

# 2021 Annual Report

## Ryde Secondary College



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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## Message from the principal

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We are pleased to share the achievements of Ryde Secondary College in 2021.

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 2021 our student enrolment rose from 1150 to 1278, continuing the growth in recent years. Enrolments in the mainstream Year 7 classes in 2021 came from the local area, whilst selective and support unit enrolments included some non-local students.

In 2021 144 students were awarded the HSC out of 146 students. There were 84 Band 6 or equivalent results, 88 including Saturday School 2021.

75% of students were in the top three bands.

There were two All rounders: Max Yip 99.7 and Ava Princi, 98.95.

Four students achieved top places in 2021. Student Course Place:

- Xinhang Du Indonesian Continuers 2nd,
- Emma Bamde Indonesian Continuers 4th
- Melanie Shenouda Indonesian Continuers 5th
- Max Yip English EALD 10th.

This was a smaller cohort, with 110 Band 6 results by comparison with 2020 and 86 Band 6 or equivalent in 2019. Once again there were many HSC early entry offers made plus additional offers.

Our top Top results:

Chemistry was well above state as well as Engineering studies, EAL/D English, English extension 1, Maths extension 1, and History extension. One student achieved 97 in Music 1. There were excellent Band 6 results in Visual Arts with 3 x Band 6, 50% Band 5, as well as in Indonesian, Japanese Beginners, Hospitality and our relatively new course: VET Entertainment where students achieved 1 x Band 6, 2 Band 5s.

The broad range of excellent results reflected amongst other factors: our teachers learning from and responding to annual analysis of HSC data, our focus on promoting more frequent wide and deep reading, and use of writing strategies appropriate for our student body. Additional factors included our staff teaching exam techniques in skills and writing (around 20% are HSC markers), building critical thinking skills across the years, resource sharing through google classrooms, supporting students who struggle with HSC assessment with additional learning and support, and encouraging our staff to continue professional learning and other related strategies.

Parental feedback indicated that COVID did impact student motivation, especially with postponement of Trial and HSC exams during this period. HSC early entry also impacts motivation to achieve high levels of performance, an issue discussed in the media at times.

We will continue to develop further strategies to support ongoing HSC success.

Our Tell Them From Me data and other survey feedback indicated that student wellbeing and focus on learning was generally positive and stable during this period, with our wellbeing aggregate of 71.65.

Our VALID average score was 95.3, an improvement on previous results, reflecting quality teaching practices in Science.

Interestingly our NAPLAN data conflicted in some ways with our check in assessments. The check in assessments showed student performance in literacy and numeracy as being far above state and well above similar school group performance. Our NAPLAN data showed performance tracking well against our literacy targets, at 44.5% in the top two bands, however our numeracy data showed a decline, with 51.8% in the top two bands for numeracy. Some analysis suggests students are entering high school now with lower levels of numeracy, and struggle to add, subtract, multiply or divide without calculators. We will address these issues in 2022 and continue our ongoing focus on high expectations for reading and writing from Stage 4, in preparation for HSC skills needed in literacy and numeracy.

## Message from the school community

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2021 was yet another tumultuous year affected by Covid 19 lockdowns with much of normal school life severely

disrupted. Nonetheless the children, teachers and staff at Ryde Secondary did a splendid job of keeping the school functioning, on site for some and online for others.

One silver lining to Covid19 restrictions, was the change allowing PCA meetings and the AGM to be conducted online. This was enthusiastically received by all, as demonstrated by record attendances in PCA meetings. The flipside was a lack of networking opportunities for parents. Many other activities like working bees, music & dance performance nights and the Fashion Show, which is now a part of Sydney's event calendar, were sorely missed.

The 2021 Exec comprised of Ash Gholkar and Narian Singh, Co-Presidents; Marian Guirgis, Vice President; Rowena Henery, Secretary; Fiona South, Treasurer and school Principal Cassy Norris, Member.

The Canteen sub-committee team was chaired by Narian Singh and had Manar Soliman, Convenor; Trevor Lee, Angela Maier and Teresa Russell, Members; Deputy Principal Stephen Plummer, Member.

Then there was the wonderful support of Paul Dennett, Fundraising liaison; Greg Low, CAPA liaison and many other PCA members who volunteered their time and effort for specific events or in the canteen.

The volunteer run RSC P&CA provides you with the opportunity to engage with the school and to enrich your child's education. The PCA engages with parents, teachers, the school executive and the broader community to further the interests of the school, its students and staff. We raise essential funds to support a wide range of initiatives and projects which are outside the budget of the NSW Department of Education, thereby contributing to continuously improving the learning, teaching and performance outcomes in the school. This helps all children, particularly those with disadvantage, to fully participate in student life.

The Exec would like to thank all those who made their voluntary contributions to the PCA. The funds raised through fees were supplemented with various council, state and federal grants which the Exec team applies for during the year, and with revenue from the operation of the school canteen, managed by volunteer and paid part-time staff who prepare fresh meals on premises.

Some of the initiatives for which the PCA approved expenditure, or raised / allocated funds, were:

- \$40k for PCA scholarships to financially needy students

- \$4.5k for purchase of 30 guitars and racks (deferred)

- \$20k for installing an all-weather volleyball court

- \$1k for school faculty appreciation expenses

- Request for approximately \$60k in funding for the purchase of necessary items across various school departments

- \$25k (state grant) towards refurbishment and purchase of new drinking water filling stations

- \$3k towards the holiday science programme

I'm pleased to report that this and the previous Exec's prudent and meticulous approach generated a modest surplus, which will come in handy to fund a number of new initiatives planned for upcoming years.

The PCA would like to acknowledge the support of the federal Member of Parliament for Bennelong Mr John Alexander, the City of Ryde Council including its Mayor Hon. Jerome Laxale and all councillors, particularly for facilitating the recent funding and redevelopment of the roads, parking and pedestrian paths along Malvina Street and Forest Road. They, along with M/s Hon. Roberts and Hon. Dominello, actively supported the school and P&C's ongoing applications for funds and grants, for the school and for improvements to the surrounds. The PCA looks up to them to maintain and build on the support with active representations on the school's behalf of the NSW Department of Education.

