

Ryde Secondary College

Annual Report



2018

Introduction

The Annual Report for 2018 is provided to the community of Ryde as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Cassy Norris

Principal

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Message from the Principal

We are delighted to present the achievements of Ryde Secondary College in 2018.

Our motto: "Inspire, Achieve, Succeed", reflects the academic nature of the college and our aim to inspire every child to achieve their potential through participation in an engaging and challenging curricular and co curricular education.

In February 2018 our student enrolment was 1067, an increase from 1049 in 2017. Nearly all enrolments in the mainstream Year 7 classes in 2018 came from the local area.

We are proud of the excellent results achieved by Ryde Secondary College in the HSC in 2018. Whilst less notional band 6 results (79) were achieved compared to 2017 (121), the cohort was smaller and band six results were spread across most subjects. Subject means were in most subjects well above the state and often above similar school groups, particularly Indonesian Continuers, Japanese Beginners, English Extension, History Extension, Society and Culture, Business Studies, Mathematics, Mathematics Extensions, Music 1, Physics, Senior Science, Community and Family Studies.

Dux Tim Zhang achieved all-rounder status and an ATAR of 99.5. 75% of students surveyed achieved university entry and indicated their next destination as university.

Outstanding results were achieved in VALID in Science with Kelvin Yu, Year 10 achieving second in the state. In the Australian Geography Competition. Jake Hall, achieved equal first in Year 7 nationally, and Jack Cook achieved a result in the top 1% in Australia.

A unique benefit of education in a large partial selective school is the opportunity for talented students to study a wide range of challenging subjects, from the Sciences to the Creative and Performing Arts. Visual Arts, Drama, Music, and Textiles and Design remain popular in the senior years along with the more traditional Sciences and Humanities. Our strengths in these areas are reflected in our highly successful primary workshops in Maths, Textiles, Engineering, Music and Food Technology, as well as in our popular and well-attended annual Fashion Show and *rsc creative* Festivals.

Ryde Secondary College is focused on a broad-ranging education for students, through cultural and sporting programs in addition to academic programs, supported by a comprehensive wellbeing and student leadership program. More than ninety extracurricular activities provide many enjoyable opportunities for students, enabling students to develop their talents and interests. Our Prefects provided a wide range of popular activities and fundraisers including the annual Valentine's Day celebration. Our SRC also engaged in extensive fundraising and developed the End of Year Project for our students. Popular activities in 2018 included the annual Ski Trip, Politics and Sphero Clubs, History Debating and Debating, Drama, Volleyball and AFL. We are particularly proud of the seven teams who competed in the Australian Volleyball Schools Cup, with a Bronze Medallion awarded to the Year 10 Boys Division 1.

Our Young Entrepreneurship Day attracted a large group of participants, and demonstrates the interest our students share in developing their entrepreneurial talents. Our Support Unit's regular snack supply business and laundry practice is also very successful.

Our music program continues to expand and attract students, particularly the choir, and the inaugural drumming group in 2018. College evening events, including seasonal evening performances, have provided great opportunities for public performances. We thank the parents who have contributed to our Friends of CAPA group in 2018, and to the P and C generally. They are significant contributors to the life of our school and support for student and school programs.

I invite you to read the 2018 Annual School Report and note the outstanding achievements of a dedicated staff, supportive parents and talented students.

I certify that the information in this report is the result of a rigorous college self-evaluation process and is a balanced and genuine account of the college's achievements and areas for development.

Cassy Norris

Principal

Message from the school community

P&C Association's 2018 report

The year started with a focus on pedestrian safety around Ryde Secondary College, with a spotlight (excuse the pun) on the lack of a footpath and adequate lighting on Forrest Road. We contacted the City of Ryde with our ongoing concerns and the Mayor, Jerome Laxale, called a community meeting in May, inviting our near neighbours, the parent body and members of Council's road and traffic staff. It was announced at this meeting that the City of Ryde had employed two more traffic wardens to cover pedestrian safety and traffic issues around schools in the local government area of Ryde. The response to the list of concerns raised by members of the parent community and the wider community has been very slow, with repairs to the Buffalo Road pedestrian crossing only completed in late February, 2019. However, there has been greater communication between the college and our neighbours to try to resolve some of the parking issues. Mayor Laxale continues to urge council staff to resolve raised matters as soon as possible.

In terms of money collected in 2018, our final annual voluntary donations from the parent body, came in at just over \$73,000. We also raised \$1600 by providing catering at the RSC Arts Festival in July, with the assistance of 12 parent volunteers – something we haven't done before.

Money spent in 2018 included a continuation of 30 scholarships of \$1000 for students from low socioeconomic backgrounds who attend RSC from Years 7–12. These families used their scholarship money to pay for uniforms, school excursions, school and representative sports fees and extra-curricular activities, to buy laptops, printers, hard drives and stationery for their children, to attend school camps and to purchase materials required to complete major works in HSC subjects. Since its inception, the teachers and executive at Ryde Secondary College see these scholarships as a wonderful way to ensure these students participate in a normal school life, contributing to a sense of inclusion. We hope to continue this level of contribution for many years to come.

Head teachers presented at each general P&C meeting through the year, giving attending parents insights into the curriculum and assessment processes in Science, Creative and Performing Arts, English, Teaching and Learning, Maths, Technology and Applied Studies, and Library Studies. We thank the teachers for giving us this opportunity to understand how these subjects are taught and assessed from Years 7–12.

We have a small group of hard-core gardeners who brought their willing teenagers to our three working bees in 2018. Our Term 3 working bee was replaced by a \$500 payment towards a professional tree pruning service, which was money well spent.

The purchase and installation of a second outdoor table tennis table and volleyball posts and net on the grass at the end of the oval were paid for by a grant won in the dying days of 2017. We're delighted to hear that these assets are being well used.

In 2018, we also passed \$25K on to the school to choose which of the \$100K wish-list items would be allocated for each faculty. We'd like to continue this practice in 2019, but P&C fees paid by parents will dictate the size of this support.

In late 2018, the P&C funded \$20K in scientific equipment and science furniture to support the teaching of Science from Years 7–12. We also committed to pay up to \$20K for a cabana for the Support Unit to be installed in 2019. This extra room will be used for several purposes, including a second-hand uniform shop, teaching our Support Unit students life skills that many of us take for granted.

RSC parents help the school where they have the time and the skills needed. We had parents volunteer to participate on many interview panels for new staff in 2018, including one past parent, who provided a parent voice on an interview panel for a new canteen operator during the year. We helped the college get positive media coverage for itself and students in local papers, the *Northern District Times* and *The Weekly Times*. Two other parents represented Ryde Secondary College at meetings of the Northern District Council of P&C Associations in 2018. Others helped with working bees, raffle ticket sales and catering at different times during the year.

It takes a village to raise a child. If you are an active participant in the school community, your children and others will inevitably benefit from your efforts. You provide a good example to your children about helping others and to not always be self-focussed. You demonstrate to your children that you love them and are interested in their lives. And you get to meet and know other members of the village who are influencing your children when you are not with them.

Our children are lucky to have a committed principal and executive team and devoted teachers overseeing their formal and informal learning in their high school years. And we've been lucky, as parents in 2018, to be a part of this great Ryde Secondary College village.

Teresa Russell

(President, RSC P&C Association)

Message from the students

This year has been an extraordinary year for SRC students. All SRC students have collectively collaborated and supported one another in all projects to help improve our school community. All 5 councils have made immensely positive changes in our school, creating projects and fundraisers to support many different foundations. The Student Representative Council (SRC) is a great opportunity to create student voice and to become actively involved in your school community. This year the Whole School Council has aspired to make a difference not only within the school but also out of school. The council chose to support the McGrath Foundation raising money to place McGrath Breast Care Nurses in communities across Australia and increase breast health awareness. The Whole School Council created a bake sale initiative to raise money for the McGrath Foundation and create awareness about what this foundation does. Another initiative the council has taken on is to focus on integrating the Support Unit more with all streams during lunch and recess. The Whole School Council also supported Mad Hatter Day to raise money for the Cancer Council which was done by promoting and encouraging students to wear a mad hat on the day and then donating a dollar coin. This day was also very successful with the target reached of money raised. Other initiatives like the Farmers Day to raise money for farmers in drought was successful as well. Large whole school events like the End of Year Project that concluded yesterday created a kaleidoscope of voice and representation in our college. The Whole School Council produced excellent results and the council members were always extremely excited to get involved and collaborate together to make our school the best place possible for all students.

The Environment Council aspired to make a positive difference; not only the physical environment of the school but also the social environment. During the Cross Country competition the council set up bins specifically for collecting cans after recognising the substantial amount of cans that are bought at the sausage sizzle. These collected cans were taken by the council leaders to the 10c refund slot where they successfully raised money to improve the physical school environment. The next event the council held was for World Environment Day. Multiple Kahoots about the environment were held, open to all grades during lunch in the lower library. Plants were given as prizes and free green cordial was also supplied to anyone who brought along a plastic reusable bottle.

The Environmental Council engaged in many events and implementations, that developed the physical and social environment of the school. Many events from World Water Day, Recycling day, SWAP art, the litter launch and many more. With the introduction of the purple bins, RSC became the first school in the North Sydney Region to incorporate a public recycling system, which raised over \$500 in fundraising and donation which was donated to Taronga Zoo to assist endangered species.

The Culture Council aspired to create a sense of community, unity and culture within the school through amazing events such as Multicultural Day which aimed to celebrate ethnic and cultural background within the school. The Culture Council successfully planned and managed Ryde Idol and the Korean Exchange Students Program.

The 2018 Sport and Wellbeing Council's main aim was to raise mental health awareness, as it is a prominent issue which is continually growing in our society; particularly within young individuals. Initiatives like 'Bootcamp Week' where students were encouraged to come to school in the morning and participate in physical activity. This is a major factor in improving one's mental health, and created positivity throughout our school environment. The Jump Rope event was successful due to the active participation of students and the excitement it created within the school. The Bake Sale was very successful as it is an event which all students at the school enjoy. Additionally, the other council members were a large contribution in regards to the goods on sale.

The Social Justice council collected funds for the annual winter food drive in term one. Non perishable foods were collected at roll calls and in the mornings before roll call. Donations were also collected so that the council could purchase foods on behalf of those who were unable to buy it themselves.

As well as individual achievements, the SRC councils also worked collaboratively to ensure events such as college tours ran smoothly throughout the year. All councils enjoyed their role in the college and its members grew and developed as leaders throughout the year. We would like to thank all teachers, the deputies and Ms Norris for their support throughout the year and we look forward to a successful year in 2019.

Muskaan Sidhu

School background

School vision statement

Our students, our future. Confident, compassionate and successful." We aspire to develop strong partnerships with families and communities to ensure young adults become lifelong, collaborative learners, resilient, reflective and caring individuals and confident global, future citizens in a dynamic and complex environment.

School context

Ryde Secondary College (7–12), with enrolments close to 1150 students, including 75% students (EAL/D), is a co-educational high school with an academically selective cohort, an additional gifted and talented class, and mainstream classes in each cohort. The College also has a large Support Unit and an active Learning and Support Team. It has a strong focus on quality teaching, wellbeing, social justice programs and a creative and positive future focused learning environment. The College has extensive whole school, extracurricular, sporting and community partnership programs to develop each child's academic, social and sporting potential.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school's self assessment is consistent with the evidence presented to the Validation panel.

In the domain of Learning, the school's self-assessment as excelling in five of six elements was validated.

In the domain of Teaching the school's self-assessment as excelling in three out of four elements was validated. In the one remaining, teacher accreditation, progress has occurred in staff applying for higher levels of accreditation.

In the domain of Leading, the school's self assessment as excelling was validated. The self-assessment of sustaining and growing in one element was upgraded to excelling by the panel.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Student achievement through futures-focused learning and teaching

Purpose

To maintain and further develop the skills and capabilities required by students to be critical and creative problem solvers through explicit and evidence-based teaching.

Overall summary of progress

Ryde Secondary College continues to build the capacity of teachers to prepare students with the skills and capabilities to engage in an ever changing, interconnected world. The school designs and delivers curriculum focusing on the general capabilities, learning across the curriculum content, and embeds a variety of learning modes and learning dispositions to engage students and to further develop students' abilities to apply knowledge and skills to new challenges. The College works within a culture of collaboration including alliances with other schools and community partnerships, sharing its expertise, leading innovative practice and collaboratively building resources and teacher capacity to deliver future focused learning and teaching utilising technology in an authentic way, delivering lessons in innovative learning spaces which promote student collaboration, and embedding STEM into the curriculum. Collaboration at the College builds collegial teams with a common purpose and a shared vision.

A wide range of Learning for the Future strategies have been resourced and embedded into the curriculum of the school, including future focused learning and teaching, STEM, Learning with Technology and the implementation of innovative Learning Spaces. The purpose of the school's Strategic Direction 1 is to further develop learning strategies which foster creativity, critical thinking and problem solving through explicit, evidence based teaching. Collaborations between the school and school networks and the wider community ensure that students participate in an authentic future focused curriculum. Teachers share their expertise across the school and across professional learning communities, building strong professional learning teams, which develop the capacity of teachers at various entry points. The school plans for and allocates resources to ensure that students experience engaging, authentic future focused learning experiences, focusing on the ACARA general capabilities, problem solving and higher order thinking skills within an authentic context. Evidence shows that teachers provide feedback and the opportunity for reflection is planned.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
(1) Improved value adding of students in literacy and numeracy from Years 9 to 12 reflected in external and internal assessment measures.	Futures Learning support co-ordinator – \$99,000	75% of students achieved greater than expected growth in VALID 10, 2018. In NAPLAN 2018 39% of all Yr9 students achieved the top two bands (Bands 9 & 10) compared to 34% Similar School Groups and 21% across all of NSW Schools. 54% of all students in Yr9 achieved top bands in Numeracy compared to 43% Similar School Groups and 16% across the state. Writing continued a trend of improvement from 2016 across all areas but one; with an identified drop in results from girls in Yr 9 writing from the previous two year's consistent high growth, reflecting, in part, the challenge of seeking continued growth in all areas across numerous years. All trends continue to be positive over a 5 year period across all literacy and numeracy tests.
(2) All new and existing staff are regularly participating in opportunities to learn about formative assessment and differentiation	*Staff Meetings and Staff Development Days provided professional learning opportunities on these focus areas *PL Funds of \$77 598 contributed to ongoing	One full school seminar and two workshops were delivered in 2018 targeting assessment for learning. Additional workshops were presented for newly appointed teachers as part of a NS-EC initiative to support new teachers in our schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
(2) All new and existing staff are regularly participating in opportunities to learn about formative assessment and differentiation	teacher development	One full school seminar and two workshops were delivered in 2018 targeting assessment for learning. Additional workshops were presented for newly appointed teachers as part of a NS–EC initiative to support new teachers in our schools.
(3) 75% of staff trained in using Cultures of Thinking and Visible Thinking teaching and learning strategies.	PL costs \$19 904 using Simon Brooks Education services	Language of COT/VT embedded in all programs

Next Steps

Further professional learning opportunities in Cultures of Thinking and Visible Thinking, with an increased emphasis on Curiosity, will ensure an increase percentage of staff at the school will be trained in using protocols and routines. Programming, planning and lesson sequencing will exhibit common language and strategic questioning techniques. These protocols and routines will continue to be integrated into teaching and learning programs so that students are explicitly encouraged to think critically and curiously about their learning.

