the blog and to see that we have an international audience.

**Balmain Campus**

**The Arts**

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

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

Photography and digital media (PDM) students at Balmain have been exploring a range of analogue and digital photo media techniques. Year 10 enjoyed exploring a range of photographic genres and image enhancement techniques using digital technologies. Year 9 are now equipped with the technical skill to produce quality photographs using a manual camera as well as digital enhancement techniques. Look out for the outstanding photographs from the PDM students displayed around Balmain campus and in many of the school’s publications.

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

There was a great community atmosphere, with dinner in the quad preceding the show. The show’s MCs, Michaela Franz and Rebecca Austen-Paine, led the audience through a night of highlights that included The Support Unit and Social Inc. singing ‘All You Need is Love’, the sisters, Myra and Dominique Holani singing ‘Santeria’, and a short play written by Audrey Bennett, called ‘A Murder Mystery’. We would like to thank all involved, particularly all the students, P&C and staff.

**Blackwattle Bay Campus**

**The Arts**

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

A highlight of 2013 was the annual HSC performances in Music and Drama followed by the HSC Visual Arts Exhibition, opened by Sydney artist Euan Macleod.

Tango Conway, Weight, Sharp, Mombassa and Me

Congratulations to Tango Conway and Stana Arsenic whose bodies of work have been nominated for inclusion in ARTEXPRESS 2014. This exhibition of outstanding student works from the HSC Visual Arts course is held at Armory Gallery, Sydney Olympic Park and the Art Gallery of New South Wales.

Congratulations also to Music 1 student, Oscar Veliks, who has been nominated for inclusion in ENCORE 2014.
2013 saw another successful year with many students participating in musical activities both internal and external to the school environment, with individual students successfully participating in Eisteddfods as well as being involved in programs offered by The Arts Unit.

The College took part in the annual School Spectacular, as well as part taking in State Music Camps at Stanwell Tops.

The Preliminary and HSC Music 1, Music 2 and Music Extension lunchtime and evening concert series ran once again throughout Terms 1 and 2. These concerts allowed both the musicians and VET Entertainment students to partake in the running of productions; the musicians were given the opportunity to perform their HSC repertoire, whilst the VET Entertainment students were given the opportunity to be assessed on their competencies for the course. The College continues to provide an opportunity for students to showcase their talents through the popular Talent Quest held on Diversity Day.

Drama continues to offer opportunities for students to develop their imagination, performance skills, communication skills and building up personal confidence.

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

The Year 12 Drama students worked very hard to complete the outcomes of the HSC Drama course.

The students participated in a workshop in the July school holidays with a visiting tutor from Sydney University. This culminated in highly polished performances of their Individual Performance Projects and Group Projects before an audience of family and friends and then submitting these performances before a panel of HSC markers for evaluation.

The Group Projects examined such themes and personal relationships, self-improvement and censorship. These performances were entertaining and challenged audiences to think of these topics from different points of view.

Year 12 also performed these Individual and Group Projects Performances to Drama and English students from the Balmain and Leichhardt campuses thereby giving these students an opportunity to observe and learn from the work of the HSC students. This also provided a valuable forum for both students and Drama teachers of all three campuses to meet and exchange ideas.

Middle School Project- Leichhardt Campus

Year 7 Learning Fair

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

This year we added an online component, where students had to record their project on the Year 7 blog and respond to their peers’ entries. Some of the excellent projects included an app created to help students get organised, a charity based initiative, the CO Sandwich and the Helmetron 3000.

Lessons in the Connected Classroom

The Connected Classrooms Program is a NSW Government initiative to provide students with opportunities to connect with each other and with educators across the globe.
As part of our Year 6-7 Transition Program for 2013, Leichhardt Campus staff and students also continued to provide video conference lessons to Stage 3 students from our feeder primary schools. A group of Year 8 students delivered lessons from the English, LOTE, HSIE and Science faculties, including lessons on Ancient Greece, an introduction to French, poetry, and investigating carbon dioxide. Resources were sent to primary schools in advance of the video conference and the students teaching the lessons followed a script that ensured lots of topical discussion between the primary and high school students. These video conferences also gave Stage 3 students an opportunity to ask questions about high school life.

Sport

Sydney Secondary College Sports Awards 2013

**Balmain Campus Sportsman of the Year:** Jonathon Michalopoulos

**Balmain Campus Sportswoman of the Year:** Natasha Ricardo

**Leichhardt Campus Sportsman of the Year:**

Aidan Wood-Thomson

**Leichhardt Campus Sportswoman of the Year:**

Chiara Lam

**SSC Junior Sportsman of the Year:**

Aidan Wood-Thomson

**SSC Junior Sportswoman of the Year:**

Chiara Lam

**Senior Sportsman of the Year:**

Leagan T-Kea

**Senior Sportswoman of the Year:**

Samantha Thomas

**SSC Sportsman of the Year:**

Aidan Wood-Thomson

**SSC Sportswoman of the Year:**

Chiara Lam

**Pointscore College Houses**

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

Sport at Balmain

2013 was a positive year for sport at Balmain. Huge success has come about in a vast number of individual based sporting achievements as well as triumph in grade and representative competitions.

A number of significant achievements throughout 2013 must be highlighted with an increased number of students qualifying for regional and state carnivals in Swimming, Cross Country and Athletics. A large number of these students come from Year 7, which shows a great deal of promise for results in the years to come. Special mention must go to Jaya Bond who competed at the NSWCHS State Swimming Carnival in March, Nicholas Woodgate (1500m walk) and also Katarina Gordon who participated in four events at the NSWCHS Athletics Carnival in the AWD (Athletes with a Disability).

Grade sport participation was stable at Balmain. Four teams across U14, U15 and Opens qualified for semi-finals and finals. The Boys U15 Basketball team won the Northern Zone competition in Term 3. A major sporting goal at Balmain is to increase the participation and competitiveness in the respective grade sports in summer and winter competition in 2014.

Students were provided with the opportunity to represent the school in representative teams. Balmain competed in knockout competitions in boys AFL, boys and girls indoor soccer and netball. All teams proved to be very competitive.

Balmain Campus also continued our strong affiliation with Sydney University Sport and Fitness who facilitated student participation in rock climbing, kick boxing, gymnastics and dance activities on Tuesday afternoons. Tuesday afternoon recreational sport was recharged with the introduction of new sports including a new venue for recreational swimming, cycling and on campus sports such as supervised weight training and group fitness exercise. This provided students with an increased choice which maximised participation levels immensely.

Natasha Ricardo was awarded with the Pierre de Coubertin award for her excellent contribution in both individual disciplines and teams sports. Natasha demonstrated valuable sportsmanship and achievement across sports such as swimming, cross country, athletics, soccer, touch football and netball.

**Talented Athlete Program**

In 2013 the Talented Athlete Program (TAP) focused on expanding the number of high performers in the Campus and encouraging the participation of female students in Campus and College sporting events. To do this we needed to continue to positively promote the program and
provide a consistent environment for training for these athletes. Balmain Campus offered students four training sessions and individualised resistance programs tailored to specific sporting improvements. This will continue in 2014.

In 2013 Balmain Campus had 43 student members of the program, selected from a group of over 65 applicants. The female group expanded from 7 to 11 students just as we had hoped. Training occurs twice a week from 7.45am–8.20am, and groups alternate between the fitness studio, spin bike lab, and consistent and regular fitness testing to ensure they measure and appreciate improvements. We have continued to develop our training spaces by purchasing a set of kettle bells, cardio boxing equipment, plyometrics (jumping) box, bosu, cross trainer and a smith machine.