One big challenge for the Exec was finding ways to alleviate the issue of congestion in the school and the corresponding need to provide adequate amenities. The proliferation of high density development in the school catchment, along with enhanced attractiveness of the school due to its co-ed facility and partial selective status, led to the school housing approximately 1300 students instead of its original capacity of around 850. The Exec proactively engaged with the state parliamentarians, Hon. Anthony Roberts, Minister and Member for Lane Cove Hon. Victor Dominello, Minister and Member for Ryde whose electorate hosts the bulk of the catchment area. We provided a wish list of improvements and amenities and invited members to visit the school to review the school needs first hand.

I'm grateful to my colleagues on the Exec, the Canteen sub-committee and both the liaisons, for their assistance, support and diligent work, which helped make my job as President easy and helped the PCA successfully fulfill its objectives for 2021.



My best wishes to the school which continues to rise and shine and marches ever forward.

Ash Gholkar

Past President 2021

### Message from the students

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This year has been challenging for the Class of 2021 with our Year 12 cohort having to face another round of the COVID-19 pandemic! Remote learning during HSC meant that there were many months of reduced face-to-face interactions. This demanded self-motivation which a handful of us found difficult to maintain, whilst there were also others who thrived under such conditions. Although the HSC was pushed further back, this also led to a unity amongst the students in their shared experiences. Regardless of the hardships brought about by COVID-19, teachers and staff were really accommodating, helpful and supportive to all students. That being said, congratulations to all Year 12s for persevering in a second pandemic in our senior years as well as completing our final year of education. Ryde Secondary College left a mark on every person in Year 12, and the prefect team of 2021 aspired to make a mark on the school. The prefects and captains hosted various events including World Teacher's Appreciation Day, Christmas and Valentine's Day. Khemata Sok, the wonderful vice captain, founded Sisterhood, creating a space for women to unite and foster newfound friendships. The money raised collectively throughout all these events was donated to Youth Off the Streets to promote growth, safety and provide opportunities for young people who are disadvantaged in their schooling. The prefects were also able to extend their leadership roles in the wider community. We attended Prefect Afternoon Teas where all prefect representatives collaborated, exchanged and generated new ideas to help bring positive change to our schools. ANZAC Day memorials were also attended to lay wreaths in respect of the ANZAC soldiers who fought for their country. The captains were graciously invited to present a speech at North Ryde RSL. 2021 was an arduous yet purposeful year. On behalf of Year 12 and the prefect team, I would like to say a big thank you to Mrs. Norris, Dr. Mason and Mrs. Penrose, alongside all deputies, teachers and the student body for their ongoing support for helping us persevere and for making this all possible. We could not have done it without you!

Delphi Siahu RSC School Captain 2020-21



Our Prefect Team 2021

## School vision

Our students, our future. Confident, compassionate and successful. "We build 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, ethical citizens in a dynamic and complex environment.

## School context

Ryde Secondary College (7-12), with enrolments close to 1360 students, including 69% 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, effective support for learning and wellbeing, and a dynamic, creative, and positive learning environment. The College has extensive whole school, extracurricular, sporting and community partnership programs to develop each child's academic, social and sporting, and citizenship potential.

Evidence gathered to date indicates improvement in 7-9 literacy and numeracy in recent years, although areas for improvement include a stronger focus on girls in mathematics. NAPLAN literacy has improved significantly since 2019 when 36.99% were in the top two bands. In 2021, 44.5% were in the top two bands for literacy, just under the agreed upper bound target of 48.8%. This reflects consistent effort in literacy across the school over the last few years.

With numeracy at 51.81, below the agreed lower baseline of 57.83%, an ongoing focus is now needed on improving numeracy, from Year 7. This includes reducing dependence on calculators and tutoring from Year 7 and working more closely with primary schools on literacy and numeracy. Value adding 7-9 has declined, and shortages of experienced staff in mathematics increase this challenge.

The current focus on mathematics projects and relevance is constructive, and support for students essential. National Minimum Standards (NMS) processes, support strategies including peer tutoring and Study Centre support are providing a strong foundation for students who are struggling to meet the basic levels required. In literacy, continued focus on all areas including reading, comprehension and extended writing will remain relevant for long term HSC improvement. Current approaches including SuperSix, ALARM PETAL, PEEL, agreed faculty based areas for focus including explicit writing strategies, Bookweek, Book Gift, Premiers Reading Challenge and faculty focus on wider reading, should continue to deliver higher levels of literacy. Parents continue to be encouraged to promote reading and family discussion of current events.

Evidence indicates that HSC performance in the top two bands is declining to a small degree, with 49.56% in the top two bands and 75.29% in the top three bands in 2021. HSC performance remains an ongoing focus. Key areas which will be addressed to improve academic attainment include: a strong focus on Stage 4 and 5 literacy and numeracy as a foundation for academic writing and problem solving in HSC courses; support for EAL/D students in Stage 6, and continued learning and wellbeing support for low SES, and "at risk" students especially growing numbers with mental health needs. Support will include small group tuition, study skills assistance, and the homework centre, which operates two afternoons after school. We will continue to encourage staff to upskill in curriculum and quality teaching programs, as well as HSC marking to build the curriculum and pedagogical expertise of our teachers.

We will continue to use our Northern Sydney Entente Cordiale community of schools (NS EC) program to foster improvements in teaching and learning, both through HSC workshops for students and professional learning eg on data analysis, for early career teachers (ECTs) and Aspiring Leaders. Action research projects will continue to be encouraged in Project Leadership in the NS EC, particularly at RSC, to foster a focus on Learning for Success, engagement, attendance, formative assessment and other areas which impact on HSC success.