Curriculum mapping across Stages 4 and 5 within the school will provide opportunities to create links between KLA curriculums, develop common assessment tasks and map the general capabilities and future focused skills across all teaching and learning programs. This will further develop so that inquiry based learning and STEM projects are delivered in an integrated and strategic way. Formative assessment, differentiation and questioning will continue to be a focus area for professional learning and teacher skill acquisition.

The school will further evaluate the use and effectiveness of newly designed learning spaces in the school with the continuous aim of improving student learning outcomes and fostering an environment which facilitates the growth of future focused skills.



Strategic Direction 2

Student engagement and belonging

Purpose

To maintain and further develop school processes and resources that support the wellbeing of every student and their capacity to engage, connect, belong and succeed in their learning.

Overall summary of progress

At Ryde Secondary College there are numerous practices, structures and strategies used by members of the college community which promote and support student wellbeing. Every student is encouraged to participate extensively in curricular, co-curricular, extra-curricular and sporting activities, with over 90 activities on offer in the school. School wellbeing and discipline structures support the Department of Education's Wellbeing initiative. RSC aims to provide an environment where our students feel they belong, are safe and supported. We aim to foster the development of our students' abilities to be resilient learners, form respectful relationships and make responsible choices.

RSC wellbeing strategies include:

- Daily Year group meetings with Year Advisor and HT Year
- Weekly welfare and learning support meetings
- Student Management System (Sentral) noting student wellbeing incidents, positive behaviours, parent and community interactions, student learning results, attendance and formal school reports
- Student voice and leadership initiatives through the five SRC councils
- 'Be You' mental health and Wellbeing initiatives
- The College's Three R's' focus on positive behaviours for learning: Responsibility; Respect; Resilience
- Attendance, Anti-bullying and Student Management Policies
- Parent and Community Engagement through the P&C, information evenings and parent/teacher interview evenings, parent portal, Facebook and newsletters
- School to work transition programs
- The provision of Individual Learning Plans (ILP's) for students requiring additional support
- BounceBack and Empower wellbeing programs for targeted 'at risk' students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Improved ratio of positive / negative wellbeing notifications on Sentral	\$6500	<p>In 2017 61% of all notifications made on the RSC Wellbeing database (Sentral) comprised of 'negative' incidents. In 2018 this figure dropped to 52%.</p> <p>There was a 10% increase in total notifications with a 9% increase (overall) in positive notifications.</p> <p>RSC is continuing to improve its acknowledgement of positive behaviours.</p>
• Tell Them from Me – maintenance of student wellbeing rates in comparison to state norms	No Cost	<p>At Ryde Secondary College 855 students completed the Tell Them From Me Survey. Results were grouped under the following headings:</p> <ul style="list-style-type: none">• Social Engagement: Students were socially engaged and actively involved in the life of the school above NSW state norms in all areas.• Institutional Engagement: Attendance, positive behaviour at school and positive homework behaviours were all above state norms. Students valuing school outcomes were below state norms.• Intellectual engagement: Students felt they were appropriately challenged.• Drivers of student engagement: Students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Tell Them from Me – maintenance of student wellbeing rates in comparison to state norms 		<p>believed they had positive teacher–student relations, attended school in a positive learning environment and had high expectations for success – above state norms</p> <p>One area of note requiring additional attention occurred with the current Year 10, which 'scored' below state norms across all areas.</p>
<ul style="list-style-type: none"> Low–band students demonstrate improved value added from Yr 7 to Yr 9 in NAPLAN results. 	<p>Strategic Assistance – \$30,000</p> <p>BounceBack and Empower Programs – \$15,000</p> <p>Refugee Funding – \$5000</p> <p>Futures Learning Support Co–ordinator – \$90,000</p> <p>P&C Scholarships – \$30,000</p>	<p>2018 NAPLAN results show an overall improvement in both literacy and numeracy for low–band students and low SES students (Q1). More specific results noted below:</p> <ul style="list-style-type: none"> Reading: positive growth from Yr7 to Yr 9 above state and SSG Spelling: positive growth from Yr7 to Yr 9 above state and SSG Grammar and punctuation: positive growth from Yr7 to Yr9 in all but low SES groupings of students Writing: growth below state norms for female students across all bands and with low SES students. (Overall trend for SES students from 2015 – 2018 remains positive, however.) Numeracy: positive growth from Yr7 to Yr9 above state and SSG.

Next Steps

- Continuation of Book Gift Program where RSC enables students in Year groups to receive a 'book–as–a–gift' to read in roll call. Books are selected by students from an extensive list chosen and presented by Australia's leading book seller for Young Adults (Children's Book Council Award).
- Increased use of ALARM protocols with Professional Learning Seminars and workshops given to all staff
- Extensive item analysis (NAPLAN Writing) carried out by DP
- Whole school focus on extended writing and feedback in assessment
- Continuation of Cultures of Thinking Routines
- Continuation of BounceBack and Empower programs for 'at risk' students
- Continued support of identified low–performing students and students from low SES backgrounds via Learning Support and P&C scholarships
- Exploration of further 'school to work' transition programs in conjunction with local TAFEs and employment services



Strategic Direction 3

Enrichment through powerful partnerships for learning

Purpose

To develop strong collaborations between parents, students, teachers, school networks and the community that inform, support and enhance a wide range of authentic learning and leadership development opportunities for staff and students.

Overall summary of progress

Continued efforts were made to improve the level of **parent engagement**. This was achieved through a range of activities and was evident in our increased attendance at P and C meetings, the popular **Annual Fashion Show**, attended by upwards of 800 guests and the **rsc creative Arts Festival** attended by around 500 members of the school community. Our evening **Drama** performances and **Season concerts** were well attended. A strategy of massed year choirs performing at RSC Creative and other events continues to significantly foster parental engagement with our College.

Continued high attendance at Subject Selection and HSC Assessment evenings ensures parents are aware of curriculum and assessment. Ongoing interest in junior and senior study skills seminars further enhances engagement of parents.

In 2018 we trialled student led **three way learning conversations** for the Year 7 parent teacher evening to promote goal setting, formative assessment and student responsibility and initiative. The success of this evening ensures this program will be continued in 2019 and extended to Year 8. Staff are also working on a long term project to create digital portfolios showcasing student work in order to foster a "progress" mindset.

An electronic **survey of parent engagement** with the College on the Year 10–11 subject selection evening, revealed that only around 20% of parents continue to be aware of college practices in attendance and wellbeing. Similar parental engagement was indicated with the newsletter, Facebook page and Sentral Portal, with many parents admitting they engaged with all the information provided on the portal only once per month or never. A very high level reported engagement with SMS messages. Parents indicated however that they believed the methods and approaches currently being used to communicate with parents were good and should continue. In 2018 we engaged with the RAPPORT program to expand our facebook community to each year group in 2019.

High levels of executive and teacher interaction continue in our RSC coordinated Northern Sydney Entente Cordiale (NS–EC) network of 8 schools and other school links, including primary links, as a result of the accumulated knowledge and relationships sustained in these networks. The Early Career program for new teachers and the Aspiring Leaders program have been extremely successful with many participants successfully achieving permanency, promotion and accreditation.

These programs ensure consistent high level development of professional skills and a leadership development process of benefit to each school. A positive outcome of the Aspiring Leaders program has been the promotion of a significant number of staff participants since 2017. The Project Leadership program led to three innovative projects being developed and shared with principals and colleagues across all participating schools in 2018: one involved a STEM competition developed in conjunction with Macquarie University, for the combined schools, comprising practical problem solving opportunities; others covered the development of formative assessment approaches including the creation of digital portfolios.

Our **primary workshops** were oversubscribed in 2018. The Fashion and Budding Chef workshops were extremely popular as were the Engineering workshops. The Student Voice music workshop is still growing in popularity. Mathematics projects with local primaries and student led carnival management for primaries were also successful in 2018.

Our RSC Facebook page, parent portal on Sentral, and improved approaches to Parent/Teacher evenings have fostered heightened awareness of school activities and curriculum. Students and parents particularly enjoy following our achievements as they unfold in events like our continued participation, with seven teams, in the National Volleyball Competition in Melbourne in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
High levels of student participation and engagement evident in Tell Them From Me Survey	Time	High levels of participation and engagement were achieved in student and staff participation. 855 students responded to the survey. 60 parents responded to the survey and 57 staff members.
Continued high level support for, and participation in interschool primary and secondary collaborations and workshops.	\$20,000 plus additional professional learning funds eg beginning teachers	A wide range of highly successful workshops were held for primary schools. The NS–EC program provided multiple professional learning programs for staff at all levels. A joint Staff Development Day across 7 of the schools was very successful.
Increased parent involvement in a wider range College activities including parent surveys.	No additional costs	A range of surveys undertaken involving parents. High levels of attendance at subject selection, assessment evenings and parent teacher evenings.
Higher levels of low SES student engagement in learning.	\$40,000 Per capita \$31,000 in P and C scholarships	Success achieved in establishing new drum and guitar ensembles. Futures Learning Support Program highly successful in supporting low SES students. P and C scholarships enabled low SES students to participate in a wide range of activities including Volleyball Trip to Melbourne national championships.
Higher levels of students involved in community service.	\$4000	The Duke of Edinburgh Award Scheme continues to be highly popular and, in 2018, led to significant community service participation in addition to comprehensive SRC and Prefect body fundraising activities.

Next Steps

Future Directions have been informed by the external validation process and our wide ranging research of best practice in schools and systems in Australia and overseas.

Current programs and practices will continue as they are clearly effective in engaging students and facilitate high levels of engagement, participation and performance at Ryde Secondary College.

In the area of teaching Cultures of Thinking will remain an ongoing focus, and part of the induction program for new staff. Curriculum mapping will be used to enhance opportunities for cross faculty learning continua and projects.

Quality Teaching Rounds and/or the current *Pineapple observation program* will be used to further develop teacher capacity in quality teaching practices. Explicit evidence based teaching practices will be promoted, together with a focus on closing the gap for low SES students.

Underpinning the Cultures of Thinking approach will be continued revisiting of Differentiation approaches (given annual staff changes and need to ensure learning is widely embedded) and the Quality Teaching Framework (QTF) through professional learning including faculty based activities. The College has put in an Expression of Interest in Quality Teaching Rounds with the University of Newcastle for 2019 in order to further develop teacher capacity in the QTF, which remains one of Australia's most highly valued pedagogical frameworks. Additional professional learning will take up aspects of the Curiosity and Powerful Learning approaches (led by Sir David Hopkins) shared at the annual ACEL conference in 2018 in Melbourne. This approach, implemented widely in the Albury region aligns with our COT focus and would enable further development of classroom practice to foster general capabilities and futures learning skills.

Additional literacy progression and wide reading programs across all faculties will further enhance student literacy capacity. The Best Start Program will be implemented at RSC in 2019 for Year 7. In the area of numeracy, differentiation and additional learning support through homework center, targeted work education/welfare programs and interest group activities will continue to support and develop student skills.

The successful subject specific quality teaching and subject expertise approaches developed in 2018 through NS–EC programs and a joint Staff Development Day, will be repeated in 2019 and 2020.

Curriculum mapping of Stage 4 and Stage 5 has opened the potential for further cross-curricular opportunities in 2019

onwards; with planning sessions to occur late in 2018 with the aim of programming cross-curricular projects using shared content, concepts and processes.

In the area of learning, a strong focus on student wellbeing and engagement will centre on increasing staff capacity to better know every child and enable them to grow and learn effectively. Improving systems to enable us to better know and track each child more effectively and provide personalised or more general support where needed will be a key strategy. A range of potentially relevant software packages which will facilitate this approach are being evaluated for their utility and interoperability with Sentral.

Additional welfare and learning support will be provided to support lower achieving low SES students and ongoing programs to foster learning resilience will enhance the capacity of all students to achieve.

Further development of effective systematic, schoolwide formative assessment and student voice will remain a priority. A NS-EC grant is currently being used by two RSC executive staff members to develop Digital portfolios to enable students to share progress with parents and staff at any time in "3 Way Learning Conversations".

In the area of leading and building capacity and engagement with the community, a coordinated systematic, school wide focus on STEM/Industry Based Learning (IBL) will be implemented 7–10, building on current foundations established in 2017 and 2018. Curriculum mapping will be developed further through cross curriculum projects 7–10.

The professional capacity of staff will continue to be developed through a comprehensive, systematic approach to PL, aligned with the strategic plan priorities. Aspiring Leader and Project Leadership programs in the NS-EC will continue to build capacity across the network. Identification and promotion of the achievements of staff and students of Ryde Secondary College will be enhanced. A system will be developed to improve the identification of candidates and teacher nomination of students for awards such as the John Lincoln Order of Australia Award, as well as staff awards including World Teacher Day ACE awards and regional Executive Director Awards. Regular placement of success stories in local media, together with an extensive NS-EC cinema program will further engage the local community in public education and Ryde Secondary College.