The program offered a transition day called the 'Talented Athlete Workshop' on the Monday 18 November. This involved our local feeder primary schools and prospective young athletes that will be attending our school in 2014. The number of participants in this transition opportunity grew significantly this year, with over 55 primary school athletes attending the transition day, up from 30 in 2012. Some of the primary schools involved included Birchgrove PS, Balmain PS, Rozelle PS, Nicholson St PS, Ultimo PS, Drummoyne PS and Leichhardt PS. Over 15 Year 7 TAP buddies helped to coordinate the program along with the PDHPE Department and Ms Michael (Year Advisor 2014). The day involved fitness testing in the hall, nutrition session in a classroom, spin bike workout, boot camp in the hall and a sausage sizzle.

The TAP program has now introduced a small fee of $30 per year to cover maintaining and servicing equipment, redevelop a cardio space, and purchase new, safe and highly efficient equipment for these young athletes.

2013 saw an increase in the level of achievement at athletics, swimming and Cross Country carnivals beyond the Zone level of competition. Due to the growing demands of this popular program we recruited a new PE staff member, Mr Glynne who has assisted in the development of our Year 7 members.

Future directions include sustaining student engagement in the program into 2014 and beyond, accommodating students that have scheduling clashes with IMP, continuing the upgrade of facilities for training and testing and public recognition of student achievements. Continued support of this program is needed including financial support to fund the program; a proposal to the P&C will be delivered in 2014 to help improve facilities.

**Sport at Leichhardt**

2013 saw another successful year for Leichhardt Campus on the sporting field. We had very capable sport leaders who assisted at all carnivals. They were Rishika Parathan and Viraj Desai (Stewart House), Phaedra Brown and William Kam (Wood House), Jenny Huynh and Srirahm Jeyasri (Pearce house), and Laurie Jacob and James Zhang (Sauvage House).

Students competed successfully at zone, regional and CHS in swimming, athletics and cross country carnivals. The following students are to be congratulated for their outstanding achievements by being selected for the respective CHS championships. Maya Bird, Oscar Bernauer and Aidan Wood-Thompson competed at the CHS cross country championships. Maddy Kohlrusch, Oliver Morgan-August, Aidan Wood-Thompson and Ethan Willis competed at the CHS athletics championships. Andrew Balcomb competed at the CHS swimming championships.

We won the following titles: Bligh Zone junior boys athletics and cross country champion point score and Bligh Zone overall junior boys champion school.

Knockout teams were entered in boys and girls soccer, boys and girls basketball, boys AFL and rugby league. All teams were competitive and enthusiastic. A girls rugby league team was formed for the first time with the girls most keen at training to demonstrate their tackling skills.
Tournaments were entered for indoor soccer, AFL and 7 a side rugby league. The U14 indoor soccer team won the regional tournament and progressed to the state finals tournament at Penrith. The U16 AFL team progressed to the regional finals tournament of the Swan Shield tournament run by the NSWAFL.

Srirahm Jeyasri was awarded the Pierre de Coubertin Award for outstanding contribution to sport. Srirahm was a house captain, competed at athletics and cross country carnivals and represented the school in cricket and soccer.

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

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

**Sport at Blackwattle Bay**

2013 saw a large number of our senior students continue to participate in numerous carnivals and CHS knockout competitions. All students should be congratulated for balancing their heavy school load in the senior years with their willingness and enthusiasm for representing our school in these events.

Once again a major focus has been to encourage more female involvement at all levels of competition as well as encouraging a variety of exercise options through our recreational sports program.

With a view to continuing a healthy sports profile on our campus we are pleased to announce the appointment of our sports leaders for 2014. They are: Miwa Blumer, Mitchell Miles, Max Petrovic and Emotion T-kea. These students have a great commitment to sport and will be leading the way in 2014.

Some individual success stories at carnivals included: In swimming, Bligh Zone Age Champion: Jesse Chen B17. In cross country, Bligh Zone Age Champion: Oskar Francis B17, Felix Coulston B18. Sydney East Regional Cross Country Championships: Nikolai Dale 8th B17, Felix Coulston 4th B18 and in NSW All Schools Cross Country Championships: Nikolai Dale 53rd B17, Felix Coulston 29th B18. Felix was also nominated for a Zone Blue for cross country which is an outstanding achievement and recognises his contribution to the College throughout the past six years. In athletics, Bligh Zone Age Champion: Grace Forbes G17, Leagan T-kea B17. In the College Sports Merit system, campus winners were Miwa Blumer and Max Tintner.

Elite Sportspersons: In June 2013 we recognised the achievements of 16 students in a wide variety of sports including hockey, squash, rugby league, rugby union, sailing, soccer, and cross country.

In knockout competitions once again our boys, in particular, achieved some wonderful results.

In hockey our College team were Sydney East Regional finalists and made the top 20 in the State, losing to a very strong Tamworth team.

Our College AFL team were Swans Cup Open Boy Champions in 2013. Yarran Jaffer-Williams was Swans Academy member and a regular Sydney Swans Reserve Grade player in 2013.

Mark Ning was selected to represent Sydney East Region at the NSWCHS State Carnival in squash.

Hector Titterton was selected to represent Northern Zone at the NSWCHS Rugby Carnival

Three girls represented Bligh Zone at football they were Julia Moriatis, Ella Serhan and Bella Spongberg which is encouraging for our school team in 2014.

In the Bligh Zone athletics carnival at Homebush Bay our 16-17 years boys were the winning school whilst the girls were a respectable second in the same age group.

In the final overall placings for all carnivals this year, Blackwattle Bay boys were the champion school. This is an excellent effort as they were pushed all the way by Newtown Performing Arts school.

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

The levels of achievement were:

- **Diamond Award** - average team level of 560+ minutes/week
- **Gold Award** - average team level of 420+ minutes/week
- **Silver Award** - average team level of 320+ minutes/week
- **Bronze Award** - average team level of 200+ minutes/week

Of those; 37 students & five staff achieved Diamond level, 34 students & three staff achieved gold level, six students & four staff achieved a silver level & 10 students & six staff achieved a bronze level. In 2014 we are hoping to attract more students and staff to get involved.

**Academic**

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

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

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

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

<table>
<thead>
<tr>
<th>NAPLAN 2013 Percentage in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>------------------------------------------</td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
</tr>
<tr>
<td>Balmain</td>
</tr>
<tr>
<td>Leichhardt</td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
</tr>
<tr>
<td>Balmain</td>
</tr>
<tr>
<td>Leichhardt</td>
</tr>
<tr>
<td>State</td>
</tr>
</tbody>
</table>

**Literacy – NAPLAN Year 7**

**Balmain Highlights**

- In Reading, 50% of Year 7 students were in the top two bands, 23% above state average.

**Leichhardt Highlights**

- In Reading, 53% of Year 7 students were in the top two bands, 26% above state average.
In Grammar and Punctuation, 43% of students were in the top two bands, 13% above the state average.

Numeracy – NAPLAN Year 7
Balmain Highlights
In Numeracy, 58% of Year 7 students were in the top two bands, 31% above the state average.

Leichhardt Highlights
In Numeracy 48% of Year 7 students were in the top two bands, 21% above the state average.

Literacy – NAPLAN Year 9
Balmain Highlights
In Reading, 41% of Year 9 students were in the top two bands, 20% above state average.

- In Writing, 30% of Year 9 students were in the top two bands, 8% above state average.
- In Spelling, 40% of Year 9 students were in the top two bands, 18% above state average.
- In Grammar and Punctuation, 36% of Year 9 students were in the top two bands, 25% above state average.