Student voice through digital portfolios, three way learning conversations, Learning Commissions, student surveys and Tell Them From Me surveys (TTFM), learning logs and other strategies to support metacognition and formative assessment and feedback to and from teachers, will enable students to participate in improving their learning outcomes. Data walls will enable us to focus more on systematically developed personalised learning and adjustments, enhanced by student referrals through a Help Desk as well as staff referral processes. Further support continues with personal goal and career development through additional careers support and advice.

A strength of RSC is its positive learning environment according to TTFM data. A key element is its inclusive environment with a high level of participation in extra curricular programs. These are powerful motivators, and promote wellbeing, particularly through creating groups where students feel a sense of belonging and engagement, whether in music, debating, sport, politics, robotics or creative and performing arts. Opportunities are also provided for our Support Unit students to participate in a wide range of activities and are renowned for their creative engaging performances and achievements. Continued effort and funding will be directed in these areas.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
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	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Maximise opportunities for all students to grow and achieve their academic potential through best practice teaching, quality literacy practices, and effective support for learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Best practice teaching for effective student learning
- Quality literacy and numeracy instruction
- Supporting effective learning

### Resources allocated to this strategic direction

**Professional learning:** \$65,600.00

**Early Career Teaching Funding:** \$93,853.00

**School and Community Funds 6300:** \$68,658.00

**Low level adjustment for disability:** \$218,852.00

**Socio-economic background:** \$53,074.00

**English language proficiency:** \$232,362.61

### Summary of progress

#### Initiative: Best practice teaching for effective student learning

##### Analysis

Ryde Secondary College continues to maximise opportunities for all students to grow and achieve their academic potential through best practice teaching, focusing on CESEs What Works Best and evidence based classroom practice. Strategic High Impact Professional Learning builds teacher capacity to differentiate and implement explicit teaching strategies such as learning intentions and success criteria. Despite the transition to and from remote learning, the Teaching and Learning team and experts within the school continue to provide high impact professional learning for professional growth and student achievement. Our continued focus on the 8 elements of CESE's research What Works Best in Practice is visible in all classrooms through effective teaching and learning practices, with an emphasis on explicit instruction and high expectations for all learners.

##### Implications

We will continue to implement High Impact Professional Learning to improve teacher practice through explicit teaching, curriculum differentiation, quality formative and summative assessment, teacher collaboration and quality feedback. We will further develop teacher collective efficacy and school-wide culture of collaboration through the modelling of best practice, a culture of lesson observation, internal "teach meets", faculty sharing, team teaching and feedback. If COVID guidelines allow it, Quality Teaching Rounds will be implemented in 2022. Further development of ePortfolio assessment, will allow students to map their learning journey by self assessing and developing growth learning goals.

#### Initiative: Quality literacy and numeracy instruction

##### Analysis

More recently, we have built a strong collective efficacy among colleagues regarding explicit teaching practices, the use of the Literacy Learning Progressions as lesson intentions, and the school-wide implementation of Blackboard Configurations through staff professional learning sessions attended by all staff.

It is however important that we strengthen and balance our dual focus on literacy and numeracy through all professional learning moments to see similar results in numeracy instruction, given a downturn in our numeracy growth against the targets in NAPLAN in 2021. The check in assessment data for 2021 contradicts this trend and reveals results significantly above similar school groups and the state in both numeracy and literacy. This has followed whole school efforts to improve learning in literacy and numeracy, support for National Minimum Standards groups and the use of a Helpdesk for student support during remote learning. The Numeracy Team has already initiated a systematic approach to numeracy across the school and is underpinned by keen experts who represent all subject areas and will continue its work in 2022.



The school has continued to steer the professional learning offered through the NS-EC programs: Aspiring Leaders, Early Career Teacher program, and Project Leadership. Executive staff have supported other executive colleagues across the 8 local secondary schools by offering professional learning opportunities in: leading a culture of learning, action-research and transformative leadership practices, learning and support policy and strategy, and using data to inform leadership practices. Further to this, staff at the school have provided professional learning opportunities to Early Career Teachers within the network in the areas of: Cultures of Thinking, Differentiating for all Students in your Classroom, Aboriginal Education and Explicit Teaching Practices. Participants in 2021 were considerably lower than previous years, reflective of the barriers of remote learning. Participant data however reveals that all 3 of this year's NS-EC professional learning programs have been the most effective to date.

A range of co-curricular initiatives and projects proved agile during remote learning, and all other programs typically led face to face, to support HPGE students extend their talents and continue to pursue mastery. Musical programs, The Book Gift Project, the Learning and Support Help Desk, the Planning 4 Success model, and the continuation of CILSP during remote learning all provided students with outlets of learning outside of the curriculum and encouraged joy during remote learning. The Support Unit students were also supported in this respect with a combination of innovative physical and virtual learning experiences offered to all students, as well as domestic challenges set for students to increase motivation and engagement, and continue skill development.

## Implications

The success demonstrated in the Check in Assessments indicate that the current strategies are building collective efficacy in teaching literacy and numeracy. These approaches will continue in 2022.

The Helpdesk received many requests for support during Lockdown. As a result it will be continued during face to face learning and the recommendations from those providing support, incorporated into a new model of support for faculties. This entails learning and support staff focusing on specific faculty needs and attending faculty meetings to provide additional support to foster improved instruction.

## Initiative: Supporting effective learning

Expert executive staff are regular contributors to executive, and whole-school, professional learning to build the leadership capacity of Head Teachers across the school and to build distributive and instructional skills. The principal and deputy principals regularly provide professional learning through executive meetings in areas ranging from DoE policies and the School Excellence Framework, to explicit literacy instruction and building a culture of learning among students and staff. More recently, executive staff were paired with Early Career Teachers to lead workshops regarding BBCs, explicit teaching and effective deep reading strategies for all subject areas. There is potential to collect data from the executive staff regarding their areas of pedagogical expertise to build the capacity of Head Teachers to deliver professional learning to their faculties in more diverse areas of teaching and learning. Executive staff provided professional learning to colleagues regarding the Teaching and Learning Cycle and the 5 Day Learning Cycle as evidence-based practices to support engagement and academic achievement during the remote learning period. Student and staff survey results indicate the success of these initiatives for both teacher practice and student learning.