Enhancing parent and student engagement through three way learning conversations at parent teacher evenings using updated digital assessment portfolios, and a new approach to facebook groups will continue to evolve over 2019. Approaches developed through Project Leadership grants in the NS-EC will be shared with other schools. Ongoing parent engagement surveys and activities will be undertaken to further enhance parent engagement.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Team has increased in size. Resources from Dave Lardner and other sources are shared. Approximately \$4000 was invested in Aboriginal Education at Ryde Secondary College.	Aboriginal Education Team meets regularly. Resources from Dave Lardner and other sources are shared regularly with staff and students.
English language proficiency	Approximately \$20,000 was invested in additional learning support and literacy support for ESL students.	Improvements evident in student reading on Quicksmart program. Visits to library by students and student borrowing data. NAPLAN results, VALID results.
Low level adjustment for disability	\$59,000 of funds received complemented additional RAM funding for a Futures Learning Support Coordinator, who works with teachers and SLSOs to support student learning.	Students with disabilities or special learning needs are more focused on, and supported in learning, and demonstrate improved performance. Homework centre and peer support improves outcomes for students in literacy and numeracy.
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$40 – 60,000.00) • Socio-economic background (\$60 000.00) 	All major extra curricular programs, additional strategic assistance to students, additional wellbeing support led to Improved outcomes evident in NAPLAN or other data for low SES students. Feedback from students involved in activities is positive and demonstrates improved engagement for low SES students. High level of engagement and success in new drumming group but formal evaluation needed.
Support for beginning teachers	The continuation of the NS-EC Beginning Teacher Program strengthened the opportunities for consistent support for teachers. The role of Beginning Teacher Mentor has evolved with a genuine sense of a team dynamic through professional development opportunities and learning. Funds provided through the BT Support Funding(\$62,865) play a critical role in supporting and developing staff.	A wide range of support for beginning teachers was established which included: <ul style="list-style-type: none"> * Allocated release time from timetabled classes * Professional learning opportunities * NS-EC Induction Program * Resources * Mentoring
Targeted student support for refugees and new arrivals	Funds were provided for specific students as needed and then invested in broader wellbeing support for a number of students with additional needs.	Students who are new to Australia are assessed by the Learning and Support team and support is given to them in the class room and in small groups. In Year 10 students can join an EAL/D elective class where they have the opportunity to learn what they have missed across the curriculum. Extra support is provided for all EAL/D students from Years 7 – 10 and this includes assistance with HSC assessment tasks. As well as English language support, we provide additional help to refugee students in a number of ways. Our refugee students are

Targeted student support for refugees and new arrivals	<p>Funds were provided for specific students as needed and then invested in broader wellbeing support for a number of students with additional needs.</p>	<p>guided to access money and services that are available to them. We advise students and arrange counselling when necessary and teachers are available to provide curriculum support. We also recommend, when necessary, that students access funded external tutoring.</p> <p>Support staff have been trained in the Teaching Students from a Refugee Background course and are members of the Community of Refugee Background Network.</p>
Support Unit	<p>Professional learning funds and school and community funds were used to support the needs of staff and students in the support unit, and their families. A Day of Disability and additional seminars were held for families.</p>	<p>Positive feedback from the majority of parents. High participation rate of students. High attendance of parents and careers.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	657	611	585	607
Girls	423	407	439	460

The majority of students in the mainstream and many in our selective stream and support unit classes are local.

There is a very rich culture within the student community with 78% of students from non-English speaking backgrounds, 66% born in Australia. Over 90 nationalities are represented in our student body.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.5	94.7	96.3	94.7
8	93.8	95.2	92.9	93.2
9	94.2	93.4	95	92.5
10	91.8	92.4	91	90
11	92.9	91.8	91	91.2
12	93.2	92	93	91.6
All Years	93.3	93.2	93.2	92.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance is always a priority area at the college. The college uses an electronic system to monitor student attendance. The system allows SMS contact with parents of students whose attendance is unexplained.

The college also operates a pastoral care system with each year having a pastoral team consisting of a Year Adviser, Head Teacher of Year and roll teachers. Each

year team meets daily at a year assembly and is proactive in providing intervention and support on a daily basis. Students with less than 85% attendance are referred for case management by the Deputy Principals or Head Teacher Welfare.

Regular messages in the college newsletter and parent portal encourage parents to ensure their children attend the college each day. The newsletter and the college website also contain blank proformas that parents can use to explain student absences.

Teachers are required to mark class rolls every lesson and report any discrepancies to the Head Teacher Administration for follow up.

Retention Year 10 to Year 12

The retention rate at Ryde Secondary College of **91%** is closely correlated with that of similar schools. Few students leave to go to work or TAFE prior to Year 12. Students who leave generally transition to full selective schools or move to other regions, interstate or overseas.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	2	6
TAFE entry	4	1	7
University Entry	0	0	75
Other	2	1	7
Unknown	0	0	5

Approximately 105 out of 140 students plan to attend university in 2019. The most popular university is UNSW (29), Macquarie University (28), Western Sydney University (18), University of Technology (10), Australian Catholic University (6) and The University of Sydney (6). Ten students achieved an ATAR over 95.25 and their university courses included B Engineering/B Arts, B Psychology (Honours), B Physiotherapy, B Commerce, B Engineering/B Commerce and Combined Commerce. Other popular under-graduate degrees were Nursing, Information Technology, Combined Economics, Science, Business and Education.

Several students plan to attend smaller institutions including Torrens University, UTS Insearch, WSU College, TAFE, University of Notre Dame, Australian Institute of Music, SAE Creative Media Education and BASAIR Aviation. Five students commenced an apprenticeship and the support students moved into

work-ready courses. Eight students commenced employment with local employers and several students chose to take a GAP year or travel overseas.

Year 12 students undertaking vocational or trade training

Twenty two (22) Year 12 students undertook a school-based vocational education course from the subjects of Construction and Hospitality. Sixteen (16) Year 12 students undertook an external vocational TAFE course. Courses included Information and Digital Technology, Property Services, Skills for Work and Vocational Pathways, Human Services, Financial Services, Entertainment, Electrotechnology and Community Services. TAFE Institutes included Bradfield, Hornsby, Meadowbank, St Leonard's and Ryde. The vocational courses provide credit towards the HSC and may count towards the Australian Tertiary Admission Rank.

Year 12 students attaining HSC or equivalent vocational education qualification

142 students were awarded the NSW Higher School Certificate out of 142 students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	53.6
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	15.57
Other Positions	1

*Full Time Equivalent

There are currently no identified Australian Aboriginal / Torres Strait Islander teachers at Ryde Secondary College.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	9

Professional learning and teacher accreditation

A total of \$108,261 including tied funds, not including Beginning Teacher Funds, was spent on teacher professional learning (TPL) in 2018. This allowed the Strategic Directions 2018–2020 targets to be met while providing staff with opportunities to continue enhancing their teaching and learning skills, maintain proficiency and receive support.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	494,325
Revenue	12,400,263
Appropriation	10,988,010
Sale of Goods and Services	113,016
Grants and Contributions	1,239,796
Gain and Loss	0
Other Revenue	46,313
Investment Income	13,128
Expenses	-12,036,220
Recurrent Expenses	-12,036,220
Employee Related	-10,386,536
Operating Expenses	-1,649,683
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	364,044
Balance Carried Forward	858,369

Ryde Secondary College has a Finance Team overseeing financial management. It includes the School Administrative Manager, the principal, Deputy Principals, and two head teachers. From time to time student representatives are included. Meetings are held

regularly to plan and evaluate financial matters including income and planned and actual expenditure and to ensure that the school's budget plans are maintained.

The school has budgeted for capital works and project initiatives for a number of years and intends to implement these in 2019.

Some of the proposed plans that will be implemented in 2019 are staff room upgrades, painting of the whole school, new photocopiers, technology upgrade in the Multi Purpose Centre, new furniture for some classrooms, software upgrades to assist in better communication to families, additional equipment for Duke of Edinburgh and musical ensembles and an upgrade to the current fitness centre.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	9,106,724
Base Per Capita	203,498
Base Location	0
Other Base	8,903,226
Equity Total	520,973
Equity Aboriginal	4,628
Equity Socio economic	37,741
Equity Language	270,930
Equity Disability	207,673
Targeted Total	736,430
Other Total	110,119
Grand Total	10,474,245

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

Australian Geography Competition

The Australian Geography Competition is a contest for Australian secondary school students, which assesses their geographical knowledge and skills. The competition aims to encourage student interest in geography and to reward student excellence. It consists of multiple-choice questions testing geographical knowledge and skills.

The faculty heavily promoted the competition and conducted the test in May 2018, with 80 students participating. We had three students achieve results in the top 1% of Australia – James Cook (Year 7), Jachin Hall (Year 7) and James Bamde (Year 11). In addition, our students received 16 high distinctions, 11 distinctions, and 23 credits. These outstanding results will be used to drive interest in Geography as a senior subject choice in Years 11 and 12.

Australian Mathematics Competition

Ryde Secondary College participates each year in the

Australian Mathematics Competition, which is initiated by the Australian Mathematics Trust (AMT). 151 students participated in the competition in 2018 with High Distinctions being awarded to Liam Francis (Year 7), Andrew Zhang (Year 8) and Nina Cui (Year 9). In addition to these three High Distinctions our students achieved 34 Distinctions and 75 Credits.

Australian Securities Exchange (ASX) Sharemarket Game

The ASX Sharemarket Game gives students a hypothetical \$50,000 to invest over 15 weeks in 200 nominated publicly listed companies. Orders are processed as they match with the market. The game is a great way to develop student knowledge of the sharemarket, experience what it is like to buy and sell shares, and test investment strategies. The game is run by the Australian Securities Exchange (ASX, 2017).

The faculty incorporated the Sharemarket game into a Year 9 Commerce assessment task, in order to create an authentic task for the students.

This year we had two students achieve state rankings. Uguudei Amarbayasgalan (Year 10) ranked 4th in the state and 16th in the country. He made \$4,598.13. Cameron Yusofzai (Year 9) ranked 58th in the state making \$1,902.92. There were 17, 836 groups nationally in the competition this year. Considering the all ords dropped 7.5% during this period, the students made an excellent profit over this period.

ICAS Digital Technologies Competition – TAS Faculty

The UNSW Global ICAS Competition for Digital technologies saw 41 students in total participate in 2018 (21 Yr 7, 12 Yr 8, 3 Yr 9 and 5 Yr 10). The paper tests a range of skills covering the knowledge of software, data analysis, predictive problem solving, ICT literacy and numeracy and the use of hardware devices.

Overall, in 2018, there were 4 Distinctions, 14 Credits and 3 merit certificates awarded across the four year groups.

VALID 8

VALID Science 8 is mandatory for Year 8 students in NSW government schools. The Validation of Assessment for Learning and Individual Development (VALID) program is providing end-of-stage diagnostic assessments for the Science KLA. The tests contain both:

- extended response tasks, which provide an opportunity to assess higher order thinking and deeper understanding of a scientific concept or big idea
- short response and multiple choice items presented in item sets with a stimulus comprising videos, animations, graphics, audio and/or text.

All items in a set are contextually linked to the stimulus.

The percentage of students at RSC achieving in the top two levels in science overall was 53% compared to 39% of students in similar school groups achieving at the top two levels. This was an increase in the percentage of students achieving in the top two levels in VALID 8 from last year.

In the knowing and understanding component 20.9% of students achieved in the top level, which was more than double the percentage of students in other partially selective high schools achieving at that level and nearly triple the percentage of students achieving at the top level in the state.

In the problem solving and communicating component 59.6 % of students achieved in the top two levels compared to 31.4% of students in the state. This was also considerably higher to students of similar school groups.

42.9% of students achieved in the top two levels of the extended response components compared to 20.3% of students in the state achieving in the top two levels. RSC students performed considerably higher than similar school groups in this component.

67.5% of students at RSC achieved in the top two levels in planning and conducting which was considerably higher than the percentage of students achieving in the top two levels for this component in the state, similar school groups and partially selective high schools.

Overall the percentage of students achieving in the top level in each of the components of the test was higher than the percentage of students who achieved at this level in the state and higher than that of similar school groups and partially selective high schools.

Ryan Cooper achieved the fifth highest score in the state.

VALID 10

In 2018 Year 10 students at Ryde Secondary College participated in VALID 10. Year 10 students achieved outstanding results in this end of stage 5 science assessment. Year 10 students outperformed students across the state and across similar school groups in all components of the test.

More than 75% of students achieved at or above expected student growth demonstrating outstanding value added results in VALID at our school.

67% of students achieved in the top two levels compared to 50% in similar school groups. In the extended response component of VALID 10, 31.7% of students achieved a level 6 which is more than double that of the state.

Kelvin Yu achieved the second highest score in the state.

Science

We are proud of the huge success of RSC students in the ICAS Science Competition in 2018. James Bamde (Yr12), Donovan Powell (Yr9) and Jiani Wei (Yr8) have received a High Distinction placing them in the top 1 % in Australia.

Ryde Secondary College had 301 students participating in the competition and 42 students received distinctions which is awarded to top 10% in the country and 127 credits and 43 Merits.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7

Reading trends in NAPLAN indicate that students entering year 7 are achieving at a lower level than previous years, with student average reading score achievement being 576.4. Student achievement remains above SSSG (average of 569.74) and student achievement of Band 8 or 9 in Reading remains consistent with previous years (49% in 2018).

A similar trend applied to student performance in Writing where RSC students are achieving at a level higher than SSSG, achieving an average of 543.8 compared with the SSSG average of 536.66. Student achievement results in writing across the state marked a downward trend compared with 2017, however student achievement percentage in the top three bands is comparable with 2017 and 2% of students achieved a Band 10, a positive achievement.

Positively, student results in the Grammar and Punctuation section of NAPLAN mark an upward trend, notably above SSSG, with students achieving an average score of 587.3 compared with the SSSG average of 577.47. Student achievement in the top three bands was comparable with 2017, with 1% of students achieving a Band 10 for the first time.

In Spelling, the average students score was 590.3, which was notably above student performance in SSSG. This result marks a downward trend compared with 2017, however this is in alignment with student

performance in the SSSG and state average. Despite this, the percentage of students achieving in the top two bands is comparable with student achievement in 2017.

Year 9

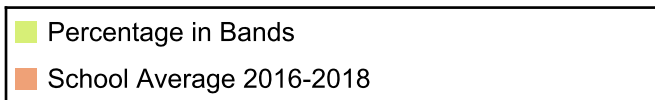
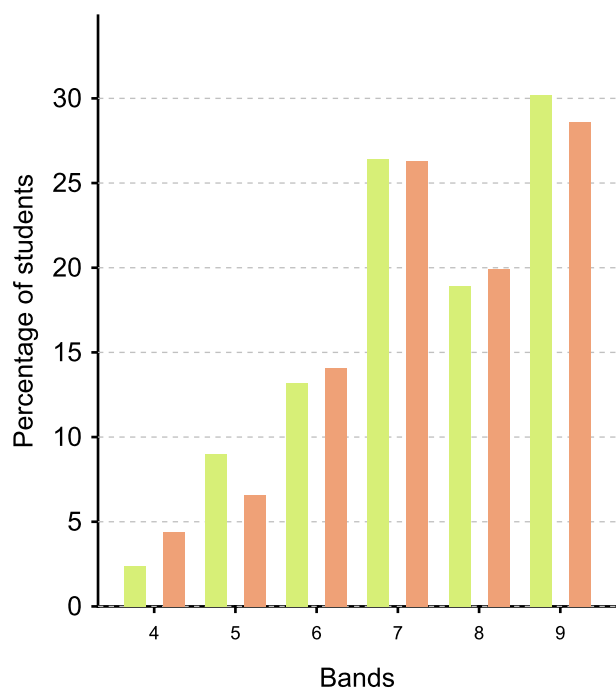
In Reading, 72% of students achieved in the top three bands and achieved an overall average 619.9 compared with the SSSG average of 611.27. Student results indicate a trend of growth compared with previous years, consolidating a pattern of growth since 2016.