Leichhardt Highlights
- In Reading, 40% of Year 9 students were in the top two bands, 19% above state average.
- In Writing, 20% of Year 9 students were in the top two bands, 6% above state average.
- In Spelling, 43% of Year 9 students were in the top two bands, 21% above state average.
- In Grammar and Punctuation, 27% of Year 9 students were in the top two bands. 8% above state average.
**Numeracy – NAPLAN Year 9**

**Balmain Highlights**
- In Numeracy, 60% of Year 9 students were in the top two bands, 34% above state average.

**Leichhardt Highlights**
- In Numeracy, 51% of Year 9 students were in the top two bands, 25% above state average.

**Higher School Certificate**

**HSC Course Summary Table**

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2013</th>
<th>School Average 2009-2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
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<tbody>
<tr>
<td>Ancient History</td>
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<td>74.6</td>
<td>75.8</td>
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</tr>
<tr>
<td>Biology</td>
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<td>74.2</td>
<td>76.7</td>
<td>72.8</td>
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<tr>
<td>Business Studies</td>
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<td>Drama</td>
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<td>Earth &amp; Environmental Science</td>
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<td>Economics</td>
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<td>Band 5</td>
<td>Band 4</td>
<td>Band 3</td>
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<td>Modern History</td>
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<td>73.5</td>
</tr>
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<td>Music 1</td>
<td>83.8</td>
<td>80.8</td>
<td>82.0</td>
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<td>73.7</td>
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<tr>
<td>Physics</td>
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<td>73.3</td>
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<tr>
<td>Society &amp; Culture</td>
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<td>77.4</td>
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<tr>
<td>Software Design &amp; Development</td>
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<td>77.3</td>
<td>75.7</td>
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<tr>
<td>Studies of Religion II</td>
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<td>Visual Arts</td>
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<td>81.4</td>
<td>77.5</td>
</tr>
<tr>
<td>Chinese Beginners</td>
<td>72.4</td>
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<td></td>
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<tr>
<td>Chinese Background Speakers</td>
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<td>81.9</td>
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<tr>
<td>French Beginners</td>
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<td>74.9</td>
<td></td>
<td>75.2</td>
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<tr>
<td>Japanese Beginners</td>
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<td>71.6</td>
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<td>71.9</td>
</tr>
<tr>
<td>Japanese Continuers</td>
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<td>77.4</td>
<td>79.2</td>
<td>79.7</td>
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<tr>
<td>Entertainment Industry Examination</td>
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<td>72.6</td>
<td></td>
<td>69.2</td>
</tr>
<tr>
<td>Hospitality Examination</td>
<td>75.8</td>
<td>75.2</td>
<td>76.2</td>
<td>74.0</td>
</tr>
</tbody>
</table>

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

Students at SSC Blackwattle Bay Campus also gained HSC results in Aboriginal Studies, Computing Applications, Chinese Heritage, English Extension 2, English Studies, French Continuers, Geography, Japanese Extension, Multimedia, Music 2, Photography, Sport & Recreation, Textiles & Design, VET Business Services Examination, VET Construction Examination, Visual Design, VET Retail and Work Studies. As candidature in these courses was fewer than 10 students EMSAD does not provide result data.

**Highlights**

- 490 student results were in the next highest band, band five.
- In total 45% of all results were in the top two bands.
- 68% of all results were above state average. Subjects substantially above state average included Engineering Studies and Geography. Improved results were recorded in Drama, Ancient History, Biology, Community and Family Studies, Economics, Legal Studies, and Japanese Continuers. English Extension 1 & English Extension 2 results were above state average as were all Mathematics courses.
- Students were enrolled in 57 subjects with a formal HSC examination. These included traditional academic subjects, Vocational Education & Training subjects and special interest subjects. Students were also in a number of Content Endorsed courses that are evaluated by a school assessment process.
- A number of students were enrolled in Life Skills subjects. The campus also offered opportunities for students to enrol in Extension courses in Mathematics, English, languages and History.
HSC: relative performance comparison to School Certificate (value-added)

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2013</td>
<td>3.4</td>
<td>2.6</td>
<td>4.5</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>3.5</td>
<td>3.7</td>
<td>2.3</td>
</tr>
<tr>
<td>SSG Average 2013</td>
<td>2.6</td>
<td>2.2</td>
<td>0.9</td>
</tr>
</tbody>
</table>

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

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.

National Minimum standards

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

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

Percentage of students achieving above minimum standard in NAPLAN 2013

**BALMAIN CAMPUS**

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96%</td>
</tr>
<tr>
<td>Writing</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>97%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98%</td>
</tr>
</tbody>
</table>

**LEICHHARDT CAMPUS**

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98%</td>
</tr>
<tr>
<td>Writing</td>
<td>96%</td>
</tr>
<tr>
<td>Spelling</td>
<td>99%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99%</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

2013 was a very successful year for our Aboriginal and Torres Strait Islander students both in terms of academic success and recognition in the wider community.

In 2013 the College had over 80 enrolled students that identified as Aboriginal and Torres Strait Islander (ATSI).

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

In 2013 ATSI students from Leichhardt and Balmain campuses demonstrated growth in writing, as evidenced by improved NAPLAN results. The Norta Norta program was also well utilised by our senior ATSI students who successfully completed all assessment tasks in both Years 11 and 12, culminating in three students graduating with their HSC.

Parents and guardians of ATSI students have been very supportive of the Norta Norta program in 2013, seeing it as a means of monitoring their child’s progress at school. The monitoring system allows parents to receive regular updates on activities their child is undertaking and areas of improvement and development.

The Glebe Pathways Project continued to successfully engage students through innovative, personalised teaching and learning programs in close partnership with Glebe Youth Service and Save the Children.

The Australian Indigenous Mentoring Experience (AIME) is a mentoring program for students in Years 9 to 12. In 2013, Year 9 and 10 students were paired with mentors from Sydney University for a series of 15 sessions. Year 9 students participated in the Interactive Core program, while Year 10 students completed the
Leadership Core program. Year 11 and 12 students completed the Leadership and Development Core and Outreach program over four days with AIME workers.

ATSI students from across the College participated in the Talk, Text and Technology program. This multimodal program tasked students with collecting and compiling oral personal and site histories from within their local communities. Students conducted and filmed interviews with one another, their families and members of the wider community to produce a series of video vignettes that were then uploaded to Vimeo. Students also toured Aboriginal sites in Callan Park and participated in a ‘Day at TAFE’ where they further honed their video editing skills with the help of a TAFE multimedia lecturer.

The 2013 Deadly Awards saw Sydney Secondary College students Che Munro (Balmain Campus), Jesse James Caldwell (Leichhardt Campus) and Chloe Griffiths (Blackwattle Bay Campus) awarded with Deadly Kids Doing Well Awards.

Leichhardt and Balmain Campus students participated in Koori Art Expressions, producing artworks themed around ‘We value the vision: Yirrkala Bark Petitions, 1963’.

The NAIDOC Week ceremonies saw students moved by the words of Aboriginal Elders and performances. ATSI students displayed strong leadership in hosting and organising these ceremonies at all three campuses. Guest speakers this year were Peter Dawson from Recognise and Michelle Lovegrove from SBS Living Black Radio.

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

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

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

Students from Years 7, 9 and 10 joined Year 6 ATSI students from our feeder primary schools for two days of drama workshops and a three day drama camp. This collaboration between the ATYP (Australian Theatre for Young People), the St Peters Office Aboriginal Unit and Sydney Secondary College culminated in a final performance.

Ten Year 7 students from Leichhardt and Balmain Campuses participated in the University of Western Sydney Indigenous Science Experience held at Redfern Community Centre. Students learned about science used by traditional Aboriginal people and they spoke with Aboriginal elders from around Australia.

12 ATSI students from Leichhardt Campus were involved in the Waratah Education Program run by WEAVE (Working to Educate, Advocate, Voice & Empower). Students completed the Young Mob Leaders course.

The students at Balmain produced mural artworks in conjunction with Aboriginal Tobacco Control from NSW Health.

Aboriginal and non-Aboriginal students from Balmain Campus participated in Rhys Wesser’s Healthy Lifestyle and Fitness Program during Term 3 sport.

