

Ryde Secondary College

2019 Annual Report



8415

Introduction

The Annual Report for 2019 is provided to the community of Ryde Secondary College 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.

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Message from the principal

We are delighted to present the achievements of Ryde Secondary College in 2019.

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 2019 our student enrolment was 1150, an increase from 1049 in 2018. Nearly all enrolments in the mainstream Year 7 classes in 2019 came from the local area.

We are proud of the excellent results achieved by Ryde Secondary College in the HSC in 2019. 86 notional band 6 results were achieved, with 40 students achieving at least one top Band result, a small increase on 2018. 34 students achieved early entry to universities and the top ATAR was 99.2. There were 4 top achievers in Indonesian including 1st in state. 2 HSC students appeared on the prestigious All-round Achievers List and 7 HSC students were Distinguished Achievers. We were also very proud of the excellent results achieved in all extension subjects, a significant general improvement in previous years.

Subject means were in most subjects well above the state and often above similar school groups, particularly Indonesian Continuers, Ancient History, English Extension, History Extension, Society and Culture, Science Extension, Mathematics, Mathematics Extensions, Physics, PDHPE, Music 1, Design and Technology and Visual Arts.

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.

All students achieved the National Minimum Standard in Reading in year 10. This is a wonderful achievement, driven by our relentless focus on improving literacy, through focusing on literacy in every classroom, our Book Week and Gift Book projects, and parent efforts at home to encourage our students to read every day.

Our NAPLAN results improved, particularly in selective girls writing. We moved into the "excelling" category for value adding in NAPLAN 7–9. Writing remains an ongoing focus and students are continued to read widely and take risks in writing, to be creative, not just "perfect".

Our outstanding Year 10 Valid results in Science were again, well above the state. Students provided excellent feedback on the high quality of Science teaching at Ryde Secondary College. Our Geographers are also on top of the world with superb results in the Australian Geography Competition. 9 students achieved in the top 1%!

Ryde Secondary College strives to foster academic growth and achievement, a well rounded education for all our students and a commitment to citizenship. This is achieved 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 2019 included the annual Ski Trip, Politics and Video Clubs, History Debating and Debating, Drama, Ryde Idol, MUNA, Da Vinci Decathlon, Tournament of the Minds, Volleyball and AFL. We are particularly proud of the four teams who competed in the Australian Volleyball Schools Cup on the Gold Coast, with Year 9 Boys achieving Silver and Year 8 Boys Gold Awards.

Our Study Centre and Peer Tutoring programs, together with additional learning and support, provided support for students and use staff, student and community resources. Da Vinci Decathlon, Tournament of the Minds along with the Politics Club, Debating, History Debating and Public Speaking, all challenged and engaged our students in real community issues.

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 Day of Ability and regular snack supply business and laundry practice were very successful and popular with staff and students.

Our music program continues to expand and attract students, particularly the choir, and the new drumming and guitar groups in 2019. 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 2019 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 2019 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

The years-long issue of pedestrian safety around Ryde Secondary College following the May, 2018 community meeting with neighbours, parents and Ryde Council resulted in a few minor wins this calendar year: rehabilitation of the Buffalo Road pedestrian crossing in February; confirmation of permanent speed check signs on both approaches to that crossing and a sign on Buffalo indicating to traffic in both directions that Ryde Secondary College is on Malvina Street.

In 2019, the P&C again provided \$30,000 to the college for scholarships for our students from low socioeconomic backgrounds who attend RSC. Ten \$1000 scholarships and 40 \$500 scholarships were awarded to families who used their scholarship money to pay for uniforms, school excursions, school and representative sports fees and extra-curricular activities, to buy laptops, printers and hard drives and stationery for their children, to attend school camps, pay school fees and to purchase materials required to complete major works in HSC subjects. These scholarships help these students to participate in a normal school life, contributing to their sense of inclusion.

The \$4800 ClubsNSW grant we won went to pay for a year's worth of 30 student visits to Gladesville gym on a Tuesday afternoon. We also paid \$11K to help renovate the Fitness Lab and a further \$20K to buy science equipment and upgrade some furnishings in the Science labs. The P&C again paid for a Years 7–8 study skills program, giving our younger students the opportunity to develop life-long learning and organisational skills.

The main issue that the P&C addressed in 2019 was the Term 4 takeover of canteen operations at the college, following two providers in a row pulling out of their contracts prematurely. The P&C provided an initial \$20K to purchase equipment and stock, followed up by a further \$5K of working capital to run the canteen. We employed four staff and created a healthy, tasty and nutritious menu that complies with the Healthy Canteen Guidelines, which became mandatory on December 1.

Towards the end of the year, our focus turned to trying to reserve the little green space we have while accommodating a huge Year 7 intake for 2020. We have lobbied our local MP for a permanent building to replace the many demountables on site to accommodate the students and the extra staff at RSC for the years to come. It will be an uphill battle, but one that the P&C will pursue vigorously in 2020.

Teresa Russell

Message from the students

The SRC is an integral part of Ryde Secondary College. It provides a student voice and a wide range of leadership experiences.

In 2019 many SRC events took place to benefit students, staff and the wider community. The following are reports from each of the councils.

Sport and wellbeing Council

2019 was a slow but steady year for the Sports and Wellbeing council. After much planning we were able to organise a three consecutive day lunchtime yoga/study gathering where year 11's were given the opportunity to relax and wind down before their preliminary exams. Finally, Jump Rope for Heart was extremely successful, with students from all year groups participating and putting in 100% effort. Anita Kachician in year 8 took out the title for the longest continual skip in the school.

Environmental Council

We ran a range of activities in 2019. PolyGone Day was a lunchtime activity and Period 5 activities for Year 8 students. Very was a very successful Day highlighting the damage caused by plastics in the environment and ways to reduce the use of plastics for students at RSC.

For Schools Tree Day we had trees supplied by The Habitat local nursery.

We ran Meat Free Day where we had Kahoot quizzes, discussions and free fruit from Boronia Park Woolworths.

We ran Teacher Development in waste management in Schools to the staff at RSC.

We regularly attended Ryde Environmental Education Network meetings and we continued to operate Return and Earn scheme through Citizen Blue School delegates attending Ryde Council's Sustainability Exhibition. We had the opportunity to review the 2040 movie.

During Term 4 we had a library display of books on a theme of Oceans and Plastic and we donated a Plastiki book to school.

Culture Council

We held weekly meetings and generated some great ideas for the future.

Our first big event was RSC Creative – we workshoped food ideas and how to best help with the running of the opening night. We helped with the advertising, foyer set up, assisted Miss Kinley with the ensemble areas, created some magnificent balloon garlands outside and ran the food stall. We sold out of all our Krispy Kremes and the light up fairy floss was a huge success! Naturally the main event of the year Ryde Idol was a spectacular showcase of the talent of the students and staff at our wonderful school.

Social Justice Council

Developed a strong connection with North Ryde Community Aid. We assisted them on two occasions with Food Drives. The generosity of RSC staff and students was evident with the amount of food donated to families in need in our local community.

Whole School Council

The Whole School Council ran 10 College Tours in 2019 for hundreds of families. They also provided weekly advice to the College Principal on issues of interest and concern to students, as the voice of the students. They provided valuable input into school planning and teaching and learning initiatives particularly our attempt to run a forum based on the Northern Territory Learning Commission's work with the Evidence for Learning Foundation. This project was run during the End of Year activity and provided lots of great ideas for improving the entry of Year 7 into high school. The activities they planned for the End of Year Activity were very popular.

The entire SRC was also responsible in assisting the Whole School Council with College tours, bringing a wide range of experiences and interests to share with families.