Unfortunately, due to COVID restrictions, Quality Teaching Rounds within the school, with local primary schools and across the NS-EC are yet to take place. However, there has been a recent increase in collegial observation and team teaching as a result of our strong Early Career Teacher program, the potential of virtual lessons and recordings, and the utilisation of our Learning and Support Teachers to work with colleagues to differentiate and model best practice. Similarly, the implementation of ePortfolios was limited in the final semester of 2021, but staff survey responses indicated that our early implementation of this initiative supported the transparency of remote learning, including feedback mechanisms, tracking of student goal setting, collaborative student learning opportunities, and showcasing student work at home.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>All students in Stage 4 can articulate their learning goals journeys through ePortfolios</li> <li>School leaders and teachers implement BBC and success criteria in lesson plans</li> <li>All staff are confident in their</li> </ul>	<p>A significant number of students in Stage 4 have articulated their learning goals and journeys through Three Way Learning conversations at face to face and virtual parent teacher evenings. Many are now using ePortfolios to demonstrate evidence of their learning journey, celebrate the learning process and connect all stakeholders in their learning. COVID lockdown disrupted this process, particularly the opportunity for face to face three way learning conversations whereby students become the facilitators of</p>

<p>understanding and implementation of high performance differentiation strategies</p> <ul style="list-style-type: none"> <li>• 37% of students indicate that they agree or strongly agree that teachers understand Aboriginal culture and learning styles according TTFM data</li> </ul>	<p>discussions surrounding their growth and achievement. All staff have been updated regularly both in whole school professional learning sessions and in faculty meetings, on differentiated teaching and formative assessment approaches. This continues to dominate all programming and assessment approaches, as well as through well executed lesson sequences within the classroom.</p> <p>The annual trend in TTFM data regarding teachers understanding Aboriginal culture and learning styles is consistently split across the spectrum from low to high. However an Aboriginal Education Audit of faculty implementation of Aboriginal perspectives and resources indicated widespread embedding of Aboriginal Education. All students have PLPs and close links have been maintained through the year with the AECG. Further links are being developed but we have struggled to find an Aboriginal mentor for our students, a key goal for 2021. Moving forward, the Head Teachers of Teaching and Learning will be conducting discussion protocols which include AECG representatives, students and/or parents with Aboriginal backgrounds, invested teachers and community leaders to build collective efficacy regarding Aboriginal Education and initiate a strategic and whole-school approach to learning and wellbeing for Aboriginal students.</p>
<p><b>NAPLAN Top 2 Bands - Reading and Numeracy</b></p> <ul style="list-style-type: none"> <li>• Improvement in the percentage of students in the top two bands to be moving towards the school's lower bound system-negotiated target in <b>Reading</b> of 43.8%</li> <li>• Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in <b>Numeracy</b> of 60.5%</li> </ul>	<p>The students at Ryde Secondary College have exceeded the lower bound system-negotiated target in 2021 with 44.5% of students achieving in the top two bands in the Reading domain of NAPLAN. This growth is a testament to the value of literacy among students at the school and testament to the whole-school focus on explicit literacy instruction with a heavy focus on Deep Reading as success criteria in all learning opportunities. Teacher professional learning regarding the analysis of longitudinal literacy data from NAPLAN, PLAN2, Best Start and Check-in Assessments to inform practice, CECE's effective literacy and numeracy strategies, and our continued focus on High Potential and Gifted Education has ensured that reading and writing are foundational within lessons and are differentiated to support student learning and achievement at all levels and in all subject areas.</p> <p>The school is on track to achieve the system negotiated target of 60.5% of students achieving in the top two bands in the Numeracy domain by 2024, with 51.81% of students achieving this marker in 2021. However, growth has not been as strong as expected and a whole school focus on numeracy in each KLA is being implemented, utilising numeracy progressions and faculty champions to foster professional learning and engagement with numeracy. The Numeracy Team has developed an action research based approach to numeracy instruction in all subject areas, whereby numeracy progressions are made transparent and explicitly addressed across the curriculum. Staff have participated in professional learning regarding the resonance and dissonance between "mathematics" and "numeracy" to build collective efficacy in colleagues regarding numeracy education. Staff have also undertaken professional development in understanding the purpose and use of the Numeracy Learning Progressions as indicators of student achievement and as a way in which to explicitly address numeracy in all lessons. The executive members of the Numeracy Team have collaboratively conducted item-analysis of NAPLAN and the Check-in Assessment data to develop a systematic approach to building student capacity and value-add in: number sense and algebra, measurement and geometry, and statistics and probability.</p> <p>Our Learning and Support Team through the Covid Intensive Learning Support Program, National Minimum Standards pilot project, EAL/D support and targeted integrated support funding ensure that all students achieve success in their numeracy and literacy learning and are engaged as part of the learning progress. Early data collection indicates great success in value-adding in reading and writing, particularly for students with EAL/D backgrounds.</p>
<p><b>HSC</b></p> <ul style="list-style-type: none"> <li>• Increase in the percentage of HSC course results in <b>top two bands</b> to be moving towards the school's lower</li> </ul>	<ul style="list-style-type: none"> <li>• 49.56% of students attained results in the top two bands demonstrating progress toward the lower bound target.</li> <li>• 75.29% of students attained results in the top three bands demonstrating progress toward the lower bound target.</li> </ul>