Multicultural education

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

In 2013 the number of students from Language Backgrounds Other Than English (LBOTE) in each campus was: Leichhardt Campus - 49.6%; Balmain Campus - 52.2% and; Blackwattle Bay Campus - 52.2%. The College total for NESB students was 50.1%.
In 2013 the English as a Second Language (ESL) teaching allocation was: Blackwattle Campus - 1.0; Leichhardt Campus - 0.6 and; Balmain Campus - 1.6. The College total was 3.2 teaching positions. Teaching programs ensure that Multicultural Education is explicitly taught so that all students are well equipped for life in Australian society.

In the junior campuses the ESL program is based on a team teaching approach through English, HSIE, Science and TAS key learning areas. The focus is adjusted each year to fit the changing needs of second and third phase learners in their various subject areas. Parallel English classes have also been created to cater to a number of the first and second phase, and International students entering the Balmain campus. ESL teachers also participate in the Learning Support and Welfare Teams.

**English as a Second Language (ESL) Organisation**

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

ESL student Kani Zhang was amongst the outstanding graduates of 2013, achieving band 6 results in seven units and an ATAR of 95.9.

**ESL Report – Leichhardt Campus**

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

**ESL Report – Balmain Campus**

At Balmain the focus of the ESL program is adjusted each year to fit the changing needs of students, mainly at the Emerging English and Developing English levels. Parallel English classes are created for Years 7-10 to cater for these students and International students entering the Balmain Campus. Team-teaching occurs across all KLA’s.

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

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

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

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

2013 has also seen the acquisition and development of ESL resources and programs for the new Australian Curriculum across all KLA’s.

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

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

**East Timorese Sister School Program**

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

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

The College is also engaging in the support of Encouragement House. The Encouragement Foundation is an independent not-for-profit Australian based organisation. It is now in its fifth year at Encouragement House (EH) a dormitory in Maliana. It now has 160 students, 80 girls and 80 boys, the majority of who attend our sister school Malibaca High.

A proposal has been submitted for approval for a trip to Maliana in 2014. This proposal is based on opportunities for students from all three campuses and their teachers. The proposed trip supports the academic work undertaken in HSC Society & Culture, Geography and Legal Studies. It also supports Stage 5 Geography and study of our nearest neighbours.

Part of the proposed excursion in 2014 is to establish a homestay program for students and teachers from each school. The plan is to bring out from Malibaca High, two teachers and six students to SSC in 2016 then to reciprocate this visit to Maliana in 2017. It is hoped that this will become an integral part of our sister school partnership.

Respect and responsibility
Partnerships with diverse agencies and organisations continued to support the students of Balmain Campus including: counselling support from Ted Noffs’ Foundation; links with Lend Lease, AIME mentoring at Sydney University; Links to Learning, and an excellent effective transition to high school program developed with our partner primary schools, including Rozelle PS, Plunkett Street PS, Ultimo PS, Fort St PS, Birchgrove PS, Nicholson St PS, Balmain PS, Balmain PS, Darlington PS, Crown St PS, Bourke St PS, Orange Grove PS, and Glebe Public School. New initiatives this year have been the Peninsula Engagement Program (PEP) for gifted and talented students and a pilot sports coaching program run by Year 8 students for Rozelle Public School.

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

Students transitioning to high school were assisted by a number of initiatives including 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 Leichhardt campus has connected with over 20 primary schools as part of the transition process and enrolment numbers continue to grow.

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

In 2013, our Leichhardt Campus again hosted the successful launch of the National Back Me Up! Campaign. This campaign focused on promoting an engaging cyber bullying video competition to address cyber bullying in high school aged children. This was supported by celebrities Ruby Rose and Todd Nester and received significant positive media coverage.

The middle schools continue to foster student wellbeing through a well thought out outdoor education camp program.

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

The College also has an extensive transition program for students moving from Year 10 to
the senior campus at Blackwattle Bay. This includes Diversity Day at Blackwattle Bay Campus, HSC Marketplace events at both of our junior campuses, Year 10 subject selection interviews, the Taste of Blackwattle Bay week, and Orientation Week.

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

**Leadership** continues to be a focus of the Balmain Campus. Students are provided with leadership opportunities throughout their four years, starting off as school ambassadors to return to their primary schools and speak to Year 6 students. Year 8 students have been focusing on coaching Year 4 students at the local primary schools and Year 9 have participated in the LEAD program (Leadership Exploration and Development) run by the current school leaders. The whole school then participated in *Balmain Speaks* week to elect the school leaders for 2014.

In 2013 Leichhardt Campus continued to conduct the *Aspiring Leaders Camp* for Year 9 students to support our future 2014 leaders.

**Positive Behaviour for Learning (PBL)** has continued to be our underpinning Welfare structure across the college and has continued to involve surveying of teachers, parents and students at meetings and in focus groups. Campus PBL teams have been implementing new systems and practices to support all students social and learning outcomes, whilst preventing problem behaviours. Signage showing College expectations is now visible at all three campuses along with various respective PBL signage e.g. matrices for expected student behaviours in all settings of the College. This was supported with social skills lessons delivered by all staff members. The College Student Welfare Action Team (SWAT) has guided the vision of PBL across the College.

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

A Year 9 *Your Futures* conference was held again at Leichhardt campus in 2013. Guest speakers presented a range of topics on student wellbeing, career planning, study skills and cyber safety. The conference was successful in preparing students for the rigour of year 10 and middle school student leadership.

The **Year 12 Learning Conference** was held in October to support student transition into their HSC year of study. Tips and strategies for effective organisation and study routines were augmented by important information on BOS and HSC processes, rules and requirements as well as sessions designed to cater for students’ physical and emotional wellbeing such as Mind, Body Spirit and HSC Iron Chef cooking class. The 2013 message was ‘keep calm and don’t give in’.

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

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

All students had the opportunity to participate in a range of enrichment co-curricular programs. The annual **Leichhardt Year 10 HSIE/PDHPE Canberra and snowfields trip** widened the cultural and life experiences of students. Three girls’ sporting teams from Balmain and Blackwattle Bay Campuses travelled to Waikiki,
Hawaii at Easter to participate in a sporting and cultural exchange program. Students participated in sporting workshops and games with other teams from all over Australia and Hawaii. The junior girls’ netball team were runners up in the tournament. All girls gained valuable skills through the workshops as well as having an enriching cultural experience. 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 two teams competed in the Metropolitan Secondary Schools Chess Competition. Michael Pham took out the fourth Leichhardt Chess tournament in Term 4. Over seventy students took part in this four day event that was followed by the third girls only school chess championships.

**Duke of Edinburgh Award Scheme**

**Leichhardt Campus**

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

After a successful 2012, there were two levels of the award running in 2013, bronze and silver. As a result of more students doing the award, several keen and enthusiastic staff also came on board to be part of the Duke community.

All student participants in the Adventurers Journey for both awards completed a first aid course, conducted by Royal Life Savings of Australia, bush craft skills, navigation and, for bronze participants in 2013, a short practice walk around the Bay carrying a full pack.

Silver participants undertook a rigorous walk from Katoomba to Jenolan Caves just prior to the bushfires in the Blue Mountains. The mental toughness and resilience in the students was admirable. They are to be commended for their efforts. The second journey saw the group walk along part of the Great North walk from Cowan to Wondabyne. Not as onerous as the six foot track mentally, this section also contained stretches of rough terrain. The students successfully completed the walk and caught the Sydney bound train with 5 minutes to spare.

Congratulations to all students involved with the award. They are fine school ambassadors.