2019 was a purposeful and exciting year for the SRC. On behalf of everyone at Ryde Secondary College, I would like to

thank them for their tireless work.

Tim Bollard

Coordinator SRC program

HT PDHPE



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 achieve their academic and social potential, 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 1250 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

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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 and achieve academic growth through explicit and evidence-based teaching.

Improvement Measures

(1) Improved value adding of students in literacy and numeracy from Years 9 to 12 reflected in external and internal assessment measures.

(2) All new and existing staff are regularly participating in opportunities to learn about formative assessment and differentiation

(3) 75% of staff trained in using Cultures of Thinking and Visible Thinking teaching and learning strategies.

Overall summary of progress

- The school achieved excelling for NAPLAN value added 7–9 and delivering for HSC value adding 9–12.
- A total of 100% of students achieved the National Minimum Standard for Reading.
- In 2019, a total of 88% of students achieved the standard for Writing with another 91% of students achieving the standard for numeracy.
- With additional support, scaffolds and personalised learning opportunities, the percentage of students achieving the standard for Writing and Numeracy increased, with 94% of students achieving the numeracy standard and 92% achieving the writing standard.
- There is still a need to further support EAL/D and international students, particularly those who are not engaging with any Mathematic courses in 2020 and 2021.
- In 2019, staff were provided with over 400 teaching and professional learning opportunities, ranging from differentiated assessment styles, Gifted and High Potential Education, twice exceptionalities, Aboriginal Education and teaching students with low level disabilities.
- Reading and Numeracy data was collected from Year 6 to 7 transitional students and from NCCD registers to inform teacher differentiation and formative assessment. Staff meetings almost always had a focus on the differentiation and formative assessment loop, focusing on the teaching for understanding framework, Bloom's Taxonomy, Webb's Depth of Knowledge and content, curriculum, skills and learning environment differentiation.
- More than 80% of staff who have been employed at the school for more than 2 years have now been trained in the Thinking for Understanding framework, focusing on Hattie's Visible Learning, Cultures of Thinking, the Thinking Dispositions and Visible Thinking Routines. Facilitators have also been trained, and in 2019 4 facilitators from the school have run small professional learning sessions to boost the use of Cultures of Thinking routines in the classroom for different thinking dispositions, evidence in all teaching and learning programs, assessment for, as and of learning and in staff dialogue.
- Action Research Projects took place in 2019, focusing on the use of thinking dispositions as tools to enhance student literacy, visible thinking routines as a way in which to boost students' mathematical critical thinking and curiosity and how the cultures of thinking protocols might be used alongside 8 Ways learning for Aboriginal and Torres Strait Islander students. Action research projects provided evaluations of the impact of these programs on student learning. They showed

Progress towards achieving improvement measures

Process 1: Quality contemporary teaching and learning

Evaluation	Funds Expended (Resources)
RSC involved in Building Capacity for Quality Teaching in Australian Schools project, funded by the Paul Ramsay Foundation in partnership with the NSW Department of Education. Further QTR planning for 2020	NS-EC project leadership sessions, the University of Newcastle QTR training, Simon Brooks (CoT), DE Advisors.
Ongoing Professional Learning for staff in Cultures of Thinking and Visible Thinking Routines. Evidence of visible thinking routines in teaching and	Funding Sources:

Progress towards achieving improvement measures

learning programs improves learning of high potential students.

Digital portfolio lighthouse model initiated. Four RSC staff attended the QTR training run by the University of Newcastle. English faculty review has been scheduled to review current programs, assessments and teaching practice in Term 3 2019. This program focuses on highlighting student learning process and achievements.

Pineapple observation initiative implemented to encourage a culture of teacher observation, focusing on future learning in the classroom, effective differentiation and teacher feedback according to the Quality Teaching Framework as a precursor to the Quality Teaching Rounds.

National Minimum Standard project led by the Senior Executive and Executive staff. Resource packages were developed by the Learning and Support Team and Head Teacher of Teaching and Learning targeting specific literacy and numeracy progressions in each student to assist with the achievement of the National Minimum Standard. Workshops and lesson sequences were also developed to encourage critical thinking and improve literacy and numeracy skills in practice.

- COT (\$2056.00)
- NS-EC (\$15829.00)

Process 2: Formative assessment and differentiation

Evaluation	Funds Expended (Resources)
<p>RSC ePortfolio project implemented across faculties. Project details shared across the NS-EC and to principals. Planning for implementation of ePortfolios in 2020 across stage 4, incorporating 3 way learning conversations. Principal and relieving Deputy Principal invited to present at Wagga Wagga HS on NS EC initiatives and differentiation and formative assessment. Head Teacher of Teaching and Learning and Deputy Principal presented data, findings and research to the Selective Principal's network, sharing best practice about formative assessment and ePortfolios. From this, a plan was developed for 2020 for whole-school implementation of ePortfolio principles across all Year 7 classes.</p> <p>Faculty review programs analysed and re-written to include differentiation, Cultures of Thinking and deep literacy using evidence-based practices specific to each faculty.</p> <p>NCCD documents revised to include Year 7 and support early formative assessment and differentiation of Year 6 to 7 transition students. Reading and Numeracy levels were formatively assessed with data provided to teachers for early planning for differentiation. to improve student outcomes.</p> <p>Focus team for National Minimum Standards project, including DE directorates, senior executive and executive staff to develop a plan to ensure that each student has a base level of literacy and numeracy standards. This also formed part of our school-wide vision of an effective post-school transition. Head Teacher Secondary Studies was employed with the role of leading the National Minimum Standards. Literacy and Numeracy teams were provided with funding which was used on the development of the Super Six Reading strategy, the development of NMS resources and the allocation of a numeracy expert to support students using the diagnostic information provided through Schools Online. Student results in NAPLAN improved and achieved excelling level in 2019 NAPLAN.</p>	<p>Google Drive, SCOUT, SPC.</p>

Process 3: Future-focused pedagogy

Evaluation	Funds Expended (Resources)
<p>Contemporary teaching and learning spaces developed across the school to promote collaboration between teachers (central location for meetings) and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$192750.00)

Progress towards achieving improvement measures

students (library, Science labs and IT spaces). The school environment was further designed to provide students with choice of where and how to learn and to provide opportunities for students to learn independently and in small and large groups.

Faculty spaces were designed to encourage professional learning communities within faculties and across faculties. Contemporary spaces were built to foster professional discussion, teamwork and collaboration and to engage in evidence based pedagogical conversations.

Staff twilight session as an early adopter school of the Gifted and High Potential Policy research and implementation. This was extended into looking at CESE research and differentiation for twice exceptionalities. This program focused on building staff capacity to implement improved teaching strategies to support students with gifts and talents to improve their learning outcomes.

Whole school planning resulted in plans to further develop cross curricular programming, including common assessment tasks for 2020. The Executive Conference built the capacity of the executive team to understand and evaluate Cognitive Load Theory, cross-curricular learning and Cultures of Thinking/Thinking dispositions (CESE programs/publications) to implement in 2020. A routine unit of work was developed between the Science and English faculty focusing on Science Fiction, a Model United Nations Assembly unit of work developed between Geography and History and a unit of work developed in STEM between Science and Mathematics. This was highly successful and engaged all students effectively.