<p>bound system-negotiated target of 52.5%.</p> <ul style="list-style-type: none"> <li>• Increase in the percentage of HSC course results in <b>top three bands</b> to be moving towards the school's lower bound system-negotiated target of 83.4%.</li> </ul>	<p>The school continues to offer a broad curriculum to students in 2021 with additional classes and lines for particular subjects which naturally differentiate for student learning and also to provide students with opportunities to undertake courses in areas of interest, high potential or talent.</p> <p>A strong commitment remains to a range of strategies to foster improvements in HSC performance. A large proportion of staff across subject areas have participated in HSC Professional Learning: a quality teaching practice initiative (HSC PL) in the following subjects: Biology, English, Business Studies, Industrial Technology, Mathematics, PDHPE, Visual Arts and Modern History. Further, a large proportion of staff this year have been successful in applying for external HSC marking as a way in which to build professional knowledge which is shared within faculties. These opportunities have facilitated the implementation of high impact HSC strategies specific to subject areas, supported first-time HSC teachers to effectively teach the content, and support networks in silo subjects. Student study skills seminars, HSC Parent Evenings and assessment evenings have all worked together to create a strong collective efficacy focused on HSC success. HSC monitoring folders have been utilised this year to provide students with exemplar responses modelled in class to support clear expectations of success.</p> <p>While remote learning served as a barrier to Future's Focused Learning support for HSC students experiencing organisational, motivational or academic difficulty, the FLC has experienced great success this year in supporting students from all subject areas to achieve outcomes through summative assessment tasks and coursework. Individual study plans, organisational habit documents, and differentiated learning material were constructed collaboratively by the learning and support team to encourage student redemption of outstanding work and provide appropriate levels of challenge for students in their learning. In response to COVID this year, so far we supported 61 students in applying for SRS and 22 students in applying for EAS schemas to ensure HSC success and continuity in learning at post-school transition. We look forward to using a common data analysis and evaluation template for our annual HSC Rap analysis professional learning in which we will address the system-negotiated targets, and subsequently updating faculty plans to ensure HSC success for all students.</p>
<p><b>Expected Growth</b></p> <ul style="list-style-type: none"> <li>• Improvement in the percentage of students achieving expected in NAPLAN <b>Reading</b> to be moving towards the school's lower bound system-negotiated target of 66.6%</li> <li>• Improvement in the percentage of students achieving expected in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 66.9%</li> </ul>	<p>The students at Ryde Secondary College are on track to achieve the system negotiated target of 66.5% expected growth in NAPLAN Reading by 2024, with 64.97% of students in 2021 achieving at or above expected growth. The individualised approach to student literacy attainment through Data Walls in Years 7 to 10, the development of individual literacy learning goals in each KLA, and the implementation of Learning Progressions implemented into the learning intentions and success criteria of each lesson has made literacy learning explicit in every classroom. Similarly, through targeted learning support of students identified through data analysis, the learning and support team has experienced success in their CILSP, NMS and EAL/D support programs, lifting the literacy capabilities of each student remarkably. The whole-school approach to the Super 6 Reading Strategies, Cultures of Thinking, and Visibly Thinking protocols has meant that students experience rigour in their reading practices, but have also formed the habit of implementing reading strategies independently through consistent learning protocols and routines.</p> <p>The school will continue to implement measures to achieve the system negotiated target of 66.9% expected growth in NAPLAN Numeracy by 2024, with 40.8% of students in 2021 achieving at or above expected. growth. This will involve intensive professional learning for all staff in the implementation of numeracy skills into KLA-specific lessons, the re-development of mathematics programs and assessment tasks to align with the domains of numeracy highlighted in NAPLAN, and the development of a collective efficacy regarding numeracy through the Numeracy Team.</p>

**Expected Growth**

- Improvement in the percentage of students achieving expected in NAPLAN **Reading** to be moving towards the school's lower bound system-negotiated target of 66.6%
- Improvement in the percentage of students achieving expected in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 66.9%

Further, staff will be trained in the incorporation of Numeracy Progressions into lesson sequences, as well as in individual 3 Way Learning Conversation goals, with explicit strategies for individual students to address item-analysed areas for improvement. The focus on project and problem-based mathematics has however contributed to the school's excellent results in internal and VALID assessment data, reflecting students' capacity to problem solve, use critical and creative thinking to develop projects, and a development of other General Capabilities skills. The growing enrolment at the school has more recently shifted the balance of mainstream to selective stream students within the school which is reflected in the data trends of expected growth over the past 4 years.



Write a Book in a Day Winners 2021

### Purpose

Enhance student engagement, participation, belonging, achievement, attendance and staff and student wellbeing through systematic and targeted programs and centres of engagement and excellence.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Enhancing Student/Staff Wellbeing Project
- Centres of Engagement and Excellence Project
- Targeted wellbeing and engagement support project.

### Resources allocated to this strategic direction

**School and Community Funds 6300:** \$60,898.00

**Professional learning:** \$5,000.00

**Integration funding support:** \$147,703.00

**Aboriginal background:** \$8,663.00

### Summary of progress

#### Initiative: Enhancing Student/Staff Wellbeing Project

##### Analysis

Progress has been made in student wellbeing despite one of the most challenging years ever experienced in schools, with an extended lockdown for all Greater Sydney Area schools. At 71.65% aggregate wellbeing exceeded the system negotiated target of 70.1.

Attendance rates did not meet the target of 83.1 due largely to complex cases which require ongoing system support, and the impact of COVID guidelines around non attendance when experiencing flu like symptoms, even early in the year. In addition, remote learning during the Greater Sydney lockdown saw a significant number of at risk and poor students not engaging with learning despite all the efforts of the school and even families, at times. Our Helpdesk was used regularly by students and staff to support students who were struggling but a significant number of students and families were slow to engage.

##### Implications

We will continue to fund the Helpdesk and additional learning and support in 2022 to continue to work with students who are struggling.