**Balmain Campus**

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

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

The adventurous journey section of the program is organised by Balmain Campus, with students experiencing either a two-day, one night trip as part of the bronze award or a three-day, two night trip as part of the silver award. Students travel South of Sydney to Kangaroo Valley (Mittagong) and canoe from Tullowa Dam up to Bendella Picnic Point, a total of 25 km. This paddle is broken down over two days, with silver award students completing a local bushwalk on the second day. Students complete 2 hours of kayaking at school (using school facilities) as part of preparing to use the canoes on this trip.

2013 has seen a significant increase in numbers, with 38 new bronze award students in Year 9. This increase can be attributed to the growing profile of the program within the Campus. We also saw the program gain significant attention...
at both Orientation day at the end of 2012, and Open day at the beginning of 2013.

Future directions include sustaining student engagement in this program long term, completion of both bronze and silver awards by the end of Year 10, purchasing outdoor camping equipment for student use and public recognition of student involvement and achievements. Continuing support of this program is important including financial support to accommodate for student financial difficulty, professional development, and the use of casual teachers for canoe trips. We look forward to creating more options for preparation and training prior to the canoe trips, including one-day bushwalks, orienteering and first aid courses.

**White Ribbon Campaign**

The White Ribbon movement at Sydney Secondary College has been a huge success in 2013. The campaign seeks to end violence against women. It is built upon a belief that people can change and encourage change in others.

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

During 2013 at Leichhardt Campus, a poetry competition was run by Mr Mansfield and the English faculty. The winner was Jessica Walker and runner up was Christy Fernance. Congratulations to all of the participating students for their fantastic poetry contributions. There were over 12 entries into our White Ribbon short film competition. Tarnie Moffitt and Wendy Tan (Year 7) won first prize in the short film competition. Ari Kwasner-Catsi (Year 9) was a very close runner up. Congratulations on a fantastic effort to all who entered. A bake sale also raised over $800 for the White Ribbon campaign.

Students at Balmain Campus decorated the front of the school with large white ribbon bows to raise public awareness of the White Ribbon Day initiative. Balmain students have an ongoing commitment to ending violence against women in all forms. Students produced a short film which had students identify why they believe violence against women should end. This film was presented at a school assembly which highlighted many of the issues faced by women in Australia and the world. Students recited the White Ribbon Day oath and tied a ribbon around their wrists as a symbol of this commitment.

In 2013, at Blackwattle Bay Campus, a White Ribbon garden was constructed by Mr James Mansfield and a passionate student cohort. Funds were raised through cake stalls and awareness raising during the Diversity Day celebrations. A successful application was also made to the Balmain/Rozelle Community Bank for a community grant to help with the purchase of plants. The garden was officially opened during *A Taste of Blackwattle Bay Week* in Term 4. Year 11 students Miwa Blumer and Mitchell Miles also delivered a White Ribbon presentation to Year 10 students during this transition week.

**Vietnam Study Tour**

The Vietnam Study Tour involved four project team teachers and 31 students from Leichhardt Campus. The trip was very enlightening for all involved. Thanks to Thao Nyugen for attending to the many aspects involved in the organisation of the trip. Melinda Bright, Mr Crasti and Sally Bury assisted in the smooth running of the student groups on the move. The dialogue shared between parents, students and staff also contributed towards a greater understanding of all the details involved in the tour. We were fortunate that most of the students had...
previously travelled quite extensively to a range of various countries.

We spent 10 days travelling from Hanoi in the north to Ho Chi Minh City in the south of Vietnam, stopping at places such as Ha Long, Da Nang and Hue along the way. Each regional tour guide gave us their own perspectives on Vietnam, its politics, cultural diversity and sociology providing students with the chance to absorb local knowledge on site and in transit.

We visited a number of places in Da Nang but the highlight was Le Quy Don High School. The experience was one that all students and staff will remember, as it was such a brilliant exchange of cultures. The Leichhardt campus school principal, Melinda Bright was greeted and welcomed by the principal of Le Quy Don High School. The Vietnamese students were keen to practice their English and our students were also enthusiastic to learn more about their fellow students and culture.

An emotional experience for us all was a visit to an orphanage. We walked away thinking about the lives of these unfortunate children and how lucky we are. The orphans greatly appreciated our small gifts and their smiles were infectious.

The 2013 Vietnam tour was a successful educational and cultural experience for all involved.

Programs for students with additional needs

Leichhardt

2013 was an exciting, productive and rewarding year for both students and staff in our Support Unit at Leichhardt Campus. The year began well for our new Year 7 students, who, along with their peers from regular classes, attended a three day camp at Toukley. Demonstrating team work and sporting skills, they participated in a large number of outdoor activities including swimming, surfing, kayaking, beach walking, bushwalking, rope climbing and archery.

Many support students took the opportunity in Term 2 to participate in a gala event for the Special Olympics NSW Community Sports Link. Special Olympics provide the opportunity for people with an intellectual disability to become involved in a wide range of sports. Our regular and ongoing involvement in Special Olympics ensures that our students are provided with the opportunity to develop sporting skills and self-confidence and to interact and socialise with students from other schools. Our group joined a number of other Sydney schools at Marrickville PCYC to hone their skills in basketball and athletics and to compete against other students.

Leichhardt students from both support and regular classes joined students from SSC Balmain and Picnic Point High School for the first ever Social Inc. Camp at Stanwell Tops. Social Inc aims to ensure all Australians feel included and valued, giving everyone the opportunity to participate fully in society. At our campus Social Inc. (coordinated by Ms Jen Duncan) provides an opportunity for students from our support unit to socialise and engage with their peers from regular classes and to hopefully build long lasting friendships. At the camp our students were thrilled to play their own version of ‘Survivor’ and to participate in activities such as the giant swing, archery and go-cart racing. The trip also included a visit to Symbio Wildlife Park featuring activities such as feeding the kangaroos and watching the tiger show.

In Term 4 we celebrated Social Inclusion Week and the ‘Say Hi’ campaign. This week is about encouraging communities to reconnect and be inclusive of all cultures, age groups, nationalities and the disadvantaged.

Our Community Participation program which focuses on developing independent living skills included programs in travel training, swimming and work experience.

Our swimming program has been a great success. The program involves twelve students each term from our support unit. Lessons are conducted by experienced instructors, many of whom have qualifications in teaching students with disabilities.

Our Work Experience program placed our senior students in either group worksites, supervised by a student learning support officer, or in independent worksites. Many of our students developed a great deal of self-confidence as a result of taking part in this program.

Our staff have embraced new technology including our Smartboard, our school laptops and school iPads which has in turn enabled us to make our lessons more dynamic, visual, immediate and interactive with instant access to the Internet and the means to show power point presentations and other visual images and to
access exciting apps. Similarly, the use of laptops in all classes has enhanced the literacy skills of all of our students.

In Term 4 our seniors also attended a very enjoyable and action packed camp at The Great Aussie Bush Camp at Tea Gardens and were pleased to the catch up with old friends from the Blackwattle Bay Campus.

The year’s achievements were on display for the whole school at our end of year assembly which incorporated some fantastic musical performances and some impressive speeches.

**Balmain**

The Support Unit at Balmain Campus had a successful year in 2013. Both our classes S1 (for students with physical disabilities) and S2 (for students with Autism Spectrum Disorder) were involved in many wonderful programs.

Both classes were involved in The Support Unit Talent Show where our audience members were amazed at our students’ singing and acting talents.

Our swim & gym fitness program at Leichhardt Aquatic Centre was a great success. Students were given one-on-one swimming lessons and enjoyed the freedom of being in the water and experiencing. The skills learned here were applied at the annual Northcott Swimming Carnival later in the term.

Later in the term students attended bowling excursions at King Pin Bowling in Darling Harbour.

Our kayaking program was a new addition in 2013. The installation of a hoist on our pontoon allowed our students to be lifted out of their chairs and into kayaks.