Next Steps

- Program to be developed by Learning and Support Team to specifically support EAL/D students and International students in achieving the National Minimum Standards in Writing and Numeracy
- 10% on top model to increase value adding of students from NAPLAN Year 9 to HSC
- Continuation and initiation of literacy strategies including the Super Six Reading Strategies, Cultures of Thinking and whole school writing initiatives
- Expansion of ePortfolio pilot program to all of Year 7 in Terms 1 and 3 with an evaluation loop to gain feedback on impact and effect
- Facilitator workshops for Cultures of Thinking to lead another round of Action Research Projects implemented and evaluated by staff
- Implementation of cross-curricular initiatives in Term 4, using data from 2019 to inform practice
- Continued focus of professional learning on formative assessment and differentiation.



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.

Improvement Measures

- Improved ratio of positive / negative wellbeing notifications on Sentral
- Tell Them from Me – maintenance of student wellbeing rates in comparison to state norms
- Low-band students demonstrate improved value added from Yr 7 to Yr 9 in NAPLAN results.

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
- Wellbeing camps in Yrs 7, 9 & 11
- The provision of Individual Learning Plans (ILP's) for students requiring additional support
- BounceBack wellbeing programs for targeted 'at risk' students
- P&C scholarships resulted in re-engaging disengaged students identified as experiencing socioeconomic disadvantage via student scholarships (\$30000)

The 2019 Tell Them From Me surveys indicated continued higher-than-average levels of participation, advocacy, school engagement and belonging at Ryde Secondary College in all stages of schooling, in particular in our Yrs 7 & 8 and Year 12 cohorts. Year 11 students, however, indicated declining outcomes in 'Sense of belonging' and 'Expectations for success', compared to the school and the state. Additional information gathering took place with the HT Welfare and the following was noted:

Focus groups were conducted with Year 11

students as this year group reported the lowest score for finding learning interesting and relevant, and the lowest score for a sense of belonging.

The Yr11

Focus groups revealed numerous factors which influence learning and belonging, including the student themselves, other students, the teacher, and the school environment.

Findings resulted in:

- Additional learning and wellbeing support for Year 11, including the provision of the 'Future Focused Learning Coordinator' to support students in danger of not meeting Yr 11 Outcomes;
- Yr 11 Wellbeing days co-ordinated by the HT Welfare focussing on mental health and resilience;

- Study seminars coordinated by the HT Senior Studies

RSC achieved its 2019 NAPLAN results target of 'Low-band students demonstrating improved value added from Yr 7 to Yr 9' **across all tested areas**.

- Writing: 6% shift from previous year in Band 6 (2018 20% – 2019 14%) and overall increase in Bands 8 – 10 (2018 40% – 43%)
- Reading: 7% shift from previous year in Band 6 (2018 19% – 2019 12%) and an overall increase in Bands 8 – 10 (2018 59% – 2019 63%)
- Spelling: 1% shift from previous year in Band 6 (2018 6% – 2019 5%) and an overall increase in Bands 8 – 10 (2018 62% – 2019 73%)
- Grammar and Punctuation: 7% shift from previous year in Band 6 (2018 21% – 2018 18%) and steady in Bands 8 – 10 (2018 & 2019 53%)
- Numeracy: 8% shift from previous year in Band 6 (2018 28% – 2019 20%) and an overall increase in Bands 8 – 10 (2018 65% – 2019 75%)

Progress towards achieving improvement measures

Process 1: Positive mindset for learning

Evaluation	Funds Expended (Resources)
<p>The three core values of 'Resilience, Respect and Responsibility' (The Three R's of RSC) underpinning good scholarship, community engagement and positive social interactions became the focus of students and staff at the college, with over 3000 rewards in the form of an aggregated merit system presented to students throughout the year.</p> <p>Guest speakers and organisations including the School Police Liaison Officer, Black Dog Institute, Youth Workers, GPs in Schools. and Brain storm productions presented seminars, workshops, Q&A sessions and performances for students and their engagement, learning, safety and wellbeing.</p>	<p>School Police Liaison Officer, Black Dog Institute, Youth Workers, GPs..</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Student Wellbeing Budget (\$10000.00)

Process 2: Student support and management

Evaluation	Funds Expended (Resources)
<p>RAM funding was directed in 2019 towards providing for the provision of an additional teacher – the Futures Learning Coordinator – enabling, via team-teaching and the provision of links to academic services and databases, engaging programs of study fostering critical thinking, differentiated tasks/products and improved student engagement and outcomes. Students receiving this support improved their completion of assessment tasks and attendance following this process.</p> <p>In addition, RAM funding was also allocated to major college initiatives that have a high level of student involvement and build engagement, student wellbeing and a broader skill set, including sporting competitions, the annual Fashion Show, Budding Chef Program, 'rsc creative' and the End of Year Project.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$90000.00)

Process 3: Student engagement and belonging

Evaluation	Funds Expended (Resources)
<p>The Book Program, established in 2018, continued in 2019; with every student in Years 7 – 10 provided with a Young Adult novel of their choice. In 2019 every student in years 7 – 10 has a book to read – of their own choosing – for pleasure.</p> <p>The SRC organised activities including Ryde Idol, World Water Day, School Sport Carnivals, End of Year Project and numerous charity and NGO</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Gymnastics grant (\$4800.00) • Volleyball program (\$10347.00) • Fitness lab upgrade (\$35294.00) • End of year project (\$16250.00) • 7–10 Book project (\$10115.00)

Progress towards achieving improvement measures

fundraisers. These activities continued to engage students and support our community.

Opportunities to engage in a variety of sporting and physical pursuits has enhanced student belonging. Dance group has entered in external competitions, co-curricular gymnastics classes have in excess of 20 students and the Fitness laboratory is opened from 7.30am each morning and from 3.00pm till 4.30pm on selected afternoons. Student usage of the fitness laboratory has increased to an average of 15 students per session.

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
- Whole school focus on Deep Reading and critical understanding (Literacy)
- Whole school focus on extended writing and feedback in assessment
- Continuation of Cultures of Thinking Routines
- Collation of student ePortfolios
- Continuation of Bounce Back 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 improve student learning and leadership skills for staff and students.

Improvement Measures

High levels of student participation and engagement evident in Tell Them From Me Survey

Continued high level support for, and participation in interschool primary and secondary collaborations and workshops.

Increased parent involvement in a wider range of College activities including parent surveys.

Higher levels of low SES student engagement in learning.

Higher levels of students involved in community service.

Progress towards achieving improvement measures

Process 1: Centre of Excellence Projects

Evaluation	Funds Expended (Resources)
<p>STEM programs implemented, with success, along with all other programs.</p> <p>New extra curricular activities have increased participation of low SES students, particularly Drum and Guitar group, vocal ensemble.</p> <p>High levels of student involvement in community service especially SRC and Prefect fundraising and through Duke of Edinburgh programs.</p> <p>Study centre after school remains a key opportunity for students to improve through teacher support.</p> <p>Schools Spectacular, RSC Creative, Annual Fashion Show, Ryde Idol, Tournament of the Minds, MUNA, Da Vinci Decathlon, Sporting programs all implemented except for Voice Primary Workshops.</p> <p>RSC has a higher level of engagement in extra curricular programs than other schools (TTFM) and exit interviews frequently comment favourably on the engagement created by these programs. Many of these programs include hundreds of students across all year and socio economic groups. They also further develop sporting talents, musical, performance, and critical thinking skills.</p>	<p>\$45,000 for projects</p> <p>Study centre after school – approx \$10,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$45000.00)• School and Community Funds (\$20000.00)

Process 2: Partnerships in Learning

Evaluation	Funds Expended (Resources)
<p>Further development of expertise through PL and Twice Exceptional learning and differentiation with Penrith Selective HS has enhanced the value of the differentiation focus.</p> <p>The NS EC programs and joint Staff Development Day enhanced the quality of faculty practice across all 8 schools. Evaluations were extremely positive with the vast majority of teachers wishing to continue the program in 2020. Faculties highly valued the opportunity to self design programs of relevance, which were then developed further to meet accreditation requirements of NESA.</p>	<p>Ongoing professional learning programs within and across our NS EC, selective principals schools network.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$44000.00)

Progress towards achieving improvement measures

Extensive programs for early career teachers, aspiring leaders and project leaders have enhanced expertise of teachers, capacity to manage classes, to lead teams and projects. The digital portfolio project was successfully pioneered at RSC for implementation in 2020 in conjunction with three way learning conversations and learning logs. Feedback in evaluations has indicated a high level of relevance and value of these programs. Application of digital portfolios provides parents with much more effective evidence of classroom learning and student led three way conferences in Years 7–9 promote student voice and goal setting—supported by evidence as high impact strategies.