Writing results mark a trend that is reflective of both state and SSSG. Students achieved an overall average of 570.9, below the SSSG average of 575.4. Whilst Year 9 results across the state mark a slight dip compared with 2017 at a school, state and SSSG level, a significantly higher proportion of Year 9 students completed NAPLAN at RSC in 2018 (212) compared with 161 students in 2017.

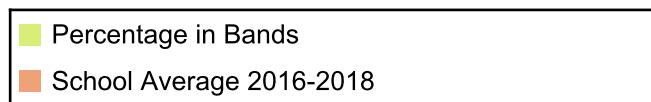
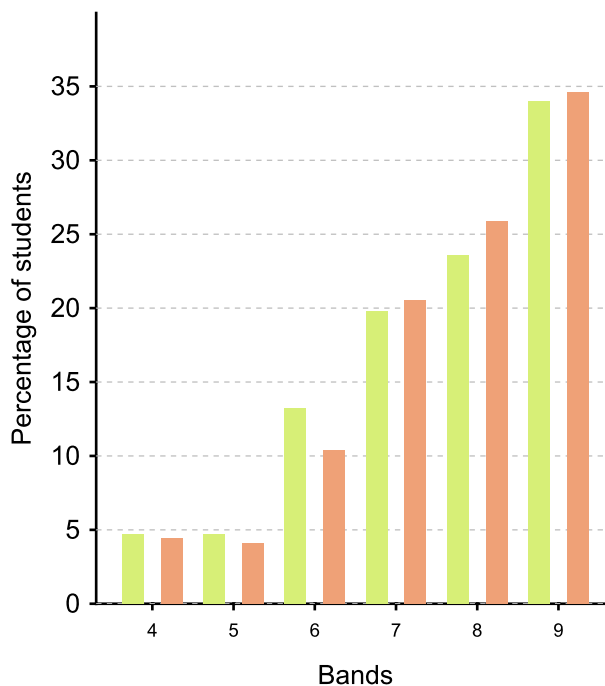
In Grammar and Punctuation RSC achieved above SSSG with student achievement averaging a score of 610.8 compared with a SSSG average of 608.93. Student achievement at RSC marks an upward trend which contrasts against the downward trend of SSSG schools, consolidating a significant achievement of 69% of students achieving in the top three bands.

Student performance in Spelling continued to grow this year, contrasting against a state and SSSG downward trend. The average student score of 623.6 at RSC was above the SSSG average of 613.10. 74% of students achieved in the top three bands, with a 3% increase in the number of students achieving a band 10 compared with 2017.

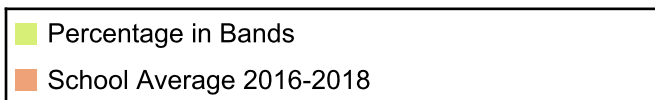
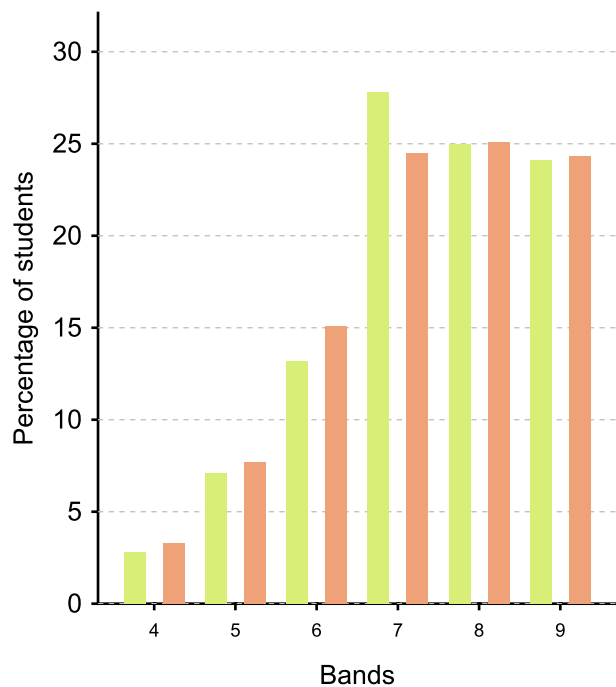
Percentage in bands:
Year 7 Grammar & Punctuation



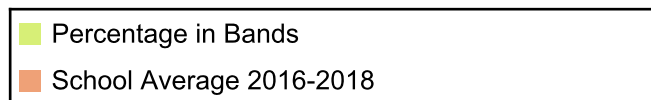
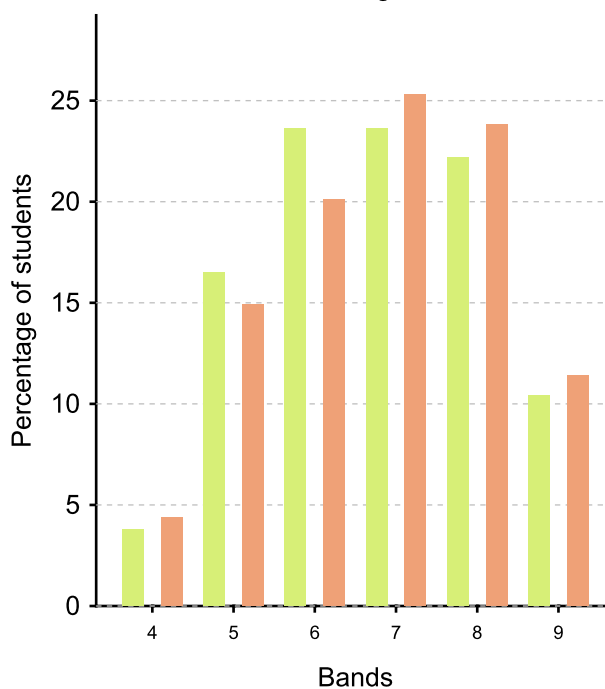
Percentage in bands:
Year 7 Spelling



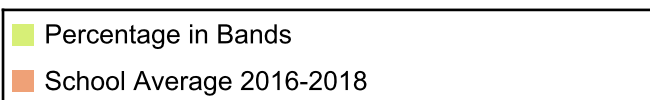
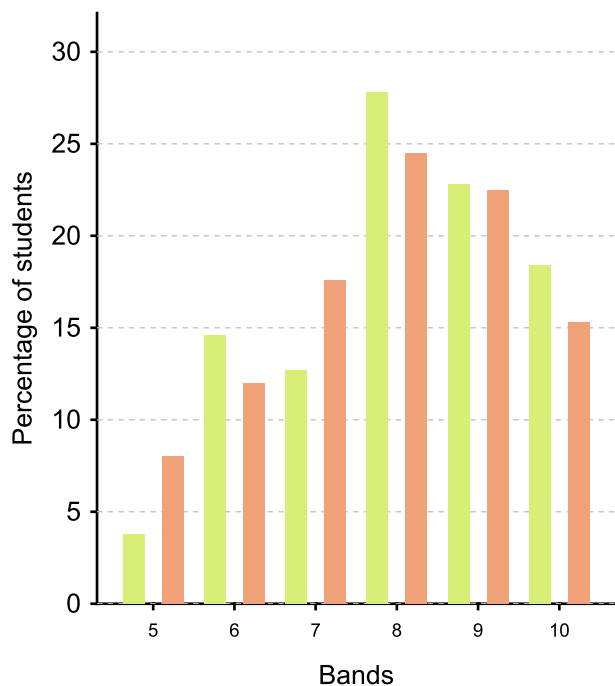
Percentage in bands:
Year 7 Reading



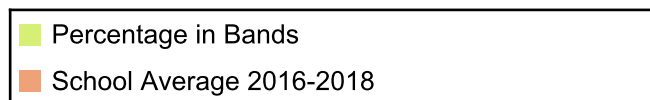
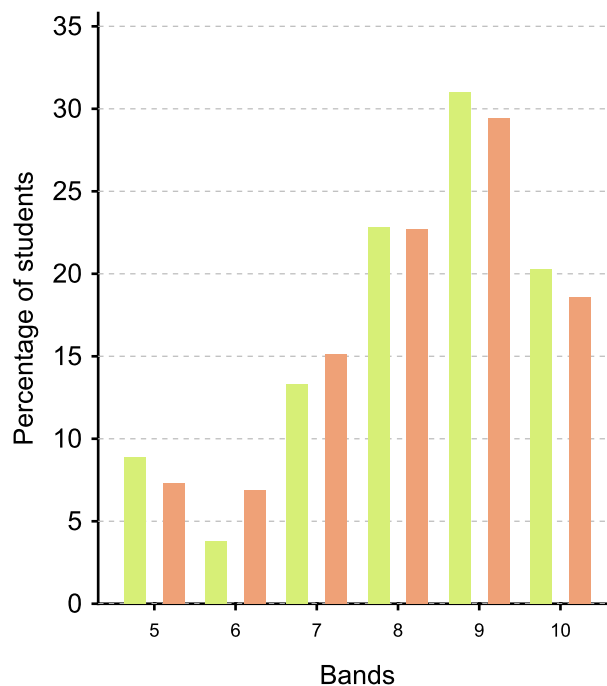
Percentage in bands:
Year 7 Writing



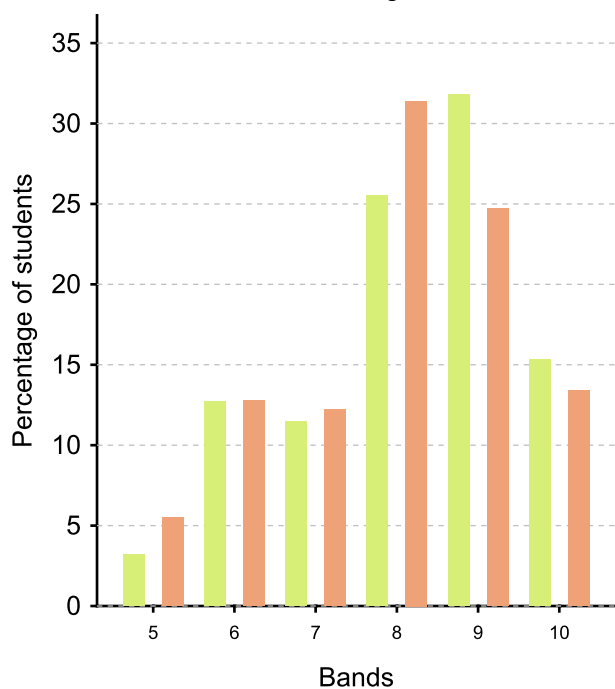
Percentage in bands:
Year 9 Grammar & Punctuation



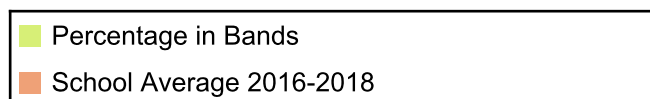
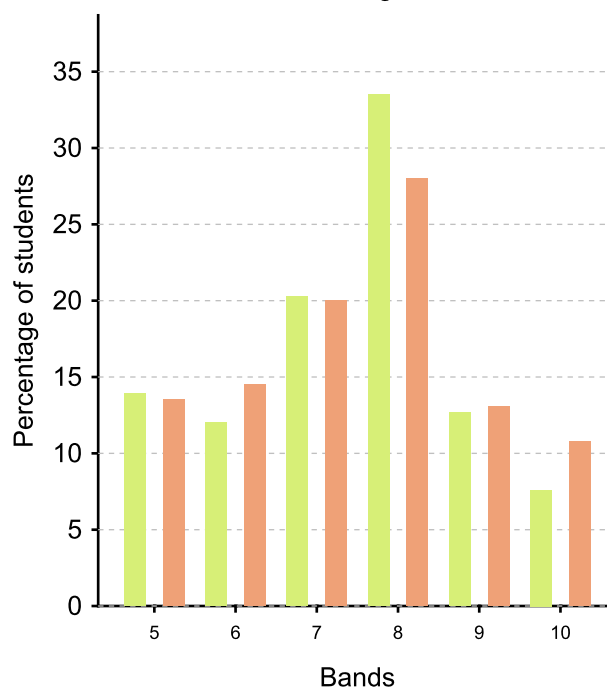
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



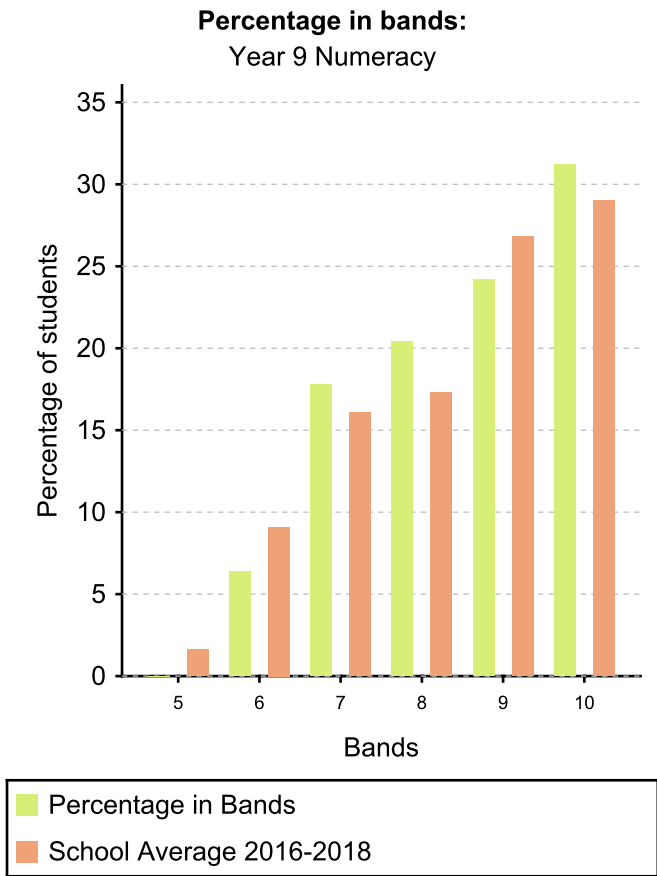
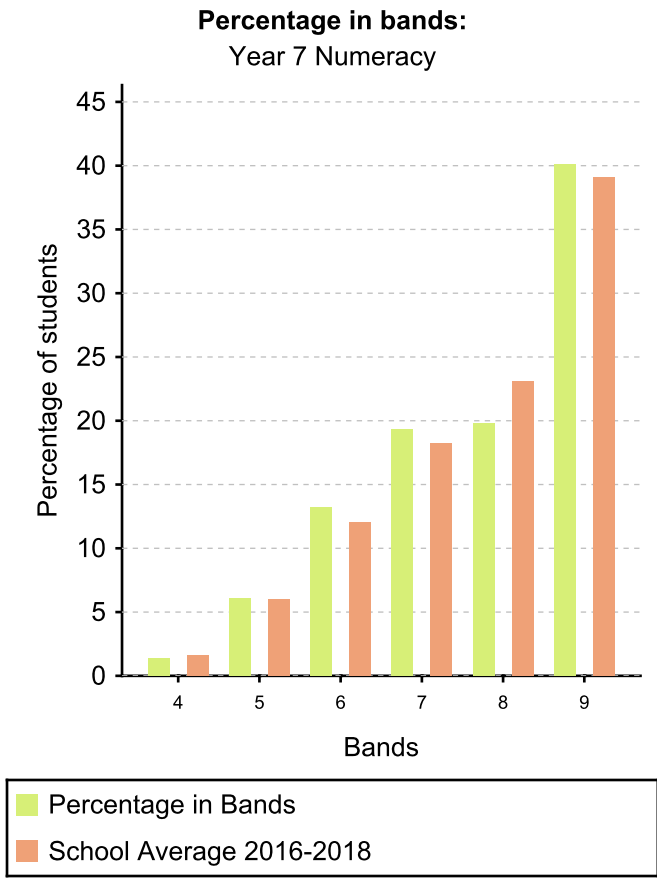
Percentage in bands:
Year 9 Writing



The excellent results the College has achieved in NAPLAN Numeracy tests over the last several years was repeated by the students in 2018. 40.1% of year 7 students at the college achieved a Band 9 compared to 21.6% in the statistically similar school group and 12.8% in the state.