The launch of Social Inc. took place at Luna Park where we were inspired by some keynote speakers about life not being limited due to a disability. We also attended a Social Inc. camp, where many students were away from home for the first time! Activities at camp included the giant swing, archery, flying fox, cart racing, team building matrix, disco dancing and more!

Our integration program provided students with the opportunity to attend mainstream classes in English, TAS, Science, Maths, Music, Drama, Art, and PDHPE.

Another highlight of 2013 was when the Wednesday Wheelel Warriors visited us for a day and took the students out on their motorcycles! This experience was a first for many of our students. So much loud engine noise and adrenalin filled action!

In Term 3 we celebrated the installation and launch of the Variety Liberty Swing. This swing allows students in wheelchairs to experience the thrill and rush of adrenalin from a swinging motion - too much fun!

In 2013, S1 attended a weekly community access shopping program where they went to Woolworths in Balmain and learned road crossing skills, shopping skills, learning to ask for assistance when required and learning skills associated with handling money.

S2 also had a chance at accessing our local community as part of a Travel Training Program that focused on road skills, using public transport and accessing local shops. Here students learned to purchase bus, train and ferry tickets and to get around Sydney independently, including to and from school. It was rewarding for students to begin making their own way to and from school on a daily basis as a result of this program.

The Social Inc program ran the very successful ‘I Say Hi’ campaign. Members attended our assembly and distributed bright yellow wrist bands and money was fundraised with our Gelato stall.

Later on in the year the Support Unit was asked to go onstage and perform a musical act for the Melbourne Cup Luncheon which happened at Luna Park.
Term 4 was spent transitioning our new students for 2014, as our student numbers are increasing rapidly.

**Blackwattle Bay**
2013, with a new Head Teacher, Barbara Calder, saw the introduction of organisational change into the Special Education environment at Blackwattle Bay Campus. While maintaining the four categories of students for Year 11 and 12, the philosophy of inclusion was introduced as a graduated response to the learning needs of the student population. By the end of the year this had been successfully achieved thus paving the way for the introduction of an inclusive model of education in 2014.

In response to the School Plan 2010 - 2014 target areas of literacy and numeracy, student engagement and curriculum and assessment, class programs were written to address individual educational needs. A new Reading Program was introduced for each student, at the individual level of achievement, and conducted on a daily basis in a 1:1 environment. The results were extraordinary. Student reading levels increased at a rate that evidenced itself not only in the classroom but also in the home and work environments. Literacy improvement was demonstrated in other areas such as comprehension, writing skills, improved vocabulary and spelling and grammar. This was a direct result of explicit and systematic instruction.

Students were also placed on a numeracy program that emphasised the development of basic facts knowledge. Each student responded well to the competition of improving their own individual timed performance and this had the added bonus of ensuring the group of students became a collegial and cohesive group, caring about each individual and his/her performance outcomes.

Student engagement was evidenced by involvement in the Work Experience Program. The introduction of a program that specifically develops work readiness skills and monitored by data to determine success, showed great improvement in this area. A specific Work Experience Program, coordinated by one teacher together with a Job Coach employed using specific funding for the program, was developed and ran parallel to the in-class Work and the Community Life Skills program. This program will be a part of a successful transition into the work force for our students as they exit school at the end of Year 12.

Targets for 2014 will include a continuation of the above programs and also a more inclusive model of delivery for the last two years of school. Students enrolled in the Support Unit will join their mainstream peers in Mentoring classes across the campus every Friday. Our new Year 11 students have expressed an interest in several mainstream subjects being offered and have subsequently applied for enrolment in these subjects. Our students in 2014 will be added to the mainstream timetable and the Life Skills subjects will be included on the lines as per the mainstream students. They will also participate in the Study Centres planned for Year 11 in the Library and Year 12 in E Block – the Edge.

**A Report on SSC Leichhardt Campus Library**
In 2013 the library has consolidated its place as a 21st century information centre, a place of guided inquiry and learning where students are encouraged to ask questions and seek help where needed. Our library aims to be a place for developing higher order thinking skills in problem solving, communication and collaboration. Our collection of print based resources allows us to well provide for the traditional functions of a library as well, offering reader education and fostering an enjoyment of reading but our services have broadened extensively.

This is a physical place as well as a virtual space where we use technology-based skills to foster engagement in digital information and guide students through the vast library-in-the-cloud. Our Virtual Library (sslcampuslibrary.wikispaces.com) supported by SSC Leichhardt’s Library Blog (sscleichhardtlibrary.edublogs.org) has assisted in the transformation of our library into a comprehensive resource centre for digital information literacy. Our desktop computers, laptops and iPad sets are integral to this process and in constant use.

All students in Year 7 undertake a library based digital literacy course covering the basics of web technology, effective searching, evaluation of websites, web etiquette and citizenship, leading on to the increasingly important task of learning to manage digital identities.
New large screen digital television sets have been mounted at two points in the library. These provide regular news feeds and opportunities for the mirroring of iPads for both formal and informal teaching and learning.

With the opening of The Cave, a new multi-purpose library space, we have an additional flexible teaching and learning environment. Reading areas have also been transformed with the removal of older bulky book shelves creating an overall sense of open and uncluttered space. New light weight portable furnishings add to this flexibility permitting highly flexible space utilisation.

**College planning 2012—2014**

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

**School priority 1: Literacy & Numeracy**

**Outcomes from 2012–2014**

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

**Evidence of progress towards outcomes in 2013**
- The number of students at Leichhardt Campus achieving band 8 or above for Year 9 Writing was 52% compared to 39% in 2012; at Balmain Campus the number of students achieving band 8 or above for Year 9 Writing was 54% compared to 51% in 2012.

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

**Evidence of progress towards outcomes in 2013**
- At Leichhardt Campus 66% of Year 9 students achieved band 8 or above in Naplan compared to 60% in 2012.
- At Balmain Campus 75% of Year 9 students achieved band 8 or above in NAPLAN compared to 73% in 2012.
- At Leichhardt Campus 57% of Year 9 ATSI students performed at NAPLAN levels 7-10 compared to 46% in 2012.
- Staff continue to build on the performance of those students in the top bands through targeted programs aimed at lifting the performance of students currently scoring in the lower bands.

**Targets**
- Continue to increase the number of Year 9 students achieving band 8 or above in writing:
  - LC – from 52% to 54%
  - BC – from 54% to 56%
- 50% of Year 9 ATSI students at Leichhardt Campus performing at NAPLAN Literacy (Reading, writing, spelling, grammar + punctuations average) levels 7-10.
- Increased levels of literacy achievements in Spelling, Reading and Grammar for Year 9 students at both campuses.
- Targeted professional learning sessions on explicit teaching of writing for all College teachers throughout the year.
- Development of resources which included explicit literacy strategies occurred across the College.
Continue to increase the number of Year 9 students achieving band 8 or above in numeracy:
- LC – from 66% to 68%
- BC – from 75% to 77%

- Increase number of HSC students in top two bands from 45% to 47%.

**Strategies to achieve these outcomes in 2014**

- Ongoing staff training and support to analyse SMART and RAP data and to identify teaching strategies which need to be implemented to ensure success for students in literacy and numeracy tasks including NAPLAN
- College teacher teams to share teaching strategies and student work samples to support transition from Stage 5 to Stage 6 curriculum
- Support all teachers to become teachers of writing through professional development and use of Web 2 tools.
- Staff identify, develop and share teaching strategies and student work samples related to writing.
- Senior campus to use a range of literacy strategies to support lower achieving students as they transition to Stage 6.
- Senior campus to foster a culture of academic success through development of senior study centre that offers ongoing support for students.
- Implement use of ALARM writing response program system across the College to assist students in the structured answering of questions.
- Leichhardt Campus to continue the use their numeracy team with representatives from each KLA. Balmain Campus to investigate establishing a similar model.