Parental engagement in surveys has increased, and P and C attendance is slightly increased.

Process 3: Student Voice Project

Evaluation	Funds Expended (Resources)
<p>SRC groups successfully promoted student voice in 2019. Program to foster student voice was enhanced through learning logs in 2019, and through learning gained through 2E program and resources obtained. This will inform 3 way learning conversations in 2020, along with updated Digital Portfolios following their successful pilot in 2019.</p> <p>Assemblies incorporated a student component highlighting interesting activities or projects being undertaken by students.</p> <p>End of Year Learning Commission was very successful with a wide range of useful feedback provided by Year 7 students, led by executive in three groups. Strategies suggested will inform professional learning and other approaches used with Year 7 in 2020. The commission model, taken from the Northern Territory Learning Commission model, is supported by the Evidence for Learning Foundation, as a high impact strategy for school improvement.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional Learning costs (\$5000.00)

Next Steps

- All current programs are successful and will be continued and further developed or implemented in 2020.
- Staff training in Twice Exceptional learning will be implemented in 2020. It is of significant benefit in assisting staff in extending students with high potential and low level disabilities or special needs. The learning enhances our understanding of differentiation at all levels. It informs our new three way learning conversations and digital portfolios for 2020.
- Student voice will be further embedded in regular learning logs, three way learning conversations and digital portfolios is associated (in research) with improved outcomes where goal setting and formative assessment are key areas of focus. The Northern Territory Learning Commission, SRC and Prefect feedback all provide invaluable and regular and meaningful feedback from students for continuous school improvement.
- Extensive use of student feedback on learning to teachers and from teachers (Hattie) is associated with significant school and learning improvement.
- SRC, and prefect feedback on learning and wellbeing issues continues to inform executive of areas for improvement.
- NS–EC activities continue in 2020, with significant learning evident from feedback from activities. New action research projects will be undertaken and shared with all schools as in 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding for professional learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$2 787.00) 	<p>PLPs enhanced progress of student learning. Opportunities for students to participate in careers activities or other relevant activities were promoted where relevant.</p>
English language proficiency	<p>Book Project – free book to any student in a number of junior year groups.</p> <p>Targeted EAL/D support, in class EAL/D support.</p> <p>Premiers Reading Challenge.</p> <p>Debating, Drama, Public Speaking programs.</p> <p>After School Study Centre– Mon, Wed, Thursday.</p> <p>Peer Tutoring Maths program.</p> <p>Minimum standards workshops offered.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$20 000.00) • School and Community funds (\$10 000.00) 	<p>Programs work but only if students attend programs organised for them, particularly the Minimum Standards workshops and After School Study Centre. This also applies to meetings organised by the Futures Learning Support Coordinator.</p>
Low level adjustment for disability	<p>Futures Learning Support Coordinator works with teachers and SLSOs to support student learning, through support with assessments.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$39 000.00) • English language proficiency (\$20 000.00) • Socio–economic background (\$5 000.00) 	<p>Highly successful program. Outcomes demonstrate improved task completion and attendance. The only issues occur when students do not attend meetings with FLSC, even with parent/student contact prior to the meeting.</p> <p>Program will continue in 2020 and is particularly helpful in reducing the low band outcomes especially for low SES students.</p>
Socio–economic background	<p>Range of funding sources used to engage and promote participation, including promotion by other students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$40 000.00) 	<p>Huge success of extra curricular projects evident in attendance and engagement, and also in improvements in literacy, numeracy and assessment completion in Stages 5 and 6.</p>
Support for beginning teachers	<p>\$128000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early Career Teacher Funds (\$128 000.00) 	<p>NS–EC attended by 28 teachers from across 8 schools in the region. Feedback indicated positive response to support.</p> <p>Accreditation writing workshop – positive feedback. 14 teachers approved at</p>

Support for beginning teachers	<p>\$128000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early Career Teacher Funds (\$128 000.00) 	<p>proficiency.</p> <p>In 2019, 60% of Early Career Teachers participated in the Cultures of Thinking Rounds.</p>
Targeted student support for refugees and new arrivals	<p>Refugee funds directed to additional counselling.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$21 000.00) 	<p>Highly successful program to be repeated in 2020. Data shared revealed value of more individualised support and longer time frames for support.</p>
Support Unit	<p>HMS. Technology Team</p> <p>SLSOs</p> <p>Clinician and therapists reports</p> <p>Current Discons/Counsellor reports</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • RAM (\$2 200.00) 	<p>Highly successful Day of Ability with students also performing successfully in Ryde Idol using skills learned in Day of Ability. Parent feedback on progress very positive.</p> <p>High numbers of students achieving Work Transition status.</p> <p>Families effectively supported with NDIS plans and IEPs. Plans developed are differentiated to meet needs of individual students, following consultation with expert advisers and stakeholders.</p> <p>Transitions to high school managed successfully following effective liaison with primary teachers and parents.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	611	585	607	630
Girls	407	439	460	513

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.7	96.3	94.7	94.2
8	95.2	92.9	93.2	92.9
9	93.4	95	92.5	92.6
10	92.4	91	90	91.2
11	91.8	91	91.2	90.2
12	92	93	91.6	91.5
All Years	93.2	93.2	92.3	92.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular

attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	0	2	15
TAFE entry	2	3	7
University Entry	0	0	65
Other	0	0	1
Unknown	0	0	11

Year 12 students undertaking vocational or trade training

30.11% of Year 12 students at Ryde Secondary College undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.5% of all Year 12 students at Ryde Secondary College expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	58.8
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	16.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Professional learning

In 2019, the school invested \$153 604 in teacher professional learning, with each opportunity connected to a strategic direction, the Australian Professional Teaching Standards and individual professional learning goals. The school's professional learning is inextricably linked to the milestones from the School Strategic Plan. We strive to layer the professional knowledge of all staff members by developing staff skills in applying a variety of pedagogical knowledge and using formative assessment and differentiation frameworks such as The Learning Continuum, Quality Teaching Framework, Visible Teaching and Visible Thinking effectively for student learning impact. This vision involves a whole school approach that facilitates cross faculty collaboration and the use of both EMT and faculty meetings to support strategies and plan for Professional Learning and ensure continuity, sustainability and high impact. Professional development affects student outcomes through three steps: 1. Professional development enhances teacher knowledge and skills. 2. Better knowledge and skills improve classroom teaching. 3. Improved classroom teaching raises student outcomes. At Ryde Secondary College we adopt the characteristics of effective professional development as laid out by the Teaching Standards in Action, so that we can plan, design and deliver professional development that has the most impact on student wellbeing and academic outcomes.