Excellent results were achieved by year 9 in Numeracy

in 2018. The percentage of students who achieved a Band 10 was 31.2% and a Band 9 was 24.2%. These results were significantly higher than the state distribution of 12.3% in Band 10 and 13.9% in Band 9 and significantly higher than the distribution of students in the statistically similar group with 19.3% in Band 10 and 24.7% in Band 9.



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2018 NAPLAN results indicated 98% of RSC students in Years 7 & 9 were at or above the National Minimum Standard in Literacy, with 53% of students in the top two bands; delivering the Premier's Priority Target of increasing students in the top two bands of literacy from Year 7 to Year 9. Similarly two-thirds of all students at RSC received HSC results in the the Top 2 Bands, again delivering the Premier;s Priority Target of 'value adding' results from Year 9 to Year 12.

The teaching staff at Ryde Secondary College would like to acknowledge the hard work achieved by their students and the support received from our community in delivering the Premier's Priority Targets in NAPLAN literacy and HSC results.



Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). The results for the HSC for the 2018 cohort at Ryde Secondary College were very pleasing. The Dux of the College was Tim Zhang with an ATAR of 99.45. Anjana Swaminathan and Kimberly Lin achieved an ATAR of 97.55 and Robert Teoh achieved an ATAR of 97.45. A student achieved 'First in course' – Robert Teoh in Information Processes and Technology. Robert Teoh also achieved 'Top Achievers in Course' in the state. He placed fourth in Indonesian. Tim Zhang appeared on the prestigious All-round Achievers List for the 2018 Higher School Certificate. An 'All Rounder' is a Distinguished Achiever for courses totalling 10 or more units of study. This is an outstanding result for Tim and the college. In total, Year 12 achieved 79 top band results (90% or greater), with 36 students achieving at least one top band result. 142 students were awarded the NSW Higher School Certificate out of 142 students.

Technology and Applied Studies (TAS)

In 2018, Technology and Applied Studies offered six subjects for the Higher School Certificate examinations. Student performance indicated consistent results, with courses performing above state average.

Engineering Studies saw students performing 5.95 marks above state average. In Industrial Technology – Graphics 7.14% of students performed in the top bands. In Textiles and Design, 60% of students received marks in the top two bands, with 1 band 6 and 5 band 5 results. Information Processes and Technology saw 12.5% of students receiving a Band 6 result.

VET Hospitality and VET Construction both had excellent results, with 28.5% of students in Hospitality performing in the top bands and Construction performing 12 points above state average. For these students, the VET course results were either their highest or second highest marks received.

Science

Science students at Ryde Secondary College achieved excellent Higher School Certificate results in 2018. Students studying science at Ryde Secondary College achieved 45 Band 5s and 6s in all science subjects.

In Physics 10.83% of students obtained a Band 6 compared to 9.53% of students in the state. 32.43% of students achieved in the top two bands.

In Chemistry 34.61% of students achieved a Band 6 and 5, while in Biology 32.5% of students achieved a Band 5.

In Earth and Environmental Science 44.43% of students achieved a Band 6 and 5 which was above the percentage of students achieving in the top 2 bands in the state.

Senior Science students at Ryde Secondary College achieved outstanding results in the Higher School Certificate in 2018. 42.85% of students achieved in the top two bands which was significantly higher than the state performance.

Social Sciences and Language Other Than English (LOTE)

HSC results for the faculty this year were solid, and a reflection of the dedication, passion and enthusiasm of the teachers. This year the faculty had eight HSC subjects across 11 classes. Of the college's 79 Band 6's, the faculty contributed 16, representing 20% (which was the same in 2017). In half of our subjects the percentage of students who received a Band 6 exceeded that of the state. In seven of our eight subjects, the percentage of students who received a Band 5 or 6 exceeded that of the state.

In Business Studies, 62% of the cohort achieved in the top two bands compared with 37% across the state.

In Economics, 24% of the cohort achieved in the top two bands, compared with 46% across the state.

In Legal Studies, 44% of the cohort achieved in the top two bands, compared with 44% across the state.

In Studies of Religion, 86% of the cohort achieved in

the top two bands, compared with 37% across the state.

In Society and Culture, 66% of the cohort achieved in the top two bands, compared with 48% across the state.

In Geography, 55% of the cohort achieved in the top two bands, compared with 48% across the state.

In Indonesian Continuers, 100% of the cohort achieved in the top two bands compared with 69% across the state.

In Japanese Beginners, 60% of the cohort achieved in the top two bands, compared with 45% across the state.

English and History

The HSC results of the English and History faculty are reflective of student performance across the entire cohort, to whom the faculty deliver outstanding teaching and learning as passionate and committed teachers to every student. The faculty delivered all levels of Stage 6 English and Ancient History, Modern History and History Extension. In 2018 fantastic student achievement is evident through the significant growth in students achieving a nominal Band 6 in English Extension 1 (55% of cohort) and History Extension (100% of cohort). The faculty contributed 20 of the College's 79 Band 6's this year, an achievement of which we are proud.

In both English Advanced and English Extension 1 the number of students achieving a Band 6 was above average, notably so in English Extension (17%), suggesting a positive trend in academic growth in these courses compared with previous years. In the English Standard and English ESL courses, student achievement in the top three bands was above state average and English Extension 2 student performance was consistent with 2017.

Students achieved solid results in Stage 6 History in 2018. In Modern History student achievement in the top two bands was well above average, with 53% of students achieving a Band 5 or Band 6. In Ancient History, student achievement in the top three bands was in alignment with state average and reflective of a significantly smaller cohort in this year. In 2018 two students completed the History Extension course, with all students achieving an exceptional result of E4.

Mathematics

The Mathematics faculty is pleased with the strong results achieved by their Year 12 students in 2018. Over all courses Mathematics students attained twenty six Band 6's and E4's.

In Mathematics Extension 2, 100% of students achieved a result in the top band and were awarded a 'Notional Band 6'. This was significantly above the percentage of students across the state who achieved a 'Notional Band 6'.

In Mathematics Extension 1, 93% of the cohort achieved in the top two bands compared with 80% across the state.

In Mathematics (2 Unit) 28% of the cohort achieved a Band 6 compared with 22% across the state. 62% of the cohort achieved in the top two bands and 84% in the top three bands.

In Mathematics General 2, 31% achieved in the top two bands compared with 27% in the state.

Creative and Performing Arts (CAPA)

HSC results for the Creative and Performing Arts CAPA faculty this year were strong.

80% of CAPA students achieved their Music, Visual Arts and Drama results as their highest or 2nd highest subject result. This is an outstanding result and is a 14% increase from the previous year reflecting the dedication and commitment of the teachers and demonstrating the determination of the students to succeed.

MUSIC – 3 courses:

100% of the 2018 Music students were outstanding individual performers and achieved fine overall results for Music, as shown:

Music 1 (2 units)

100% achieved Music as their highest and 2nd highest subject, a very pleasing result.

100% achieved in Band 5 or 6.

50% achieved Music as their highest result

Music 2 (2 units)

83% achieved Music as their highest and 2nd highest subject – very pleasing result.

83% achieved a Band 5 or 6.

Music Extension (1 unit)

80% achieved Music Extension as their highest mark

100% achieved Music Extension as their highest extension mark

VISUAL ARTS:

60% achieved a Band 5 in Visual Arts

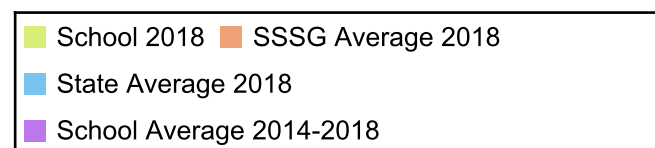
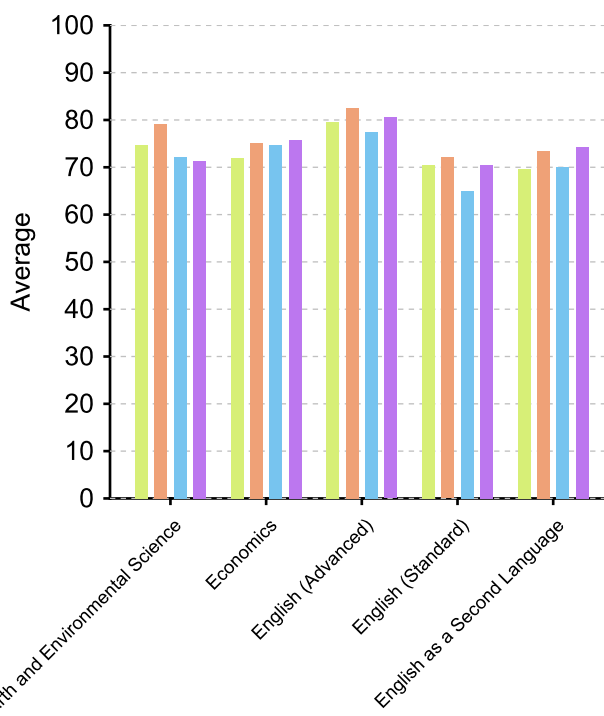
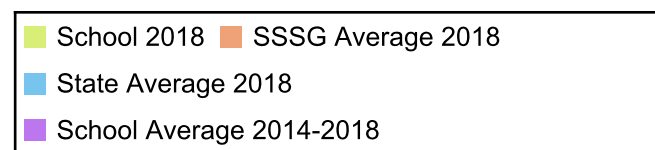
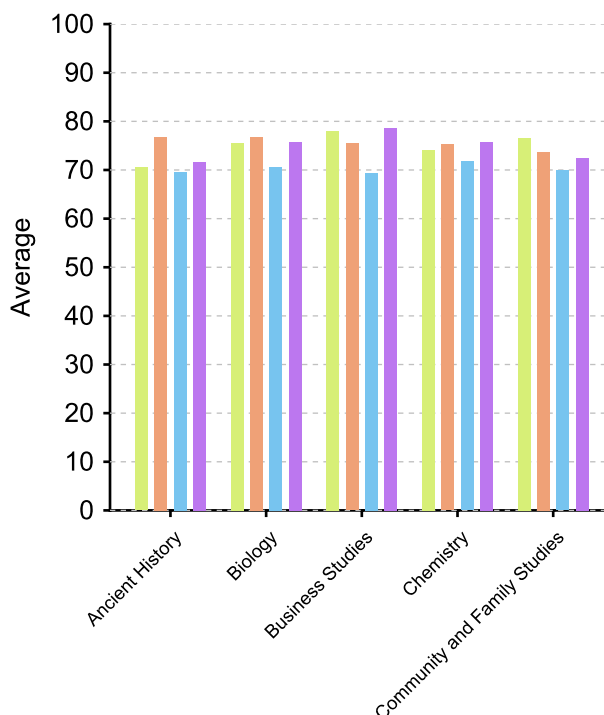
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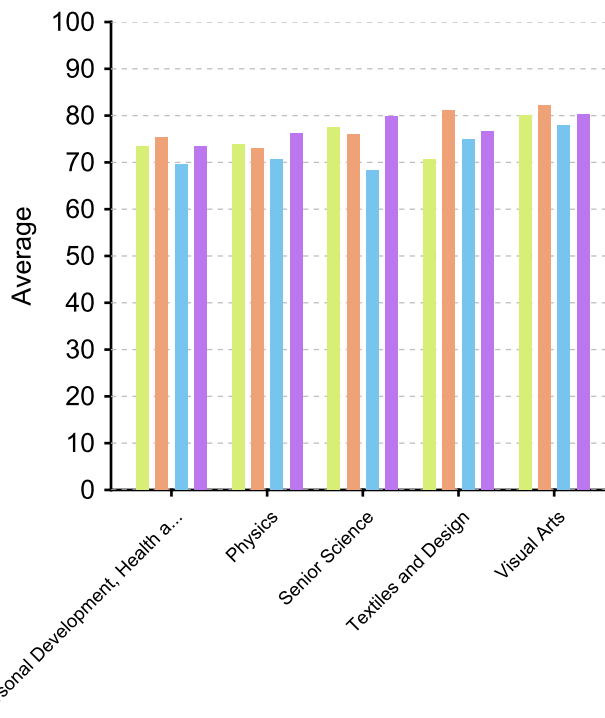
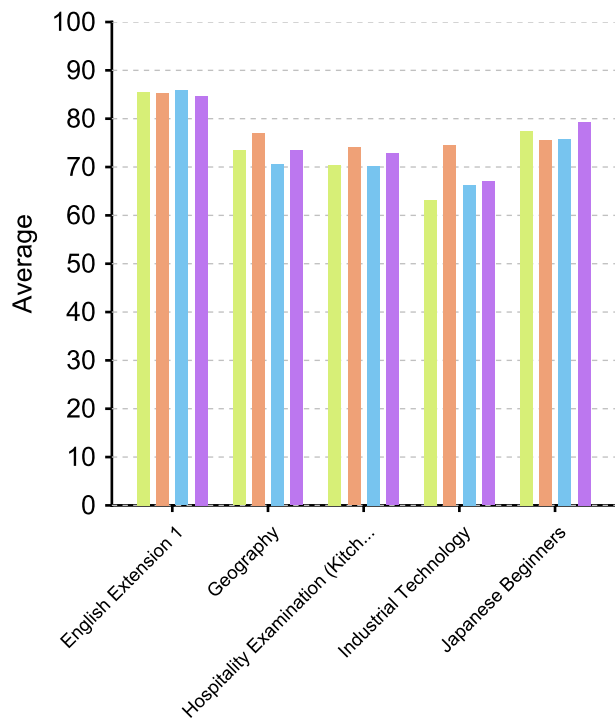
100% achieved Drama as their highest and 2nd highest subject