**School priority 2: Student Engagement and Attainment.**

**Outcomes from 2012–2014**

- Maximise student commitment to learning.
- Increase student capacity to use technology for learning.
- Continue to embed quality teaching practices across the College to engage all students.
- Increase use of ICT in quality teaching and learning programs.

- College culture and practice that respects and responds to every student’s aspirations, culture, gender, learning potential and emotional wellbeing.
- Engaging targeted groups: boys, girls, at risk, students with disabilities, ESL and ATSI through pedagogy aimed at middle school and 15–19.
- Education of staff in digital revolution and its wider use in classrooms.
- Continuity of curriculum 7–12.
- Continuity of parent and community relationships.
- Quality transition programs in place for all students and families.

**Evidence of progress towards outcomes in 2013**

- Student commitment to learning is evidenced by improved attendance rates across the College. Attendance rates at all campuses are above state averages.

**Balmain Campus**

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**Leichhardt Campus**

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The College continues to be committed to embedding Positive Behaviour for Learning (PBL) into student programs to enhance student engagement in learning.

In 2013 the percentage of students enrolling at Balmain and Leichhardt campuses from local primary feeder schools remained over 60%. This reflects the work done within the school community to develop effective relationships with local primary schools and the promotion of College campuses as schools of choice for local families.

The number of student enrolments at the Blackwattle Campus for Year 11 in 2014 was 355. Of these, 313 were from either Balmain or Leichhardt Campus.

Three ATSI students achieved the HSC in 2013.

Thirty one ATSI students graduated from Year 10 and have moved to the senior campus for Stage 6 studies in 2014.

ATSI students, Jesse James Caldwell selected as Vice-Captain for 2014 at Leichhardt Campus and Minajee Mumbulla is an SRC leader.

All campuses had students awarded Regional Deadly Awards. Students from Balmain and Leichhardt campuses had work hung in the Koori Art Exhibition at the Maritime Museum.

Each Campus has an established Aboriginal Education Team in addition to a College Aboriginal Education Team.

Personalised Learning Plans for targeted groups have improved contact between home and school.

A College Strengthening Coeducation task force was established in 2013 to respond to gender balance.

Targets

- Sustain and improve attendance of students across the College consistently above state average.
  - Balmain Campus: from 94.4% to 95%
  - Leichhardt Campus: from 93.7% to 94%
  - Blackwattle Bay Campus: from 89.8% to 90%
- Increase percentage of ATSI students with attendance rates over 90% from 65% to 67% in 2014.
- In Year 10 majority of students at Balmain and Leichhardt are proceeding to Year 11 at Blackwattle Bay.
- Increased numbers of ATSI students completing HSC or recognised vocational training
- Personalised Learning Plans based on BST/NAPLAN and RoSA.
- Increase HSC students in top two bands from 45% to 47%.
- Increase number of staff participating in College teams and whole College professional development focused on quality teaching and learning in 2014 from 58% to 60%.
- Increase number of staff using specific PBL strategies from 89% to 92% (BC); 89% to 92% (BBC); 95% to 97% (LC) by the end of 2014.
- Increase student involvement in co-curricular activities in 2014 from 30% to 35%.

Strategies to achieve these outcomes in 2014

- Maintain and 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.
- Continued use of PBL reward and merit systems for all students.
- Strengthen and extend student leadership opportunities.
- Promote and support professional development of teachers in curriculum differentiation and quality teaching in order to increase student commitment to learning.
- Continue College Head Teacher teams to facilitate quality teaching and learning across 7-12 curriculum.
- Use of tiered mentoring for teachers at all stages of their careers.
- Provide professional development and curriculum support for all staff to integrate technology.
Maintain and expand partnerships with other organisations, agencies and communities.

Strengthening coeducation task force continues to meet to ensure gender equity. Girls and Boys advisers appointed at each campus.

School priority 3: Curriculum & Assessment

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013

- Senior curriculum offers over sixty preliminary and HSC subjects to students.
- Middle schools have widened Stage 5 elective selection with new options offered for 2014. These include Elective English and Big Picture (BC) and ACCORD programs, accelerated Italian and Engineering Studies (LC).
- National Curriculum was successfully launched at both Balmain and Leichhardt Campuses Years 7 and 9 students.
- College review of Year 10 and preliminary assessment tasks in 2013.

Targets

- College to continue to examine curriculum opportunities for all students across all campuses through analysis of subject selections at Stage 5 and Stage 6.
- Increase percentage of teachers using Edmodo and Moodle from 60% to 65% across all campuses.
- Increase use of ALARM matrix from 50% of teachers to 60% of teachers across the curriculum.
- Professional learning for all staff to implement next stage of the National Curriculum.
- All KLAS develop a joint Stage 5 assessment task to prepare students for Stage 6 assessment.
- All campuses develop a BYOD policy.

Strategies to achieve these outcomes in 2014

- Ensure sustainability of innovative teaching practices using Web 2 tools post DER and implementation of BYOD through provision of school structures including WiFi, iPad banks and laptop banks for class use.
- Professional learning for all teachers in preparation for ongoing implementation of National Curriculum in 2014 and beyond.
- College organisation team to track curriculum patterns and opportunities for acceleration.
- Evaluate Gifted and Talented programs across the College.
- Continue College Head Teacher curriculum teams to collaborate on quality teaching and learning programs, curriculum options pedagogy and assessments.
- College to continue to expand Bring Your Own Device (BYOD) environment.
- Provide professional learning and resources to assist in the implementation of the National Curriculum.
- College ALARM transition team to monitor assessment procedures.

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.

Balmain Campus

At Balmain Campus two school development days were held at the start of Term 2. The College development day focused on the National Curriculum and the second day focused on the implementation of ALARM and quality teaching across the KLA groups.

Terms 3 and 4 focused on the ongoing implementation of Positive Behaviour for Learning (PBL) and managing challenging behaviours in a PBL environment. Further KLA time was spent on the implementation of the national curriculum and ALARM.

Blackwattle Bay Campus

At Blackwattle Bay, two school development days were held at the start of Term 2 and Term 3. Staff focused on assessment for learning, of learning and as learning. They worked on group constructions of ALARM matrix for extended writing assessment tasks. Some staff shared their experiences and successes in the use of ALARM at a classroom level. In term 4, two professional learning days saw staff participate in faculties using the SSC assessment review report. Initially, faculties addressed the areas of
immediate concern and spent longer periods of time looking at each assessment task and ensuring their alignment to teaching programs and BOS syllabus.

**Leichhardt Campus**

The Head Teacher, Centre for Excellence at Leichhardt Campus ran weekly afternoon sessions for New Scheme teachers on a range of teaching and learning topics, and also held sessions on maintaining accreditation.

Development day in Term 1 was campus based and focused on school priorities and policies/procedures.

There were two development days in Term 2; one focused on the National Curriculum across the College and was held at Leichhardt Campus where teachers were taken through two modules focusing on the Learner and the New Curriculum and Teaching for the New Curriculum. The second day focused on the implementation of ALARM in set faculties and teachers completed the classroom teacher program on the Quality Teaching Framework.

Professional development day in Term 3 was held at Rydges World Square as a Centre for Excellence initiative. This day focused on 21st Century Teachers, with all workshops being presented by staff members from Leichhardt Campus. Workshops explored a range of topics, including Robotics, flipping the classroom, Mentoring, Gamification and Project Based Learning.

Term 4 focused around middle school engagement with guest speaker Michael McQueen speaking to staff.

**Key evaluations**

**Performance of Selective Cohorts at HSC 2010-2012**

**Background**

In Term 3 2013, Sydney Secondary College requested a review of performance of the selective cohort of students from Balmain and Leichhardt Campuses in the Higher School Certificates over three years 2010, 2011 and 2012. Also requested was a comparative analysis of the results of girls and boys from the selective cohorts over the same period. This review was undertaken by Terry O’Brien who was Reliving College Principal in Terms 3 and 4 2013. Her background includes NSW Board of Studies Liaison Officer, Principal at Georges River College Oatley Senior Campus and Policy Leader, Digital Education Revolution-NSW and she has led a number of school and program evaluations.