#### Initiative: Centres of Engagement and Excellence Project

##### Analysis

Extra-curricular activities are a powerful tool for building student wellbeing, so it has been disappointing that so many were not run, except in Term 1 and early Term 2. Camps were greatly missed. This was the result of increasingly complex guidelines restricting school activities especially cohorting rules, which impacted sports and music activities significantly.

Nevertheless, Tournament of the Minds teams achieved great success, with one group winning their regional final. Another group won the Write a Book in a Day competition in their category, both at the state and national level. Our SRC instagram page featured a wide range of fantastic activities which gained huge numbers of views online. Ryde Idol went online, and proved that students have a range of digital marketing skills which are impressive. A small number of sporting teams and individuals were able to participate in training during Term 4. This time was utilised to ensure skills were maintained and fitness levels were managed.

##### Implications

We will continue to rebuild our extra curricular activities when and where we can, with new activities and competitions added to replace those which are restricted. We anticipate many being reinstated in 2022, but particularly look forward to



## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> <ul style="list-style-type: none"> <li>Percentage of students attending school more than 90% of the time, increases to be moving towards the school's lower bound system-negotiated target of 83.1%.</li> </ul>	<p>Attendance in 2021 was 76.86%, below the system negotiated target of 83.1. This attendance rate reflected complex cases, particularly for "at risk" students, new students arriving from other schools with attendance related issues, fear of COVID and COVID related concerns, and shared enrolments. Ongoing involvement of department support services and internal support strategies continue including an expanded learning and support team in 2021. This will continue in 2022.</p>
<ul style="list-style-type: none"> <li>Participation in extra curricular activities increases to previous levels in Years 8 and 9 as extra curricular programs reinstated post COVID.</li> <li>Increased numbers of students engaged in peer mentoring</li> </ul>	<p>Participation rates in extra- curricular activities were very low due to COVID 19 extended lockdown and guidelines preventing mixing of cohorts. Musical activities have been severely hampered due to these limitations.</p> <p>As guidelines permitted access to sport, creative and performing arts and other activities to open up, students responded with interest.</p> <p>The Tournament of the Minds program did operate with great success, with the one team winning first place in the regional competition.</p> <p>Whilst peer mentoring activities were curtailed in 2021 due to COVID, the RAISE mentoring program did operate very successfully in Term 1 and early in Term 2. It will be continued next year.</p>
<b>Wellbeing</b> <ul style="list-style-type: none"> <li>TTFM Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the school's lower bound system-negotiated target of 70.1%</li> </ul>	<p>The 2021 TTFM data of 71.65% aggregate exceeded the system negotiated target of 70.1. and the agreed upper bound 73.75. This is an excellent result during a period of remote learning and a time of great community stress, and reflects a range of positive strategies designed to support students: SRC activities online, the Learning and Support Team's Helpdesk, a range of google classroom strategies to build cohort bonding and quality teaching online.</p>



C Panis Portrait for Visual Arts

## Strategic Direction 3: SD 3 Powerful partnerships for learning

### Purpose

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Improve engagement, retention, attendance and achievement through best practice education founded upon powerful partnerships for learning that increase student voice, build parent and mentor partnerships, and leverage communities of practice within and across schools.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School leadership and peer mentoring through Community of Schools
- Student Voice initiative

### Resources allocated to this strategic direction

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**Professional learning:** \$33,645.00

### Summary of progress

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#### Initiative: School leadership and peer mentoring through Community of Schools

Our NS- EC School Leadership and Peer Mentoring program continued over 2021, with success evident in the evaluations from the Early Career Teacher program and the Aspiring Leader program, however the participation rate and the retention rate was not as strong due to COVID pressures.

Project Leadership suffered the greatest decline in participation, but is the most innovative and most likely to impact schools in terms of transformation of practice. An excellent presentation on **"Examining whether using a spiral of inquiry and direct instruction model leads to improvement in writing skills, specifically analysis and the development of sophisticated arguments, in Year 10 English."** by Loveday Sharpington from North Sydney Boys HS was shared with all NS EC schools in November. We anticipate that in 2022, numbers and enthusiasm for this program increases. A number of projects are already underway but could not be completed due to the lockdown. They will be finalised in 2022.

The biggest challenge remains maintaining great projects once a project leader has been promoted to another school. Most aspiring leader graduates have been promoted or are relieving in higher positions so the program appears to be achieving its goals.

Planning is underway to re introduce the joint staff development day first planned for 2020 with all schools running HSC success workshops by faculty/key learning area. COVID guidelines did not allow this program to operate in 2020 or 2021.

#### Initiative: Student Voice

225 students responded to our annual Learning Commission, providing evidence that Year 7 was largely a positive experience particularly in making new friends, having practical subjects, a range of teachers and sports. Issues such as managing assessments, COVID remote learning and some classroom behaviour issues were identified. Focus groups led by our SRC Whole School team analysed these further and have led to a project being developed in 2022 to improve the learning experience of year 7.

Many surveys of students were undertaken on google forms, providing valuable feedback in a range of areas including literacy and remote learning impacts.

SRC teams are providing strong leadership in initiating improvements through the school and in 2021 were very successful in running whole school projects to raise funds for a range of organisations.

Learning logs are used by most staff providing valuable feedback on the effectiveness of student learning.