PDHPE

The HSC results of the PDHPE faculty are reflective of student performance and a dedicated faculty delivering

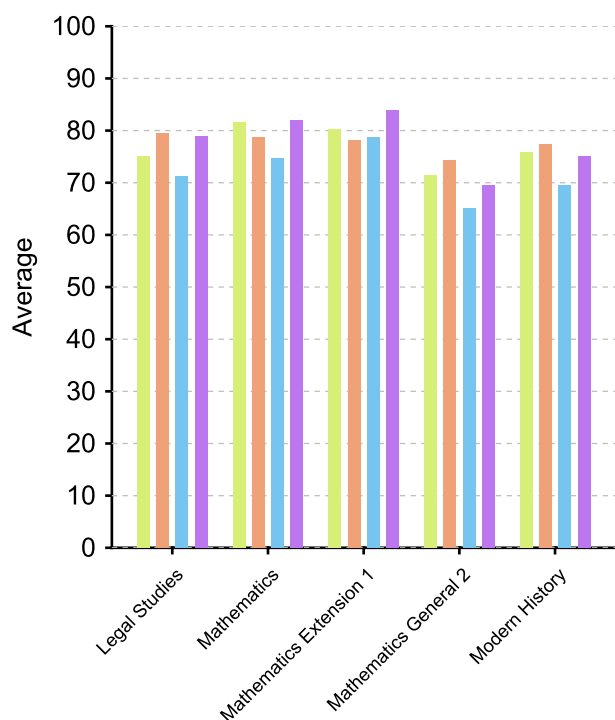
outstanding teaching and learning programs. The PDHPE faculty is pleased with the strong results achieved by their Year 12 students in 2018. PDHPE and Community and Family Studies (CAFS) continue to achieve above the State average. Over 56% of students scored Band 5 or above in CAFS and over 26% of students scored Band 5 or above in PDHPE.





■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

HSC Relative Performance

In 2018 average results for the highest and average achieving students in Year 9 NAPLAN were above the state, for the lower students the results were well above the state growth in achievement.

Subjects achieving results well above the state average in 2018 included: Indonesian Continuers, Society and Culture, English Extension 1 and 2, Mathematics Extension 1, History Extension, Community and Family Studies.

ROSA

Of the 191 students who were enrolled in Year 10 in 2018, all 191 received a Record of School Achievement. In English, 55% of students achieved an A or B grade; in Mathematics, 27% achieved an A grade while 53% achieved an A or B grade; in Science, 14% achieved an A grade while 56% achieved an A or B grade; in History, 15% achieved an A grade while 48% achieved an A or B grade and in Geography, 12% achieved an A grade while 47% achieved an A or B grade; in PDHPE, 17% achieved an A grade while 62% achieved a grade A or B grade.

Parent/caregiver, student, teacher satisfaction

Parent Survey

100 parents were surveyed from our Yr10 parent group regarding school communications, school funding and literacy-in-the-home, forming a random sample including parents from non-English speaking backgrounds, local enrolment and selective enrolment. The most effective form of communication with parents was found to be SMS messaging (34%), followed by the RSC Newsletter (26%), parent portal (22%) and Facebook (6%). Over 90% of parents acknowledged they only ever look at the parent portal for parent / teacher interview scheduling and report distribution. When asked how the school may seek further avenues for parent communication, most parents (72%) acknowledged the school already had enough ways of contacting parents/families and the issue of communication lies with parents having the time to access communications. 75% of parents acknowledged the necessity of additional financial contributions to schools to effectively run additional learning opportunities, with the remainder (25%) believing they should only pay for their individual child's consumables or not pay at all as RSC is a public school. Regarding literacy-in-the-home 47% of parents regularly read themselves and/or encourage their child to read also, with the remainder (53%) describing themselves as 'infrequent readers' and not having the skills to support their high school child.

Staff Surveys

Employees Matter NSW Public Sector

Around 35% of staff participated in the system wide Employees Matter survey.

Staff results were equal to or better than the system averages except in terms of access to flexible working conditions and the ability of the organisation to meet future challenges. Given that planning is highly collaborative with all executive involved, this may reflect a general perception around system matters affecting the College capacity in the longer term. Staff who need flexible working conditions due to family needs have been provided with the opportunity, particularly those with young families.

The College performed particularly well on performance management and development. This may reflect the significant professional learning available through NS-EC and school based options.

Northern Sydney Entente Cordiale- (NS-EC) feedback on professional learning

A range of surveys were undertaken to evaluate the success of programs offered. Feedback was extremely positive for all, especially for those that were well planned and accredited with NESA.

Staff Imagination and Creativity

Staff were asked to undertake a survey during a full staff meeting to ascertain their use of creativity, use of imagination and utilisation of cultures of thinking strategies. A series of questions were asked to determine their own reflections on how they wonder, question, explore, investigate, challenge assumptions, provide feedback and use cultures of thinking(COT). Overwhelmingly, with at least 75% of staff indicating they were positive to very positive in their belief they displayed creative and imaginative attributes. The use of COT is widespread with over %80 of staff incorporating these strategies in their lessons on a consistent basis. In answering, **'To what extent do you agree with the following statement?: 'Visible Thinking Routines foster students creativity,' over %88 of staff indicated they agreed.**

Tell Them From Me (TTFM)

Students, parents and staff again participated in the TTFM Survey in 2018. There were 855 student responses, 60 parent responses and 57 Staff responses covering topics such as student learning, engagement, belonging, parent perspective.

Some key findings of the student survey were that RSC students were above NSW Government Norms in student engagement, positive attendance, positive behaviour and positive behaviours towards homework. Students were also above Norms for intellectual engagement, interest and motivation. However, one year group were identified as consistently lower in these ratings than other cohorts. Students from low socioeconomic families were recorded as having lower levels of engagement.

Even though the parent sample was lower than expected, parents views towards the reputation and their perspective of RSC was particularly positive.

Staff responses to questions on the drivers of student learning were consistently higher than Government Norms in Leadership, Inclusivity, Teaching Strategies, use of data and Learning Culture.

Canteen Survey

The Canteen Committee has had an ongoing role at Ryde Secondary College to evaluate the quality of the food being served to staff and students. The teachers involved in the committee have either direct knowledge and expertise in WHS, nutrition and dietary requirements, or are passionate about ensuring the canteen provides the healthiest options possible. A survey was conducted in March 2018, where both staff and students had the opportunity to voice concerns and provide constructive feedback regarding their experiences with the college canteen. It was interesting to note, that the majority of responses received from students, indicated their strong desire to see a wider variety of healthy food choices as this would encourage them to purchase more frequently. They also asked for all soft drink options to be permanently removed and replaced with more nutritionally sound alternatives. This feedback provided an evidence based platform to negotiate positive changes with the canteen in meeting the direct needs of students. This canteen company

ceased operating at the end of Term 3 2018 at Ryde Secondary College.

Student Wellbeing Survey

The Year 12 Wellbeing Day held in Term 3, 2018 received very positive feedback. 81% of Year 12 students who responded to the survey said that the seminars and activities on communication, self-worth and life after high school were 'excellent' to 'very good'.

Many students commented on how fun, interesting, engaging, informative and helpful the day was, especially after the TRIAL HSC period.

History Review

Faculty reviews are undertaken annually. These reviews investigate faculty teaching practices, documentation, programs and assessment policies, and include teacher observations and feedback from parents, staff and students.

A faculty review of the History faculty was undertaken by a cross faculty staff team.

Findings

The strengths of the faculty include:

Diverse and high quality teachers

Experienced and passionate teachers with in depth knowledge of curriculum. A number have HSC marking expertise.

Teaching and Learning Practices

Senior teachers are great programmers and are very conscious of evaluating programs. Ongoing reflections in the faculty are around programs, sharing resources and preparing for HSC.

Lessons are very structured and organized. Parent and student feedback is very positive and demonstrates a high level of student engagement, fostered by a variety of teaching practices, wide use of literacy based practices and contextual learning.

Students particularly appreciate being able to work on assessment tasks during class time and being able to work at their own pace. Students also really enjoy the flexibility they have when doing Elective History in years 9 and 10. Junior students enjoy projects thoroughly, particularly the way they're designed. Consequently some are actually thinking about taking History as electives in Years 9/10 and both Ancient and Modern History.

Students like the way teachers share experiences or link them with history, story-telling. They like a lot of discussions and like documentaries as well.

Assessment tasks are well structured and the criteria provide an explicit understanding of what students are expected to do.

Parents have found their children have benefitted from taking History as a subject. It has not only made them learn about crucial historical events and how some of the events have shaped modern society today, but how to research tasks and structure their essays as per the criteria.

Areas for Improvement

Leadership

Leadership changes within the faculty have led to some continuity issues. The staff are looking forward to a period of stability and strong leadership.

Teaching and Learning

Explicit teaching can be improved. High levels of sharing of best practice resources would be beneficial. Success criteria and work sample models need to be shared across the faculty.

Students and parents would like students to have more opportunities to participate in optional excursions and extra-curricular activities.

Programs

There needs to be more differentiation and sharing of resources not only within RSC but across other schools eg in NS-EC. This includes Year 7 & 8 programs which require more development. Stages 4 & 5 require more development in historical programming, in particular mapping skills from 7-10.

Assessment

Common understandings of assessment need to be developed in two areas:

1. Assessment tasks may be too difficult in some areas. Some students may feel they've not achieved anything if marked too hard.
2. Consistency in marking in terms of internal assessment can be improved.

Challenges

Leadership

There is a long term opportunity to consider a separate History faculty if school grows further. More time is needed to discuss differentiation, assessment and other matters in History in English/History faculty meetings.

Professional Development

Managing a diverse staff, both experienced, and new to teaching, is challenging, particularly as experienced teachers retire.

Development of junior teachers is a significant professional development challenge in the faculty.

Sharing of HSC marking expertise will be helpful for the faculty in improving HSC results.

More opportunities for collaboration beyond RSC are needed. There has been some done via NS–EC with Riverside Girls and Marsden High School but some would like to do a lot more.

Teaching and Learning

Greater differentiation is needed in programs to better meet the needs of all students. More sharing of best practice could assist.

Managing consistency in program writing is needed.

Parents

Year 8 & 9 parents of students positive outcomes but would like much more information about their child's progress, including schedules of assessment tasks and assignments so that they can support their child through the process. Some parents would like critical thinking skills taught more explicitly.

Future Directions/Recommendations

Leadership

Depending on the number in the school, consider a History Faculty with a Head Teacher.

If the faculty remains English/History, we should allow every second or third meeting to break into separate English/History meetings.

Professional learning and growth

Consider all the opportunities to engage in cross faculty projects.

Increase professional learning to upskill staff for programming for development.

Foster improved collaboration in faculty through re configuration of faculty furniture layout.

Teaching and Learning

Ensure a broader range of staff have opportunity to teach Senior History.

Use backward mapping to consider skills being taught at each stage. Source analysis and essay writing coupled with regular textbook activities and wide reading will help build the literacy and history skills needed for success in Stage 6.

Program and assessment review needs to be done at the end of the year. Ensure programs foster higher order thinking skills.

Opportunities need to be provided to further extend selective students with more continuity across stages.

Communication with Parents

Use a broader range of formative assessment approaches and communication tools to enable parents to learn more about the progress of their child.



Policy requirements

Aboriginal education

The year had a strong focus on Aboriginal Education, evident from our first assembly for 2018. A Smoking Ceremony and Acknowledgement to Country was held on the oval, respectfully promoting whole school awareness of the Aboriginal heritage in the Australian community. The whole school gathered to hear the Acknowledgment to country from the original owners of the land that the school is placed on, the Darug people of the Eora nation. The ceremony was lead by Laurie Bimson, a Guringai man and descendant of Bungaree. Poignantly, the ceremony was held on the 10th anniversary of the Apology to Australia's Indigenous People, delivered by Prime Minister Kevin Rudd, apologising to the Stolen Generations on behalf of the Australian Government. In 2019, it is anticipated that the strong focus on building connections with our indigenous community will continue to grow.

Learning initiatives developed in 2017 were extended in 2018, further supporting students with an indigenous background. In partnership with students, their parents and teachers, learning plans were created for all ATSI students, identifying personal and academic goals. Goals were designed with a focus on improving specific areas of academic performance, encouraging greater participation in whole school projects, sporting activities and engaging in community based projects.

Senior students were invited to participate in after-school career opportunities. These included entering the Walanga Muru Early Entry Pathway run by Walanga Muru, which encourages Aboriginal and Torres Strait Islander students to study undergraduate courses at Macquarie University.

NAIDOC Week was observed with a special assembly, acknowledging the courageous Indigenous women who have fought for Indigenous Rights and Freedoms in Australia.

The Indigenous Literacy Week and the Great Book Swap saw students across all stages of learning donate books over a two week period to the Aboriginal Education Committee. With the help of the English/History Faculty, students raised money by exchanging donated books for gold coin donations. The inaugural event raised over \$350 and is expected to be held again in 2019.



Multicultural and anti-racism education

Ryde Secondary College fosters an inclusive culture through providing a wide ranging curriculum, including languages, the popular International Studies in Stage 5, Studies of Religion and Society and Culture in Stage 5.

Multicultural perspectives are incorporated in faculty teaching programs, case studies and resources.

Social justice and inclusion initiatives are regularly offered through fundraising programs, guest speakers and in whole school social justice programs such as the High Resolves Program.

Anti racism education is also an integral component of the RSC Student Wellbeing Program and college policies.