Early Career Teacher support

In 2019, the school invested \$128000 to support Early Career Teachers to ensure professional development, high teacher retention rates and the honing of classroom practice. ECTs were offered a load reduction, where possible, Head Teacher mentorship and a series of systemic professional development offered by the school. Early Career Teachers participate in a formal and informal induction process, including faculty specific induction, as well as principal meetings to discuss practice and share stories of success, as well as mandatory training, legal obligations, policies, procedures and processes and whole school professional learning visions. 7 ECTs participated in the NS-EC ECT workshops across four days, involving professional learning in the area of Positive Behaviour For Learning, classroom management, Cultures of Thinking, Aboriginal Education, managing difficult parents and planning for effective teaching and learning. 14 ECTs also participated in a 5 day workshop focusing on the accreditation process at the proficient level, including mentoring, lesson observations, planning and writing annotations. Success is indicated in 100% of participants being awarded their proficient accreditation status and extremely positive feedback through Google Form survey. Faculty HT support also included mentorship and professional development offered by HT Faculty, including lesson observation, collaborative programming and assessment task writing, cross-faculty support and faculty buddies.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	858,369
Revenue	13,327,564
Appropriation	11,946,955
Sale of Goods and Services	130,806
Grants and contributions	1,156,034
Investment income	10,165
Other revenue	83,604
Expenses	-13,121,066
Employee related	-11,281,747
Operating expenses	-1,839,320
Surplus / deficit for the year	206,497

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	765,817
Equity Total	500,152
Equity - Aboriginal	4,043
Equity - Socio-economic	45,739
Equity - Language	232,034
Equity - Disability	218,337
Base Total	9,895,324
Base - Per Capita	256,544
Base - Location	0
Base - Other	9,638,780
Other Total	452,391
Grand Total	11,613,684

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.

The school employed 1.8 teachers of EAL/D in 2019. This was the amount stipulated in the entitlement report.



School performance - 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

- The school achieved excelling for NAPLAN value added 7–9 and delivering for HSC value adding 9–12.
- A total of 100% of students achieved the National Minimum Standard for Reading.
- In 2019, a total of 88% of students achieved the standard for Writing with another 91% of students achieving the standard for numeracy.
- With additional support, scaffolds and personalised learning opportunities, the percentage of students achieving the standard for Writing and Numeracy increased, with 94% of students achieving the numeracy standard and 92% achieving the writing standard.
- There is still a need to further support EAL/D and international students, particularly those who are not engaging with any Mathematic courses in 2020 and 2021.

Numeracy

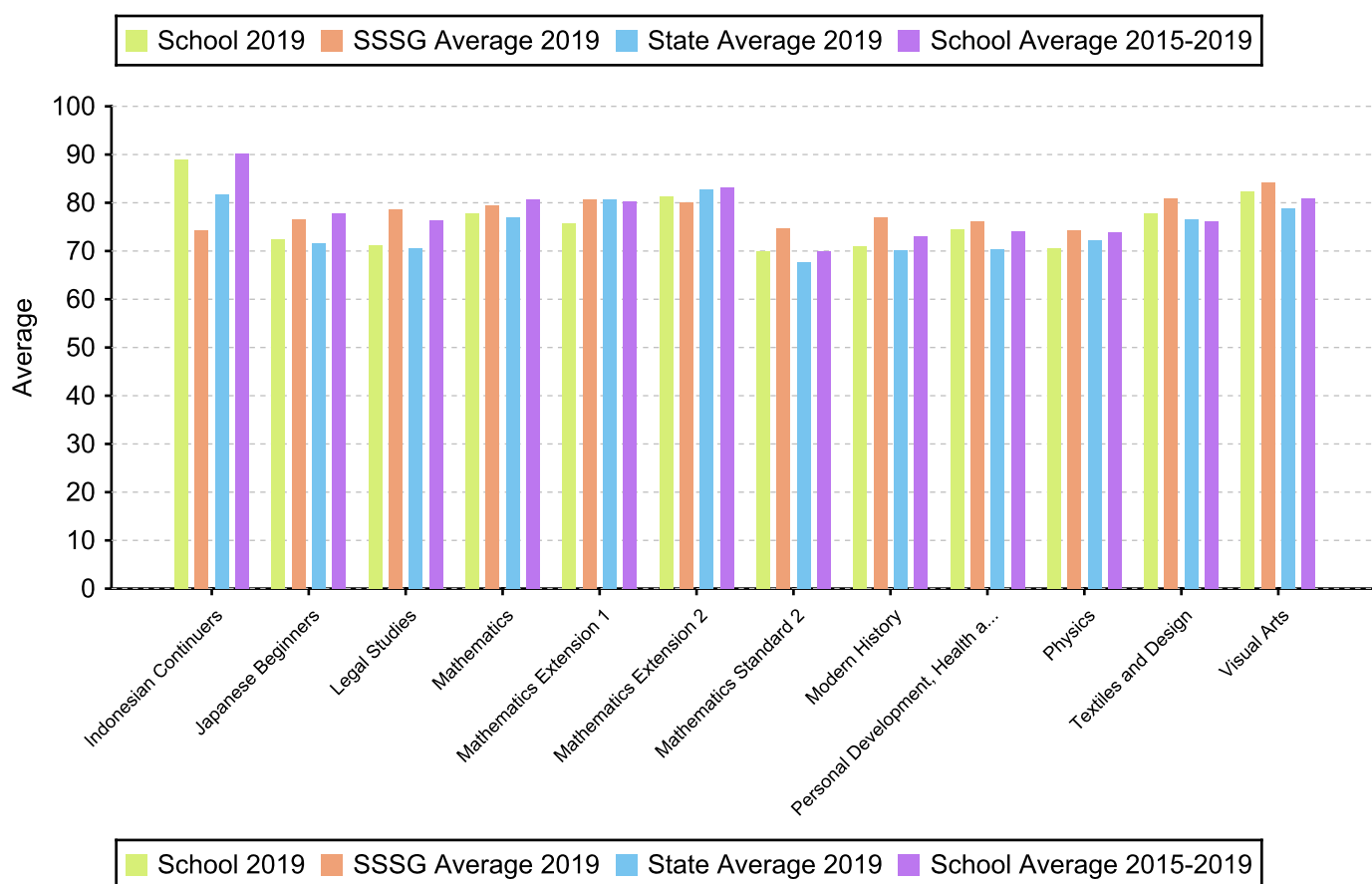
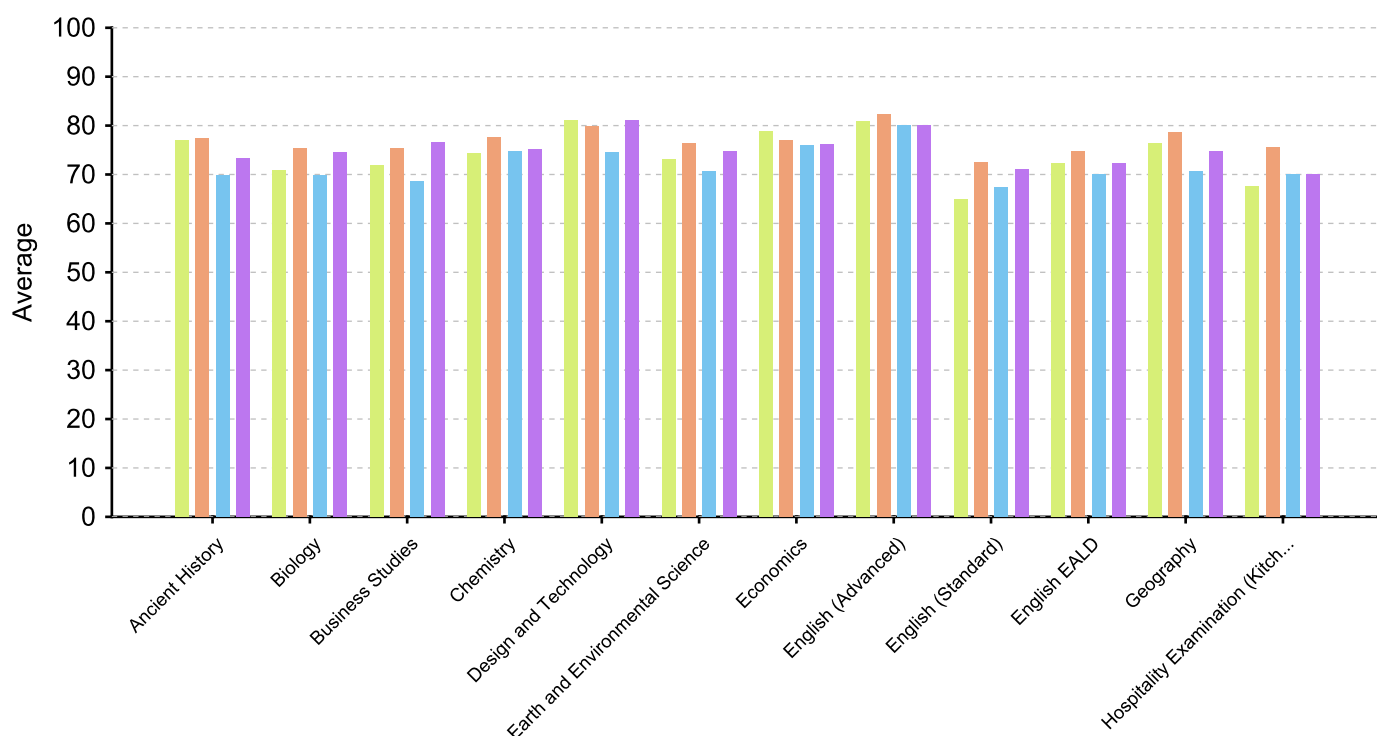
- The school achieved excelling for NAPLAN value added 7–9
- 91% of students achieving the standard for numeracy.
- With additional support, scaffolds and personalised learning opportunities, 94% of students achieved the numeracy standard.
- 52% of students in year 9 achieved at or above expected growth in numeracy.