We continue to provide useful feedback to teachers about student learning and the three way learning conversations remain an ongoing approach with parents, used by many but not all teachers. A barrier to further development of these conversations, for example by lengthening them to a desirable 15 mins, is the sheer number of students being discussed on any parent teacher evening, largely due to the increasing size of student cohorts.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• Range of Programs run to foster teacher collaboration and professional growth.</li> <li>• Run HSC student workshops for HSC improvement across two schools and subjects.</li> <li>• Maintain or increase participation in all mentoring and leadership programs especially NS EC Project Leadership for teachers.</li> <li>• Aboriginal Education Audit, Ryde Secondary College.</li> <li>• Link established with Marsden Indigenous Unit via NS EC, leading to AEA mentoring for students and staff.</li> </ul>	<p>HSC workshops could not operate due to lack of support in the faculty, and in other NS EC schools, in running cross-school activities during lockdown and remote learning. Staff appear to be overwhelmed by COVID preparation.</p> <p>Mentoring has continued but has not grown through the programs offered in NS EC due to COVID and staffing changes.</p> <p>The Aboriginal Education Audit was extremely successful and appreciated by all. The results were presented to the AECG leading to a highly interactive and invaluable sharing session. The learning gained through sharing has continued with the P currently on the HPGE Aboriginal Advisory Team and plans being developed to continue work in that area in future. AECG contact has been renewed through participation and engagement in multiple AECG meetings this year. The AECG Partnership Agreement is powerful. The Cultural Community Protocols document developed for new syllabi will be shared with staff in 2022 via the AECG to improve awareness of how best to interact with Aboriginal communities.</p> <p>Unfortunately we were unable as yet to secure an AEA or other Aboriginal contact to work with our students. Even Macquarie University Links failed to help us find a person. We have raised this issue in the AECG meeting and hope to take up other opportunities including a camp for young students.</p>
<ul style="list-style-type: none"> <li>• Three Way Learning Conversations is basis for all parent teacher evenings 7-9.</li> <li>• Digital portfolios introduced to faculties.</li> <li>• Learning logs reminder to all faculties and evaluated by Head Teachers.</li> <li>• Samples are shared with executive at executive meetings.</li> <li>• Feedback from students in surveys and reviews regularly used to inform executive and staff practice and leads to modifications of teaching or school practice where relevant.</li> </ul>	<p>Three Way Learning Conversations were implemented through some face to face parent teacher evenings, along with Digital Portfolios. Digital portfolios were used by many staff but were not implemented by all at this stage.</p> <p>Further professional learning in developing digital portfolios in 2022 should assist, especially with new staff arriving. Learning Logs are constantly used across the school to evaluate learning and are integrated often into google forms and google classroom. Some faculties have developed them further, seeking more specific information. Samples are shared at executive and staff meetings where appropriate.</p> <p>Feedback from students has continued to inform practice all Year. This arises through surveys, the Year 7 Learning Commission focus groups, faculty reviews, and weekly feedback to staff including the principal, through SRC zoom meetings. The SRC meetings were very successful during COVID with the SRC running engaging and inspirational Instagram programs with up to 26,000 views. The SRC whole school team presented to the executive of the school in areas it is seeking improvement. This will continue in 2022.</p>





Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$147,703.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ryde Secondary College in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted wellbeing and engagement support project.</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Providing in class support, physical assistance and support, differentiation, assistance with writing, behaviour modification.</li> </ul> <p>Additional staffing given to support students who need assistance with eating, dressing and personal care and hygiene in the Support Unit</p> <p>Staffing allocated to support students in the Support Unit in school to work transition, work experience and job support in authentic settings .</p> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$53,074.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ryde Secondary College who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality literacy and numeracy instruction</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Student Support Teams working with students identified with low levels of literacy or numeracy in small groups to focus on literacy and numeracy or other learning needs including senior assessment tasks.</li> </ul> <p>Additional learning and support staff have been funded to support learning and assessment support 7-10 including NMS.</p> <p>Futures Learning Co-ordinator appointed to support Years 11-12 with assessments and general learning needs 7-10 where required..</p> <p>Additional SLSO support is provided to the Special Education Unit to support learning, career visits, toileting and students with low level needs in the mainstream.</p> <p>June 2021- Whole School Writing Prevalence Survey. July 2021- Results of Writing Survey shared with executive. All HTs asked to share results with colleagues and investigate prevalence of writing in each class with individual teachers.</p>