The three Rs, of Respect, Responsibility and Resilience underpin all college Wellbeing programs and relationships between students, staff and families.

Other school programs

Student Wellbeing

The 2018 RSC Student Wellbeing Program included the delivery of more than 20 workshops, seminars and events to students at the college. These addressed identified areas of need within the year cohorts with the program addressing themes of wellbeing, resilience, mental health, relationships, communication, e-safety, anti-bullying and risk.

This year, three Wellbeing Days were organised for Years 8, 11 and 12. Year 8 enjoyed a 'Race Around the World' style team building and problem solving activity and they also showcased their musical talents in front of peers and staff in a 'Battle of the Bands' competition. The day promoted positive emotions and experiences and fun was had by all. Year 8 students were commended by their Year Adviser and the Head Teacher of their year for their excellent participation and were impressed with the encouragement they gave each other. Year 11 were highly engaged in the 'GPs in Schools' program which focused on physical, sexual and mental health. Students were able to ask doctors questions on any topic in a safe and supportive environment. Year 11 also participated in the 'Ace Your Exams' workshop run by Elevate Education allowing students to brush up on their study skills and exam techniques. Year 12 enjoyed a morning with the college's youth worker Aggie Palu, who delivered activities focused on communication, self-worth and preparing for life after high school. This was followed by the 'Getting Your Head Right for the HSC' seminar presented by Human Connections.

Students in Years 7, 8, 9 and 10 all attended live wellbeing plays performed by approved providers Brainstorm Productions in the college's MPC. Year 7 watched 'Verbal Combat' and Year 8 watched 'The Hurting Game' which focussed on bullying, cyber safety and social media. Years 9 and 10 watched 'Cheap Thrills' which explored drugs and alcohol and risk taking behaviour and its consequences. Our School Liaison Police Officer delivered several presentations throughout the year to Years 7, 8, 11 and 12. Year 7 and 8 students attended a talk on cyber safety, anti-bullying and respectful behaviour. Year 11 and 12 students attended a talk on safe celebrating and driver safety. These presentations enabled students to have their questions answered.

Several other student wellbeing events and excursions were held throughout 2018 such as the Year 7 Zone Gala Day. All Year 7 students participated in a variety of sports with Year 7 students from other schools in the area. It was a successful and fun day that encouraged healthy physical activity and developed communication and teamwork skills through sport. The National Day of Action Against Bullying and Violence was marked with a special Year 8 anti-bullying poster competition and college assembly. Our Prefects raised awareness of this important issue and highlighted to students strategies and steps to take if they or someone they know is experiencing bullying. Year 11 SRC members attended the 2018 Youth Mental Health Forum at

Macquarie University and a group of Year 10 boys participated in the Conviction Group's Young Men's Mental Health Forum. Both events involved a variety of guest speakers and small group activities which addressed pivotal issues relating to mental health, body image, drugs, violence, and resilience. Our Prefects also had the opportunity of attending a special White Ribbon Day Forum at Epping Boys High School.

Camps

In 2018, Years 7, 9 and 11 all attended 3 day camps that provided the opportunity to experience activities such as canoeing, raft-building, high ropes, abseiling, rock climbing, flying fox, mud world, games nights and staff versus student challenges.

Year 7 went to The Great Aussie Bush Camp at Tea Gardens. The camp allowed new students to interact with each other and build positive relationships through team activities co-facilitated by our Year 10 peer support leaders. This was complemented by the peer support activities held at the college throughout the year making the transition to high school smoother and more enjoyable.

Year 9 went to the Sport and Recreation Camp at Myuna Bay. It was pleasing to see students supporting each other to step outside of their comfort zones and try new things. Many of the activities required the students to work together in teams where they needed to use effective communication and collaboration skills. This allowed students to take on leadership roles and understand the importance of engaging and working with others.

Year 11 went to Active Education at Forster. During the camp they completed the 'Crossroads' program with sessions focused on drug education, health and relationships. Students were able to engage in many team building activities that provided opportunities to forge stronger bonds and greater collective confidence going into their senior years.

Early in Term 4 our new Year 12 Prefect Team attended Prefect camp at Elanora Heights. During the camp prefects were involved in team building and leadership activities to hone their leadership skills and over the three days were mentored by Deputy Principal Stephen Plummer. Important planning sessions also took place for future prefect lead activities and initiatives.

At all camps our students received praise from both camp staff and teachers with regards to their behaviour, peer encouragement and their ability to challenge themselves, provide encouragement to each other and work cooperatively to achieve shared goals.

Targeted Programs

Students identified as requiring additional pastoral support are referred to targeted programs by year advisors. Students may be referred for a variety of individual reasons associated with difficulties accessing or engaging in the college's social and academic

curriculum.

In 2018 target programs included:

- Special Transition program – for students entering year 7. In 2018, 20 students from various primary schools attended workshops during Term 4.
- SEED (Support Engage Enhance Develop) teacher mentor program – linking individual students with teachers in a mentoring role.
- Bounce Back program – mentoring, transition planning, social and employability skills for students in Years 9 and 10.
- RAP (Resilient Adolescent Program) mentoring and social skills for students in Year 7
- Transition program – additional support in school to work planning for Year 9 to 12 students.

Be You Framework

Be You (formerly known as MindMatters) is a joint nation-wide initiative from Beyond Blue, Headspace and Early Childhood Australia. The aim of the organisation is to provide a framework for schools to promote mental health and wellbeing within their communities. At Ryde Secondary College professional learning workshops were delivered to staff on the topics of Mental Health, Suicide Prevention, Self-Injury and Staff Wellbeing. Student Representative Council members were also involved in running events to promote Be You initiatives including inclusive lunch time sporting challenges across year cohorts for Mental health Week and R U Ok? Day.

Support Unit

The Support Unit at Ryde Secondary College is a stimulating, challenging and encouraging environment for students who have a primary diagnosis of mild and moderate intellectual ability. The fundamental aim of the unit is to foster individual growth and personal achievement where the students feel valued and are valuable members of the school and broader community.

The Support Unit comprises three classes each with a specialist teacher and permanent, experienced SLSO. It is a positive environment where strengths are explored and cultivated, opportunities taken and students engage in authentic learning experiences.

All programs taught in the Support Unit are aligned with NESA outcomes and meet the specific needs of each student as prescribed by their Individual Learning Plan. The achievements of students are measured through meeting outcomes and so the capacity and potential of each student is encouraged and respected. Individual Learning Plans and Transition Plans are developed through close consultation with students, caregivers and a network of specialist agencies.

Students in the Support Unit participate in swimming and athletics carnivals, school camps and assemblies and are active in the SRC, Prefect body and Technology Team. All students are taught by specialist teachers in the areas of Music, Visual Arts, Food Technology, Industrial Technology and PD/H/PE. It is

key for all the students to have relevant, authentic opportunities to learn, engage and be involved. Being valued and feeling valuable is integral to building self-esteem and self – confidence and finding a place in the school and broader community.

The focus of the Support Unit is to build life skills and functional mathematics and literacy. Our aim is to prepare students for their post school work, study and social lives. Work Experience from Year 9 onwards acts as a solid conduit between school and the community and allows for realistic experiences. Students are encouraged to explore work and training options with the assistance of SLSO support and work place mentors. The students receive constructive feedback based on their engagement, commitment, initiative, grooming and punctuality.

Community Access which involves shopping expeditions, social activities such as bowling and going to the movies promote self- advocacy, safe, independent travel, map reading, interpreting timetables and reading clocks.

The Support Unit fosters building the capacity of students through access to TAFE, Work Education, Work and Community programs, Retail and Marketing program, Laundry Club, Barista training and focussed programs on health and well- being. The opportunities are testimony to the dedicated and innovative staff, community members, parents and caregivers and to the willingness of the students to commit to every program and opportunity.

Sport and competitions

Ryde Secondary College has a strong and valid reputation for sporting participation and achievements which are often among the best in the region. In 2018 our zone competition results in Swimming, Cross country and Athletics were regrettably, behind those of previous years. We will need to improve to regain our previous top positions in these competitions. There were nevertheless some fantastic individual achievements from age champions Grace Lukito and Liam Mach in swimming, Jay Chen in Cross Country, Frank Puric, Keira Simula in Athletics, and Jay Jay Hempstead, Lance David, Joseph Ayoade and Gary De Jesus, who represented the College at CHS athletics in the 4x100m relay.

Other major individual sports achievers in 2018 include: Rheanna McMahon, CHS Gymnastics, Liv Fredriksson, Schoolgirls Rowing Championships, Bora Atli, CHS Gymnastics, Adrian Feng – NSW All Schools representative, Tournament MVP at CHS championships, Thomas Bordado & Aiden Son – NSW All Schools representatives and CHS championship representatives, Joshua Yeon – NSW All Schools U15 volleyball representative, and Joseph Ayoade – NSW All Schools Athletics (100m, 200m, 400m and long jump).

In individual grade sports we had significant success in 2018. Many teams made it into the finals for winter grade sport, with the following teams winning: Mixed

open softball, mixed open volleyball, mixed 15s volleyball, U14 girls softball, U14s girls soccer, Open girls netball, Open girls volleyball, Open Boys soccer, U15 boys Oz Tag. We have had some exciting additions to grade sport with Girls AFL, fielding a team of year 7 girls who played against much older girls and lost every week but never lost their spirit! Boys AFL is to be introduced as a grade sport from next year also. We are really excited about this direction. Our success in a range of sports continues to grow as we nurture our students through zone, state, national and international championships.

Our Volleyball Centre of Excellence, led by convenors Daniel Han and Alex Mclellan, is experiencing growth and success. Seven teams are travelling soon to Melbourne to compete in the national Volleyball Competition, following great zone success. We are really proud of our College reputation for volleyball expertise and thank our convenors and coaches Jessy Coulson, Matthew Kwong, Natasha Salem and Jake Tonkin for their commitment to the teams.

Skiing continues to engage our students and 50 students enjoyed a great trip to Thredbo this year. This excursion increases in popularity every year, and is a real highlight on our student calendar. We thank Mr Han, Mr Chisari, and Ms Harrod for the success of this trip and look forward to some future Aussie ski champions emerging.

At Ryde Secondary College students are privileged in being able to follow their interests in the Northern Suburbs Zone grade sports, or in 19 social sports. With ice skating, fitness training, theatre sports, power walking, ten pin bowling, lazer tag, house sport, yoga, tennis, and dance, how could anyone not find a sport to enjoy. A recent addition has been the running club – a small but enthusiastic group! Touch football, soccer, volleyball, basketball, cricket, Oz Tag, AFL and softball are of course on the list of grade sports. After hours activities include the fitness centre, volleyball, and touch football.

Our sporting program is extensive and plays an important role in student wellbeing, motivation and development of self-confidence. Team and leadership skills and resilience are fostered through both grade and social sports. We greatly value our House Captains who demonstrate a wide range of skills in building participation at carnivals. We greatly appreciate the P&C's efforts in funding support for talented sports students and sporting activities including the popular outdoor table tennis tables. We continue to appreciate support from our families in sourcing funds and sporting equipment, and are keen to upgrade our fitness centre in 2019.

Dedicated and enthusiastic coaches are a key factor in the success of all our teams, including those who made it into the finals. Ms Warwick is our Sports Organiser and Zone Coordinator, and we provide four zone convenors. It is an enormous task each week organising such a comprehensive program along with all the carnivals and zone and national competitions. Ryde Secondary College is proudly taking on the three

year role of Zone Sport Coordination from 2019, building on a strong foundation of zone support with our staff zone sport convenors, and many others keen coaches. I would like to thank Ms Warwick for her outstanding leadership in the current zone administration and acknowledge the great appreciation the zone has shown for her work this year. Many thanks also go to our excellent convenors and coaches of all sport. It is so often the passion and spirit of coaches that build student talent and foster achievement. Parental support is also critical to the development of student interest and talents in sport. We thank our parents for their commitment and support for sport at Ryde Secondary College.

STEM – NS–EC STEM Competition

In 2018 an annual NS–EC STEM competition was designed and implemented in collaboration with Macquarie University. Year 9 students from each school competed against each other in a series of STEM activities incorporating mechatronics, aerodynamics, engineering, 3D CAD/CAM, aerospace and motion. The winning team members were offered a guaranteed spot in some of Macquarie University's highly competitive holiday programs. The competition is an annual event with each school from the NS–EC having the opportunity to host the event.

STEM – STELR Curriculum

STELR is an initiative of the Australian Academy of Technology and Engineering, The Academy is committed to advancing STEM Education. Students at RSC utilise equipment sets to increase the fun and effectiveness of activities and actively pursue science knowledge through guided and then open inquiry. STELR develops science literacy and life-long active learning skills for all students in the science classroom.

STEM – CSIRO and STEM careers

Ryde Secondary College engages with the CSIRO and the STEM professionals in Schools program, supporting students with decisions about STEM career opportunities and STEM subject selection in Stage 6. During National Science Week the College was part of a National STEM careers launch. The member for Bennelong, John Alexander, and a STEM professional spoke to stage 5 students about the CSIRO and its ongoing research. Students watched a CSIRO video about STEM careers as part of this launch and participated in STEM careers activities.

CAPA – Creative and Performing Arts

The CAPA subjects are Music, Visual Arts, Photography, Drama, Dance and VET Entertainment.

The annual Arts Festival have all the CAPA subjects come together to present the wider school community with the annual event *rsc creative*.

This ever increasing Arts Festival, with the theme "*Dream On*", provided Stage 4, 5 and 6 students many opportunities to work with other students across year

groups, exhibit to the wider community and work with professionals through:

1. Art Exhibition – 3 days

2. Music Night with increased numbers of student involvement and audience attendees

3. Piano Recitals

4. Drama Showcase Evening (Elective Classes: Stages 5 and 6)

5. Drama Night (Drama Club)

6. Art and Music workshop with professionals

This arts festival continues to expand through a given theme each year and involves much work with professionals from each discipline.

rsc creative ARTS FESTIVAL

This ever-expanding Arts Festival, with the theme "Dream On", provided Stage 4, 5 and 6 students many opportunities to work with other students across year groups, exhibit to the wider community and work with professionals through:

1. Art Exhibition – 3 days

2. Artist in Residence Program –2018 Australian Sculptor Jenny Orchard

3. Music Night with increased numbers of student involvement and audience attendees

4. Drama Showcase Evening (Elective Classes: Stages 5 and 6)

5. Drama Night (Drama Club – Production "Who's Alice?")

2018 Arts Festival (*rsc creative*) was planned around the theme "Dream On". The Arts Festival presented Music, Art and Drama over a couple of weeks in August. The Ryde Secondary College students and community embraced this event in participating in preparing, workshoping, exhibiting, performing and attending all areas of this festival. The success of the Festival was evident in the excitement the Festival left hanging in the College for a long time after.