School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	76.9	77.3	69.9	73.2
Biology	70.9	75.3	69.9	74.4
Business Studies	71.8	75.3	68.6	76.5
Chemistry	74.3	77.6	74.7	75.2
Design and Technology	81.1	79.8	74.5	81.1
Earth and Environmental Science	73.0	76.4	70.6	74.7
Economics	78.9	77.0	75.9	76.1
English (Advanced)	80.8	82.4	80.0	80.1
English (Standard)	65.0	72.6	67.3	71.0
English EALD	72.2	74.8	70.0	72.2
Geography	76.3	78.5	70.6	74.7
Hospitality Examination (Kitchen Operations and Cookery)	67.6	75.6	70.0	70.1
Indonesian Continuers	89.0	74.2	81.8	90.2
Japanese Beginners	72.5	76.6	71.6	77.9
Legal Studies	71.2	78.7	70.6	76.3
Mathematics	77.7	79.4	76.9	80.6
Mathematics Extension 1	75.8	80.6	80.6	80.3
Mathematics Extension 2	81.3	80.1	82.7	83.2
Mathematics Standard 2	69.9	74.7	67.7	69.9
Modern History	70.9	76.9	70.2	73.0
Personal Development, Health and Physical Education	74.5	76.1	70.5	74.0
Physics	70.6	74.3	72.1	73.8
Textiles and Design	77.9	80.9	76.6	76.1
Visual Arts	82.4	84.2	78.8	81.0

HSC achievers in 2019

- 86 HSC Band 6 results
- 2 HSC students appeared on the prestigious All-round Achievers List
- 7 HSC students were distinguished achievers
- 34 students achieved early entry to university
- The top ATAR of 99.2 was achieved by Ivana Tambon
- 1st place in course in the state was achieved by Hazel Seow in Indonesian Continuers. Three other students from the school achieved 2nd, 3rd and 4th place in Indonesian Continuers in the state.

Outstanding results in many subjects above state and/or similar school group: Indonesian Continuers, Design and Technology, Earth and Environmental Science, Economics, English Studies, English EAL/D, English Extension 1, Geography, History Extension 1, Music 1, Music 2, Personal Development, Health and Physical Education, Society and Culture, Visual Arts



Parent/caregiver, student, teacher satisfaction

A range of surveys and reviews were undertaken in 2019 to assess parent/caregiver, student and teacher satisfaction.

Major surveys and reviews undertaken are described below.

English Faculty Review

A review of the policies, procedures, practices and educational leadership of the faculty was undertaken by a cross faculty team led by the principal.

Major findings

The faculty has a significant number of expert, well-qualified passionate staff.

Faculty management is enhanced with a highly skilled permanent Head Teacher with strong management and educational leadership skills.

Strengths of the faculty

The combination with History. This leads to broader perspectives, collaborative learning and sharing of unique pedagogies

A proactive faculty which responds to emerging issues and needs

Focused subject coordination and programming. Programs are written for all topics and constantly updated and evaluated. Ongoing areas of focus include deep literacy, formative assessment, feedback and peer and self-assessment to foster metacognition. Programs are excellent at extending students.

Lessons increasingly incorporate success criteria to foster student focus and metacognition.

Assessment – Teaching staff report effective collaborative planning and evaluation of assessments.

Senior student engagement in advanced and extension courses is at a high level in most classes

There is a high level of parental support for English subjects.

Data Informed Practice – A number of teachers are using data effectively and in a timely manner, to inform teaching practice, program design and learning experiences.

Consistent leadership exists in extra curricular activities including Debating and Public Speaking

There is a high level of executive expertise in the faculty contributing to enhanced faculty knowledge.

Challenges faced by the faculty

There is an ongoing need for improvement in NAPLAN results in literacy. The review acknowledges the high level (75%) of EAL/D students. Overall there has been a decline since 2012 in most areas in literacy. This is reflected also at the state level for all students. Australian students need to read more.

HSC results in a number of English courses are below that of other subjects, state and similar school groups, although there has been a significant improvement in the last few years in Advanced and Extension results as a result of teacher focus, HSC marking experience and ongoing professional learning.

Student engagement is very high in some senior classes but lacking in others. Some students refer to the mandatory nature of English and lack confidence or want a greater variety of teaching techniques.

Parental expectations and demands can inhibit new teachers from making more frequent contact with parents.

Faculty communication issues related to faculty meetings, and high teacher workload are ongoing areas of challenge particularly with new syllabi being introduced.

In teaching programs there is a need to continue developing understanding of differentiation including for less able students.

Recommendations

Continue to use quality programs as a model for further program development.

Continue professional learning in program skill development and practices being shown to be most effective in improving student learning.

Faculty meetings should promote more contributions from all staff to Great Ideas in Faculty Meetings to share successful approaches to learning.

Ongoing upskilling and mentoring is needed in literature and poetry for staff. Peer teaching may be useful for building capacity in program development and teaching of new texts.

Use uniform approaches to seek feedback from students to ensure they are engaged and benefiting from programs.

Provide opportunities for those who do not teach Stage 6, to mark Stage 6 assessments for practice. This also means that Stage 6 teachers can mark Stage 5 and has been implemented effectively previously.

Continue to focus on differentiation to extend thinking. This can be done through a focus on questioning, content, choice, product and process, and learning from student learning logs.