Data used included NSW Board of Studies HSC results lists and Results Analysis Package data and NSW DEC SMART data.

**Findings**

Findings were very reassuring for the College and included:

- Performance at HSC by selective stream students is high across a wide range of courses from all eight Key Learning Areas in comparison to both whole cohort at Sydney Secondary College and to the state.
- Achievement in terms of Band allocation by selective stream students are almost all in the top Bands 4, 5 and 6 (2 unit courses) with only 1.2% (average over 2010-12) achieving Band 1 or 2 results. 86% of selective students gain the top Bands 3 or 4 in Extension courses.
- In terms of value added, the selective cohort performs at a high level.
- Selective students at SSC outperform the state in 17 of 40 courses at Band 6 level and in 31of 40 courses in Band 5.
- Perceptions of disadvantage to girls at SSC at least in the selective stream, is not supported by data. Girls perform equally if not better than boys in terms of:
  - Placement on the NSW Distinguished Achievers List
  - Band 6 results
  - Higher value added effect

Students from the selective stream have featured strongly in the NSW Board of Studies Distinguished Achievers Lists that appear annually in the Sydney Morning Herald, the Daily Telegraph and the BOS website with 66 appearing in 2010, 74 in 2011 and 59 in 2012. 54% of these listings were of girls’ achievement.

The two junior campuses are balanced in representation on the Distinguished Achievers Lists with 51 students in 97 courses originally from Balmain Campus and 48 students in 102 courses from Leichhardt Campus demonstrating excellence being achieved in a breadth of curriculum that includes all Key Learning Areas and Vocational Education and Training.
In 2010 and 2012 girls achieved a higher percentage of Bands 5 and 6 results than boys, while in 2011 boys outperformed girls in the higher performance bands. In individual courses in 2012 the percentage of girls achieving in the top two bands was higher than boys in 14 courses, boys and girls gained the same percentage in the two top bands in 6 courses and the percentage of boys achieving in the top two bands was higher than girls in 10 courses.

Analysis of Universities Admissions Centre of offers made to Australian universities indicates that a large percentage of the selective cohort gained university placements the year after they sat the HSC. Of the HSC 2012 cohort, 92% were offered places at Australian Universities.

A copy of the summary of findings is available from principals.

Middle School preparation for Stage 6: Evaluation of Year 10 and 11 Assessment Practices

While the demise of the School Certificate removed a focus and end point for Stage 5 teachers, it provides the opportunity for richer teaching and assessment in Stage 5 as well as a refocus on developmental preparation of senior learning skills that Stage 5 students require for success in Stage 6.

The intention of this evaluation was to identify whether or not the college has achieved a sequential building of student skills to take students from Year 7 to Year 12, as reflected in assessment tools. The focus of this evaluation was Years 10 and 11 with a review of Year 10 and Year 11 assessment schedules, notifications and tasks. Courses and tasks included this review totalled 264 in 77 courses from all three campuses.

The evaluation was undertaken by Terry O’Brien, Relieving College Principal.

The Terms of Reference were:

1. Do assessment tasks in Years 10 and 11 at SSC reflect the sequential development of student skills necessary for senior studies and for HSC success?
2. Are assessment protocols and procedures common across the college?
3. What further steps need to be taken at SSC to achieve this goal?

Findings

Term of Reference 1:

In the majority of courses, assessment tasks were found to reflect the development of student skills as would be hoped for and expected as preparation for senior study requirements. Where this was not the case, this was identified in separate Key Learning Area reports. For instance:

- Sustained or extended writing was identified as a requirement in virtually every Year 11 course but was not apparent in the assessment tasks in some Year 10 courses.
- Given the high stakes nature of the HSC as an exit examination, where a Year 10 course did not have any tests or exam, this raised the concern that the first formal testing or exam the student might experience in that KLA would be at the end of the preliminary year.
- Overreliance on testing as an assessment tool indicated a need to give students “the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types.” (BOS)

Term of Reference 2:

- 92.2% of tasks used the college pro forma
- 68% of tasks provided a marking criteria and/or explanation of key requirements to support student understanding of what is required to achieve
- 4.5% of tasks had an assessment criteria that did not explain levels of achievement
- 16.7% of tasks required additional information to support students in understanding what is required to prepare for the task

Term of Reference 3:

Recommendations included:

- A progressive review of tasks and assessment schedules identified as being of concern should be undertaken throughout 2014 at each campus.
- Tasks be reviewed progressively across 2014 to apply ALARM principles to all tasks by highlighting and defining all course specific metalanguage and key action verbs.
- A review of Assessment tasks of Years 7-9 and 12 as a teacher professional learning activity in 2014.
ALARM

ALARM is a Learning and Responding Matrix. It describes that teachers need to explicitly teach students how to answer written responses to exam and assessment task questions in an order from easier to more difficult skills based on Bloom’s Taxonomy. In 2013, using a grant of $20,000, more than 120 hours were allocated to staff driven requests for ALARM training in combined college KLA teams as follows:

- Combined Executive meetings Term 1, 2 and 3
- 20 faculty sessions facilitated and attended by cross campus teams
- A College Development day on ALARM at each campus
- An evaluation was undertaken to determine directions and successes.

Findings:

2012 Data: Quantitative data from NAPLAN, SMART and RAP identified writing as an area for ongoing significant improvement. Qualitative data was collected from Year 10 and Year 11 2012 student focus groups. This indicated that writing is not taught across the College in an explicit and consistent way.

2013 Data: Qualitative data. A small sample of Balmain students from selective, enrichment and mainstream has indicated that students are positive about consistent and explicit teaching of writing.

Future directions:

- Succession planning to replace ALARM contacts at Balmain and Leichhardt.
- Data collection of Blackwattle Year 11 staff and students to measure improvement in writing due to ALARM in Year 10
- ALARM training for new staff
- Progressive implementation of ALARM into assessment tasks as per the findings of the evaluation of Year 10 and 11 Assessment Practices.

Evaluation of Peninsula Engagement Program (PEP) - Balmain Campus

Survey data collected from parents, primary and secondary students indicated that on the whole PEP was a highly successful program in 2013.

Key statistics supporting this from the parents who responded to the survey include: 95% of parents said their child thoroughly enjoyed PEP, and found it challenging and stimulating; 100% of parents indicated that they thought PEP was a great initiative and should be a yearly event; 100% of parents indicated that their child enjoyed either being a mentor or being a mentee during PEP. Furthermore, 54% of primary parent respondents said they would consider SSC Balmain as a high school for their child.

Parent survey data, however, indicated that the showcase could be improved (18% thought that the showcase did NOT provide a good overview of the program). Open-ended questions identified or supported key areas of improvement in PEP, including: improvements/modifications to the showcase; use of the word ‘high ability’ rather than gifted to describe children in PEP (are parent workshops on gifted education needed?); and a call for the connections formed during PEP to be continued after the program.

Key statistics supporting the success of PEP from the primary students who responded to the survey include: 100% of primary student said that they really enjoyed PEP and 93% found it challenging and stimulating. Key statistics supporting the success of the program from secondary students who responded to the survey include: 83% would recommend PEP to future year 7 students; 80% found PEP engaging and challenging and 76% really enjoyed PEP.

Key areas to improve indicated by the survey data from both primary and secondary students include: mentor training for year 7s prior to PEP; the organisation of the PEP showcase. Other areas of improvement identified included: PEP should last longer than 2 days, and perhaps with more subjects, as many students said it was a fun program and should be run again.
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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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at www.schools.nsw.edu.au/asr.