Artist in Residence

The professional Australian Sculptor, Jenny Orchard, worked with RSC Visual Arts students during several all-day sculptural ceramic workshops. She worked with the students to plan and produce a series of large scale fantasy totem installation that creatively explored the art of ceramics on the festival theme "Dream On". Jenny, together with the students, will be erecting their final sculptural products term 1 2019 in the form of ceramic totem poles as their presentation of their work to the school.

MUSIC NIGHT – Opening Night of the Arts Festival

This year was our biggest yet, with an overwhelming number of students, staff and parents attending our CAPA annual highlight, *rsc creative* Arts Festival. The concert opened with the RSC Drummers giving a sensational, dynamic and vibrant performance to open the evening and was followed by an evening full of wonderful performances from the Stage 4 Massed Choir, String Ensemble, Jazz Band, Vocal Ensemble and many other group & solo performances. The show stopping Stage 4 Massed Choir item of Ed Sheeran's work *Perfect Symphony* surprised all with the students singing in English and Italian and was joined by a professional Opera singer, Andrew Goodman, who sang solo with them giving the students and audience a full rich sound they will never forget.

Adding colour and excitement to the evening, the art exhibition and sensational food from the P and C chefs kept the night's program busy and exciting for all our performers, staff and visitors. Congratulations to all staff and students for their creativity and time. Thank you to members of our broader community who supported the annual *rsc creative* Arts Festival.

This Music Night, part of the Arts Festival, saw increased numbers in student involvement and audience attendees. The wider school community enjoyed the Arts Festival which ran over the whole week, including Year 12 Drama performances, art gallery tours and student Piano Recitals that were performed throughout the middle day in amongst the art works.

Drama in rsc creative Arts Festival

2018 again saw an increase in Drama Club members, particularly in Year 7 and 8. Students were involved in a range of activities, productions and workshops. The Drama Club was run by a professional dramatist, Kate Cunningham.

The Drama Club produced a performance entitled, "Who's Alice?" The script was created by the club director, being an adaption of many versions of the *Alice in Wonderland* story with students adding their version as well. The production ran for three sell-out nights as part of the 2018 Arts Festival.

Co-Curricular Music

During 2018 the Co-Curricular Music scene has expanded. Membership numbers have grown in our five ensembles – Concert Band, Jazz Band, String Ensemble, Choir, Vocal Ensemble and RSC Drummers. Our community participation numbers have dramatically increased at our concerts including the four Season Concerts.

Throughout the year our ensemble members have had the privilege of working with other high school music students and music professionals. The main opportunities, for such experiences, came through:

1. Our music students working with professionals in our four Season Concerts
2. Year 12 guitar soloist selected and performed at

the *Arts Alive* festival at Town Hall and Sydney Opera House

3. RSC String Ensemble performed at the Conservatorium of Music with the Lane Cove Youth Orchestra
4. Jazz Band students performed in a fundraising event at Ryde Library
5. Four Season Concerts were presented throughout the year with each ensemble being allocated a concert and one Music elective class also allocated a Season.

NS– EC Programs

Ryde Secondary College coordinates the NS–EC program incorporating 8 schools on the north shore of Sydney. This program has been running since 2013. The purpose of the program is to combine resources for mutual benefit, create a collaborative learning community for staff, develop shared projects involving students and staff, and promote public education more widely.

Our programs for 2018 included:

- Professional learning programs held once per term for separate groups of staff: early career teachers, aspiring leaders, and project leaders. Many of the staff involved in the aspiring leaders program have since been promoted. Staff involved in project leadership planned and implemented a STEM competition day across all schools in partnership with Macquarie University. Other staff developed projects on formative assessment including one from RSC which focuses on e portfolios for students as a way of demonstrating student progress. This will be finalised in 2019
- A combined schools Staff Development Day enabling KLAS and functional areas of schools to share and develop new programs and projects. This was very successful and will be repeated in 2019
- Term meetings for Principals and DPs to improve educational practice in our schools
- A combined cinema promotion campaign
- Joint student projects and activities including HSC Economics workshops with RIVERSIDE Girls High School
- Feedback on all these projects has been extremely positive and the programs will continue into 2019.

Bounce Back – Electra Kollias/Karl Farag

The Bounce Back program provides students with educational opportunities to prepare them for effective participation in the community and encourages self-motivation, decision making and personal development. Both the girls and boys in the Bounce Back program were involved in a variety of courses and activities to improve their social and employability skills. The Year 10 students in the Bounce Back program have completed the Work Education course as an additional RoSA subject.

In 2018, the Skills for Life program was introduced. The focus of this program was to provide students with the

essential skills required for life and introduced them to employment opportunities. Students were involved in a variety of activities led by teachers at the school. By participating in the identified projects students improved their communication skills and acquired new work skills which will assist them in the future.

As part of the Bounce Back program, the Year 10 girls and boys attended the Careers Expo at Sydney Olympic Park. Students visited exhibitions and seminars, and gained valuable careers information to assist them in understanding more about their future career choices and preparing them for the workplace. They improved their knowledge and understanding of the options available to them and the role of education, employment and training systems.

During Term 2, the Year 10 Bounce Back girls participated in the Youth Engagement Strategy program, a joint school and TAFE initiative. They attended Ryde TAFE where the students participated in a barista/café skills and hospitality course. The program enabled the girls to experience a vocational taster and an introduction to the workplace. The girls improved their self-confidence and communication skills by ensuring that they worked cooperatively as a team.

As part of our Student Transition program, the Year 10 Bounce Back students attended the Meet a Keeper Program at Taronga Zoo. Students met zoo keepers and other team members working in the animal industry as well as gaining information about a variety of animal career pathways. The Meet a Zoo Keeper Program enabled the students to gain valuable careers information to assist them in understanding more about their future career choices.

The Year 10 girls and boys involved in the Bounce Back program participated in the White Card Training Day. The Construction White Card is a nationally recognised course that is compulsory for all workers carrying out construction work. All students successfully completed the course and received their Certificate and White Card. This opportunity has further expanded their knowledge and extended their employability skills.

The Year 9 students attended Ryde East Public School and assisted the Kindergarten teachers with the literacy activities taking place in each of the classrooms. This experience provided students with an introduction to the world of work in a real vocational setting. This opportunity developed students' employability skills and assisted them in making informed decisions about their future career pathways.

During the Bounce Back Program the students developed, reviewed and refined their resumes. This year, more students participated in Work Experience at various workplaces. By participating in the organised activities the Bounce Back students have improved their knowledge of different career pathways, employment opportunities and workplace skills, particularly teamwork.

Annual Fashion Show

2018 saw another highly successful show produced by the TAS and CAPA faculties. Approximately 900 community members attended the event. The theme for 2018 was 'This is Me' and saw the inclusion of the Support Unit for the first time. Students drew inspiration from the diversity of their cultural backgrounds, heritage and traditions to create a diverse and colourful exhibition. A range of textiles items were exhibited across Yrs 8–12 from Primary Schools, Technology Mandatory, Textiles Technology, Graphics Technology and Textiles and Design classes. Print media, marketing and visual communication was created by IST students and technical support, as always, was provided by a high skilled and talented Tech Crew, which included VET Entertainment students.

Musical entertainment added depth and ambience to the show through the RSC Choir, which had grown to the point where an additional stage was installed. Vocal ensembles, acapella group, strings and jazz band performances displayed outstanding talent and professionalism.

53 students from 7 local primary schools, the highest participation numbers so far, also participated in the event and showcased their created pieces on the runway. Industry partners supported the event through the judging panel and sponsorship of the show. Funds raised from the event contributed to the purchase of new sewing machines and 8 additional laptops to support the implementation of the new Technology Mandatory syllabus for Stage 4 in 2019.

Ryde Idol

Ryde Idol is our annual talent show where students from all years are encouraged to perform in a variety of creative genres. This wonderful showcase has been one of our student-centred initiatives since 2004 and is enthusiastically organised by the Culture council, which is part of the SRC. Auditions are held and the students involved have the experience of performing for their peers and teachers. The organising team, consisting of students from Year 7 to Year 11, are able to learn leadership skills from the experience. It is always impressive to witness the way the participating students have rehearsed their acts, the organising team have diligently prepared all aspects of the program and the audience has appreciated the spectacular show presented to them. This is a highly anticipated part of the school year.

Primary Workshops

This was a highly popular program again in 2018, with 53 students (4 males included) from 7 local primary schools registered – the highest number of participants to date. The catwalk segment of the Annual Fashion Show was a highlight with their parents in full attendance. Year 11 Textiles and Design students mentored the primary students from Years 4 & 5 during each of the after-school workshops in the design and production of their t-shirts, and in the rehearsal of their catwalk performance.

The Budding Chef Program

Always popular with full participation in 2018. 2 classes of 48 students participated in the program. Year 4 & 5 students from 7 local primary schools prepared, cooked and decorated cupcakes under the supervision of Food Technology and Hospitality teachers. Year 11 Hospitality students mentored their young apprentices in the basic skills of recipe interpretation, measuring, mixing, baking and using royal icing to decorate. These workshops have proven highly popular and interest always exceeds places available. The Budding Chef Program has been powerful in establishing strong links between RSC and the local community.

Engineering in Action

The Engineering in Action Program is in its second year and continues to be very popular. Local primary students participate in 2 workshops, with the focus on designing and creating Engineering based prototypes and projects. Over 50 students participated with interest exceeding the number of places available. Year 10 Electronics students and Year 11 Engineering students mentored the participants during the workshops, supporting them in completing soldering and construction activities. Testing of the prototypes and student evaluations indicated that student satisfaction was extremely high. They were particularly excited to be given the opportunity to learn the use of full sized tools and equipment in creating a product that works and could be taken home.

Duke of Ed

The Duke of Edinburgh Award is about individual challenge, support, team work, commitment and resilience.

Participating in the Award fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community, transforming them into responsible young adults. Participants have the chance to discover their potential. The Award provides a balanced framework to develop the individual's mind, body and community spirit and inspires individuals to exceed their expectations.

At Ryde Secondary College each young person is encouraged to set themselves challenges in the four components of the Award – Service, Skill, Physical Recreation and the Adventurous Journeys.

In 2018, Ryde Secondary College was the Award Unit for 35 active Bronze level participants; 32 active Silver level participants; and 27 active Gold level participants. In 2018, 18 Bronze level participants undertook a scientific exploration examining human impact on the natural environment. They conducted water and soil testing and created topographic maps and transects of the selected site. This fulfilled the practice and qualifying Adventurous Journey components of their Bronze award.

In 2018 one student was awarded the NSW Premier's

Volunteer Recognition Program for his community service component of the Duke of Edinburgh Award.

World Water Day with Year 8 Geography

For the third year, the Social Science Faculty ran World Water Day to align with the United Nations international observance and the Stage 4 Geography syllabus. Throughout the day, Year 8 Students and Year 6 Ryde Public School students participated in hands on workshops delivered by College staff across a number of faculties. Workshops included: Science & Water; Technology & Water; Thank You Water Case Study; Water Carrying Challenge; Water Filtration Building; and Water Quality Testing.

The UBS Finance Academy

In the 2018 July school holidays, Esther You participated in the UBS Finance Academy. The program has been created around the theme of finance. The objective of the UBS Finance Academy is to provide leadership in banking education, with a particular focus on senior secondary school students. It introduces students to a wide range of career opportunities in banking. A group of Year 11 students are selected each year from a broadly based cross section of public schools in NSW. The program is residential and general costs are covered by UBS (UBS, 2018).

Entrepreneur Day

The Social Science Faculty ran the second Entrepreneur Day for students of Year 9 Commerce on Monday December 10. This day was in collaboration with Riverside Girls High School Year 10 Commerce class, and the College's Support Unit. The day was designed for students to learn about entrepreneurship from the idea phase, to marketing, through to the implementation of operations and finance.

In the morning students participated in hands-on workshops, delivered by both College staff and external providers focusing on entrepreneurial skills. These workshops included: Using Excel; The Economy & Business; Marketing; Using Financial Ratios to Make Investment Decisions; HR & Business; Why some businesses succeed and others fail; and The Trade Game.

In the middle of the day, students had the opportunity to promote, then sell their goods and services to the rest of the students in the College Market. Stalls varied from a car wash run by the support unit through to homemade stress balls and candles. Students were able to keep their profit (less a small College Tax). To conclude the day, students completed an evaluation and reflection. Student responses will be used in preparation for the next time the event is organised.

HSC Economic Workshops

This is the second year the Stage 6 Economics teachers at Ryde Secondary College and Riverside Girls High School (RGHS) have continued their

collaboration. This year we have run four workshops: HSC Economics Topic Two – Australia's Place in the Global Economy; HSC Economics Topic Three – Economic Issues; Preliminary Economics – Financial Markets; and HSC Economics Topic One – The Global Economy. These workshops have covered various concepts of the Stage 6 Economics Syllabus. External organisations including Reserve Bank of Australia (RBA), Macquarie University, and the Australian Consumer and Competition Commission have presented workshops to the students. At the end of each workshop, students have completed an evaluation and reflection. We used this data to adjust and inform the practice. There is also a common Google Classroom across the school, to enable students to share resources and collaborate. Moving forward, we will continue to run these workshops across schools.

Politics Club

The Politics Club ran on Fridays to give students an opportunity to discuss current news and events. It provides a forum for students to understand Australia's place in both the regional and global economy. Next year we aim to continue to increase attendance with a greater emphasis on participation by younger students. This is a non partisan club.

College Facebook

The College has an online presence on the popular social network platform Facebook. Facebook is the most widely used social media platform in the world, and is extremely popular among parents of school-aged children. The College Facebook page is used to make announcements to the community, and promote school activities.

As of December 11, 2018 the Page was liked by 710 people, who were predominantly female in the 35 – 44 age group.

Book Week 2018

Book Week, which aims to actively promote students' engagement in developing their literacy skills, was a great success for the second consecutive year at RSC. Promoting the pursuit of reading for pleasure, staff and students were encouraged to dress as a favourite or influential literary character. A large number of senior students led the way, setting a great example for junior year students who were a little reluctant to dress up, responding to the challenge with wild and imaginative costumes that reflected the diverse reading interests of the school community.

For 2019, it is hoped that even more students and staff will become involved, recognising the importance of reading and literacy skills and building a culture of wide reading during Book Week and beyond, building reinforced through lessons dedicated to encouraging students to drop and read a book one period a day during the event.