Continue to focus on engaging students in daily reading beyond the classroom. Promote reading for pleasure and for general knowledge at home

Embed a wider reading program to foster higher levels of literacy.

Continue to foster oracy through public speaking and debating.

Support for Book Week and the School funded Book Project should continue. Student interest in a book club could be fostered. A writing group should be encouraged

Utilise the EAL/D and learning progressions effectively, supported by the rest of the school. Effective use of EAL/D staff to support learning in classrooms remains critical.

Further develop the data analysis skills of all staff in the faculty

Continue use of school based literacy strategies such as Super 6, ALARM and other tools for literacy.

Increase purchases of additional HSC reading resources and materials for students studying Advanced and Extension courses.

Develop a more streamlined whole school approach to literacy through the Literacy Team using the English faculty as consultants, to support all faculties.

Embed learning progressions into assessment tasks and programs to foster student growth and progression.

Develop other extra curricular options. They may include:

- A book club for students
- Poetry slams
- More excursions to plays
- Making podcasts
- A musical, perhaps a joint collaboration between English, Drama and CAPA.

Enhance faculty collaboration with NS–EC including HSC workshops with NS EC schools as per Economics

People Matter Survey Results

The response rate for the survey is 33% (30 of 90 respondents). This is lower than the 2018 rate (41%). The low participation rate must be considered when analysing the data.

The school's overall employee engagement score is at 67%. This is 1% lower than the state average (68%) and 1% higher than the public sector average. We are travelling well, but we still have lots to do.

RSC received favourable results to the employee engagement questions. Employees feel proud and have a strong personal attachment to the school. There is a belief that the school is committed to developing its employees. Teachers also have a feeling of personal accomplishment in their jobs 87%).

Results also suggest that there is faith in the managers and senior managers of the school. They communicate well, value employee input, encourage innovation, promote collaboration with other organisations, and keep employees informed. Staff also understand what is expected of them, work collaboratively to achieve objectives and have confidence in the decisions made by their managers.

With a score of 80%, staff strive to achieve customer/client satisfaction and treat each other with respect. Staff believe that their managers listen to what they have to say and staff are encouraged to keep improving.

Staff believe their individual differences and background are respected and are not a barrier to success (86%). They are comfortable notifying their manager or Principal of any identified risks at work (90%).

However, at 32%, staff do not believe that they can access and use flexible working arrangements. Also, only 31% have confidence in the ways their organisation resolves grievances.

Only 13% believe they are paid fairly and 40% believe they can keep their work stress to a minimum.

Lastly, few people believe that action will be taken on the results from the People Matter Survey (19%).

The executive team carefully analyses this data and where action can be implemented at the school level, it is undertaken. A number of these issues are beyond the control of the school.

TTFM surveys

In 2019, 908 students completed the Tell Them From Me (TTFM) Survey, which measures student engagement (social, institutional and intellectual) alongside student outcomes.

In the area of social engagement Ryde Secondary College students were at or above the state average for students with a positive sense of belonging and students with positive relationships. Student participation in school sports and clubs was 12% higher than the state average. This can be seen as a reflection of RSC's commitment to engaging students in all areas of College life and ensuring all students belong.

A very high percentage of school and class attendance was reported with 94% positive attendance which was above the NSW state average. Another pleasing result was students with positive behaviour at school which was 94%, again above the state average.

In the area of school-level factors associated with student engagement such as quality instruction, positive teacher-student relations, positive learning climate and expectations for success, the school mean was higher than the state average.

The survey also showed that a student's socioeconomic background influenced student engagement. Often low and mid SES students reported being less interested and motivated, and valued school less, however this was not always the case. The College is committed to addressing these inequalities through programs such as Bounce Back, extracurricular teams and clubs that have no cost involved and initiatives such as the P & C Scholarships to assist students and their families with the cost of schooling.

The data from the Tell Them From Me survey and the subsequent focus groups that were conducted with specific year groups will help the College develop policies and practices to increase student engagement.

Discipline Review

A review was conducted into the school's Discipline policy, seeking to ascertain if the school's discipline policy procedures and strategies are consistent, practical and effective and what improvements are necessary to manage inappropriate behaviours in ensuring a respectful, safe and engaging learning environment. After extensive staff and student consultation the following conclusions to the review were tabled:

- Monitoring / Identification is working well as teachers and executive know their students
- Overwhelming majority of students are engaged in learning in a safe and respectful environment
- Students understand the reason for good student discipline and know there are consistent consequences for misbehaviour
- Current suspension and expulsion procedures are consistent with DoE policy and procedure
- N-Warning processes and reporting on students' application to studies is comprehensive and widely used. Further staff training for school wide consistency is necessary.
- The processes around school detentions and supervision of school detentions – in particular for uniform and lateness – need to be tightened.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

VALID tests – Science

Students in years 8 and 10 undertake this test annually.

For YEAR 8 – The percentage of students in the top band was higher than that of SSG and the state in science overall.

For Year 10 – The percentage of students in the top band was higher than that of SSG and the state in science overall. 67% of students showed above expected growth.

Feedback on the quality of the learning experience was also provided and indicated a high level of engagement and interest.

Student Wellbeing

The 2019 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.

Two Wellbeing Days were organised for Years 11 and 12. 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. They were also treated to a young guest speaker from the Black Dog Institute who shared personal experiences around HSC anxiety.

Students in Years 7, 8 and 9 all attended live wellbeing plays performed by approved providers Brainstorm Productions in the college's MPC. Year 7 watched 'The Hurting Game' and Year 8 watched 'Sticks and Stones' which focussed on

bullying, cyber safety and social media. Year 9 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 2019 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 2019 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.

Camps

In 2019, 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 Outdoor Education Camp at Morisset. 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 'Life Ready' 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 Lane Cove. 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 2019 target programs included:

- Special Transition program – for students entering year 7. In 2019, 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 vibrant, stimulating yet nurturing environment for students who have a primary diagnosis of a mild or moderate intellectual disability. Our fundamental aim in the Support Unit is to foster individual growth and personal achievement where each student feels valued and are a valuable, integral member of the school and broader community.

The Support Unit comprises of three classes who are all assigned a specialist teacher and permanent, experienced SLSO. It is an encouraging environment where teachers, parents, caregivers and all stakeholders collaborate to explore the strengths of each student and cultivate opportunities and engage students 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 in their Individual Education Plan. The achievements of students are measured through specific competencies so the capacity and potential of each student is encouraged and respected. Individual Education Plans and Transition Plans are developed through close consultation with students, caregivers, clinicians and a network of specialist agencies.

Students in the Support Unit participate in swimming and athletic carnivals, school camps and assemblies, the SRC, Prefect Body and Technology Team. All students are taught by specialist teachers in the areas of Music, Visual Arts, Science, Design and Technology and PD/H/PE. It is key for all students to have relevant, authentic opportunities to learn, engage, explore 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 the broader community.

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

Community Access aims to promote self-advocacy, safe independent travel, map reading, interpreting timetables and reading clocks and universal signs. This is realised through shopping expeditions, social activities and travelling on a variety of modes of transport.

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

PDHPE/Sport

Ryde Secondary College has had a remarkable year for the PDHPE and Sport program. The whole school carnivals; Swimming, Cross Country and Athletics demonstrated the enormous potential of our students.

Our Grade sport teams including Volleyball, Softball, Soccer, Oztag, Frisbee and Netball excelled in the Zone competition.

Volleyball continued to over achieve with the Boys Opens team crowned Sydney North champions. The Girls Opens Team finished runner-up. The success of the teams has been frequently recognised by our representative sporting organisations.

Open's Boys Football progressed past the local competition and into the quarter final of the CHS knockout competition. RSC also had teams in the Regional Futsal competitions making the semi-finals.

Rheanna McMahon and Bora Atli competed at CHS level in Gymnastics.

Joseph Ayoade, Lance David, Gary de Jesus and Jay-Jay Hempstead proudly represented RSC at the CHS Athletics Championships.

Maxine Garcia represented Sydney North in Volleyball. Aidan Son, Thomas Bordado and Adrian Feng represented Sydney North at the CHS Volleyball Championships and finished in first place in NSW. All three boys were selected to represent the NSW CHS Team. Outstandingly, Adrian Feng was named MVP of the Tournament.

Co-curricular sport continued to thrive. The upgrade of the fitness laboratory allowed students to access the facility

before and after school with supervised programmed support. A gymnastics program started after school classes with a focus on tumbling and trampolining which builds on the successes of our talented gymnasts at RSC.

The PDHPE Team and all our coaches are very proud of our students achievements and look forward to another fantastic year of Sport.

Creative and Performing Arts Programs

RSC Creative Festival

Each year 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 "Neon Fever", 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. This included an Art Exhibition, Music Night, Drama Showcase and creative workshops with industry professionals.

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

OPENING NIGHT – Opening Night of RSC Creative this year was our biggest yet, with an overwhelming number of student participants, staff and parents attending our CAPA annual highlight. 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 vibrant performances from the Stage 4 Massed Choir, String Ensemble, Jazz Band, Vocal Ensemble and Year 12 Performers. The show stopping Stage 4 Massed Choir item of 'Flashlight' provided students the opportunity to sing in a 232 person Choir, giving them an experience 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. The Culture Council, run by CAPA staff, provided excitement at the door with bright balloon displays and glowing fairy floss.

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.

Music

During 2019 the Co-Curricular Music scene has expanded. Membership numbers have grown across our 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 with one Music elective class also allocated a Season.
2. Two of our Year 12 soloists were selected to perform at the Arts Alive festival at Town Hall
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. 26 students represented RSC at Schools Spectacular
6. Two of our Year 11 students lead the opening number at the Ryde School Spectacular held at the Sydney Opera House

Drama

2019 again saw an increase in Drama Club members, particularly across Year 7 and 8. Students were involved in a range of activities, productions and workshops. The Drama Club was run by a professional dramatist, Sher Kearney and Lauren Batman. In 2020, the Drama Club hopes to increase numbers and split into two ensembles.

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 creative 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 and lead by CAPA. Auditions are held in Term 3 then all students are given feedback to make their performance stage ready. The students involved have the experience of performing for their peers and teachers in a safe yet exhilarating environment. The organising team, consisting of students from Year 7 to Year 11, learn leadership skills, production organisation and organisational skills from the experience. It is always impressive to witness the show commencing, with unbelievable excitement across the entire school, unifying to cheer on the performers. This is a highly anticipated part of the school year.

Programs run by the Technology and Applied Studies faculty

Primary Workshops

This was a highly popular program again in 2019, with local primary schools registered and workshops oversubscribed. The catwalk segment of the Annual Fashion Show was a highlight with parents of primary students 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 outfits, and in the rehearsal of their catwalk performance.

The Budding Chef Program

Always popular with full participation in 2019, 2 classes of students participated in the program. Year 4 & 5 students from 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 third 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. Students participated with interest exceeding once again, 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.

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.

Politics Club

The Politics Club ran on Fridays to give students an opportunity to discuss current news and events. It provides a very popular forum for students to understand Australia's place in both the regional and global economy. Debates cover a wide range of global issues.

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 and is proving very popular with parents.

Book Week 2019

Book Week, which aims to actively promote students' engagement in developing their literacy skills, was a great success for the third 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.

For 2020 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.

BounceBack program

The Bounce Back program aims to help students more effectively engage with the importance and benefits of education. Students develop organisational, communication and collaborative skills which are necessary in becoming a successful member of the workforce and a good citizen in the future. Students in the Bounce Back program were involved in a variety of experiences and events to improve their social and work skills. The Year 10 students in the Bounce Back program have completed the Work Education course as an additional RoSA subject.

As part of the Bounce Back program, students attended the Meet a Keeper Program at Taronga Zoo. Students were given the opportunity to meet zoo keepers and other team members working in the animal industry. They asked questions as well as gain valuable information to assist them in identifying vocational options and pathways.

The Northern Beaches Careers Expo and The Youth Jobs and Skills Expo were well attended. Students participated in workshops and attended exhibitions to gain valuable careers information to assist them in understanding more about their future career choices and preparing them for the workplace. They developed knowledge and understanding of the career options available and the role of education, employment and training systems.

Students attended Top Ryde Early Learning Centre and Ryde Public School where they worked with pre-school and kindergarten students. They assisted teachers with the activities taking place in each of the classrooms, including reading, craft work and completing puzzles. This experience provided students with an opportunity to explore first-hand the world of work. The students developed employability skills, assisting them in making informed decisions about their future career pathways.

During Term 4, the Bounce Back students renovated and tended to an existing garden bed. The Communal Garden Patch was established by clearing the garden beds and preparing the soil for the planting of a selection of herbs and vegetables. Students were educated about the process of planting to harvesting, the benefits of eating fresh food and caring for the environment. This process of implementing a successful garden developed students' communication skills and promoted positive relationships through cooperative learning opportunities.

To complement the garden activity, students visited The Habitat, a community food garden and native plant nursery run by the community in partnership with the City of Ryde. By participating in the garden activities, students were involved in the planting and harvesting of food plants. They learnt new skills and how to apply them to their everyday lives so that they become responsible citizens in their local community.

As part of our Student Transition program, a select group of Year 10 students including the Support Unit were involved in a Construction White Card Training Day. The Construction White Card is a nationally recognised course compulsory for all workers carrying out construction work. This opportunity highlighted the education and mandatory requirements necessary for particular occupations.

The Bounce Back program provides educational opportunities that prepares students for effective participation in the community and encourages self-motivation, decision making and self-development. By participating in the organised activities students have improved their knowledge of different career pathways and employment opportunities. Learning employment-related skills empowers students throughout their lives as they become life-long learners, value education and are inspired to become active citizens in their community.

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 2019 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. Other staff developed projects on formative assessment including one from RSC which focuses on ePortfolios for students as a way of demonstrating student progress. This was implemented with pioneer teachers in 2019 and will be fully implemented with Three Way Learning Conversations in 2020.
- 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 2020.
- 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, for other key learning areas as well, in 2020.

Geography competition

In early April this year, 96 students participated in the Australian Geography Competition. The College received

outstanding results for this competition:

- Top 1% – 9 students
- High Distinction – 22 students
- Distinctions – 13 students

The number of students achieving in the Top 1% of Australia has seen a significant increase from the previous years (2018 3 students, 2017 2 students, and 2016 1 student). There has also been a significant increase in the number of students who achieved a High Distinction and Distinction from previous years.

These strong results reflect the dedication, enthusiasm and passion of the geography teachers at the College, and the genuine interest the students have in the subject.

The Australian Geography Competition is a contest for Australian secondary school students. It assesses their geographical knowledge and skills. The Competition aims to encourage student interest in geography and reward student excellence. The Competition is open to students studying geography (or an integrated social science that includes geography) in all years of secondary school. It consists of multiple-choice questions testing geographical knowledge and skills. The Competition is a joint initiative of the Royal Geographical Society of Queensland and the Australian Geography Teachers' Association.