<p>Socio-economic background</p> <p>\$53,074.00</p>	<p>July 2021 - Additional analysis of NAPLAN and HSC results as part of the 'Reading and Numeracy Guided Data Package' with the DEL.</p> <p>August 2021- Faculty Literacy Assessment Matrix undertaken with faculties to self assess current progress in implementation of RSC Literacy Policy. (Matrix attached in evidence set.)</p> <p>The following areas were identified as focus areas of (whole school) improvement:</p> <p>Explicit teaching: Teachers use subject based and whole school literacy strategies to identify students' learning needs and explicitly facilitate students' reading and writing progression</p> <p>School planning implementation and reporting: creating opportunities where feedback about the impact of change can be shared and monitored.</p> <p>August 2021 - RSC Literacy Website updated reflecting school's status as a 'Guided Reading School'. Whole school and Faculty based resources uploaded. Program of two-year implementation program discussed at EMT level with HT's Faculty.</p> <p>August 2021 - RSC joined Wheelers.co ePlatform and library, enabling students to borrow eBooks for their reading enjoyment and classwork.</p> <p>August 2021 - Book Gift Program for Years 7 &amp; 8. As part of RSC's commitment to student achievement and growth in student literacy the literacy committee arranged for all of Year 7 &amp; 8 to receive the gift of a book of their choice to enable our students' personal commitment to their literacy. This project has previously been undertaken at Ryde Secondary College, and was greatly valued by students, families and staff. As part of this commitment, on Thursday 26th August, Paul from The Children's Bookshop presented a book talk - via zoom - on reading for pleasure in connection with the Book Week theme of 2021: Old Worlds, New Worlds, Other Worlds. Students were then asked to complete a Google Form in which they were to choose the book of their choice. these books were then ordered and mailed to student's homes. Students had the book of their choice, in their hands, by Mid September (commencement of Term 3 holidays).</p> <p><b>The allocation of this funding has resulted in:</b> Excellent results in the Check In Assessments, with results well above similar school groups and state both in literacy and numeracy. This is reflected in NAPLAN literacy data but contradicts NAPLAN numeracy data. School teams have established resources including a literacy website and provided additional literacy resources through multiple channels to boost engagement with literacy and numeracy. RSC won its category in the Write a Book in a day state and national competition in 2021. Students are also producing books for children in one subject. Faculties are each working with LASTs to plan improvements to make all assessments more accessible, and to embed literacy explicitly in all programs, lessons and practices. All of these approaches are expected to impact student attainment and growth to the HSC.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To monitor and evaluate the implementation of all these strategies and to continue to develop summarising and writing skills 7-12 in all faculties more consistently.</p>
<p>Aboriginal background</p> <p>\$8,663.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ryde Secondary College. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$8,663.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted wellbeing and engagement support project.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• RSC support in developing PLPs. Team established to support Aboriginal Education. Team promotes key dates and Aboriginal Education initiatives.</li> </ul> <p>Whole School Aboriginal Education Review was conducted by team working with principal.</p> <p>Staff meeting incorporated each faculty sharing faculty initiatives relevant to Aboriginal Education. This was shared with AECG.</p> <p>Contact was made with Marsden HS, and then Macquarie University contacts via Walanga Maru, as we sought to hire a part time AEA, to foster higher levels of belonging and wellbeing with no success. Further contacts were made with Prof Leanne Holt, Pro Vice-Chancellor.</p> <p>AECG meetings attended by three staff on a rotational basis. Links were shared with staff and opportunities for students promoted where relevant.</p> <p>Aboriginal student's Multi Modal Poem was shared with Director and the broader student community through Presentation Day and other events.</p> <p><b>The allocation of this funding has resulted in:</b></p> <p>Significant increase in staff awareness of how Aboriginal education perspectives are incorporated in each faculty. Enhanced commitment of staff to implement ongoing Aboriginal education activities and exemplars. More effective tracking of Aboriginal and TSI students is occurring through learning and support team data walls and PLPs. Students are being given support where needed.</p> <p>Awareness activities such as sharing quality projects by Aboriginal students, helps build a sense of achievement, a sense of belonging for our Aboriginal students, and help all students connect with our cultural heritage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued pursuit of an AEA role and ongoing links with Macquarie University. We would like to piggyback on another school's AIM program. This will be investigated further in 2022.</p> <p>Further promotion of every relevant activity to our Aboriginal students and pursuit of awards including Nanga Mai where applicable.</p> <p>Professional learning with AECG members on the Cultural Community Protocols resource.</p>
<p>English language proficiency</p> <p>\$232,362.61</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ryde Secondary College.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Supporting effective learning</li> <li>• Quality literacy and numeracy instruction</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Student Support Teams work with students identified with low levels of literacy or numeracy in small groups to focus on literacy and numeracy or other learning needs including senior assessment tasks.</li> </ul> <p>Additional learning and support staff have been funded to support learning and assessment support 7-10 including NMS.</p> <p>Futures Learning Co-ordinator appointed to support Years 11-12 with assessments and general learning needs 7-10 where required..</p>

<p>English language proficiency</p> <p>\$232,362.61</p>	<p>June 2021- Whole School Writing Prevalence Survey. July 2021- Results of Writing Survey shared with executive. All HTs asked to share results with colleagues and investigate prevalence of writing in each class with individual teachers.</p> <p>July 2021 - Additional analysis of NAPLAN and HSC results as part of the 'Reading and Numeracy Guided Data Package' with the DEL.</p> <p>August 2021- Faculty Literacy Assessment Matrix undertaken with faculties to self assess current progress in implementation of RSC Literacy Policy. (Matrix attached in evidence set.)</p> <p>The following areas were identified as focus areas of (whole school) improvement:</p> <p>Explicit teaching: Teachers use subject based and whole school literacy strategies to identify students' learning needs and explicitly facilitate students' reading and writing progression</p> <p>School planning implementation and reporting: creating opportunities where feedback about the impact of change can be shared and monitored.</p> <p>August 2021 - RSC Literacy Website updated reflecting school's status as a 'Guided Reading School'. Whole school and Faculty based resources uploaded. Program of two-year implementation program discussed at EMT level with HT's Faculty.</p> <p>August 2021 - RSC joined Wheelers.co ePlatform and library, enabling students to borrow eBooks for their reading enjoyment and classwork.</p> <p>August 2021 - Book Gift Program for Years 7 &amp; 8. As part of RSC's commitment to student achievement and growth in student literacy the literacy committee arranged for all of Year 7 &amp; 8 to receive the gift of a book of their choice to enable our students' personal commitment to their literacy. This project has previously been undertaken at Ryde Secondary College, and was greatly valued by students, families and staff. As part of this commitment, on Thursday 26th August, Paul from The Children's Bookshop presented a book talk - via zoom - on reading for pleasure in connection with the Book Week theme of 2021: Old Worlds, New Worlds, Other Worlds. Students were then asked to complete a Google Form in which they were to choose the book of their choice. These books were then ordered and mailed to student's homes. Students had the book of their choice, in their hands, by Mid September (commencement of Term 3 holidays).</p> <p>Visits by LASTs/EALD staff on regular basis to faculties to provide professional learning on ELP and other areas in which EAL/D students need additional support.</p> <p><b>The allocation of this funding has resulted in:</b> Improved NAPLAN literacy results-above lower bound targets. Check In Assessments reveal achievement well above SSSG and significantly above state in literacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing LAST/EALD support for faculties and embedding of literacy strategies which have been successful. Programs will be updated for higher expectations in all areas including more sophisticated and consistently embedded literacy activities. Modelling activities will be included in feedback to students. Ongoing EAL/D support will be provided where data indicates support is needed, especially in students new to the College, as enrolment continues all year round. Book Gift to be continued as well as any other competitions or extra curricular programs that foster literacy.</p>
<p>Low level adjustment for disability</p> <p>\$218,852.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ryde Secondary College in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$218,852.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality literacy and numeracy instruction</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing in class support, physical assistance and support, differentiation, assistance with writing, behaviour modification through SLSO and LAST support.</li> </ul> <p>Additional staffing allocated to support students in the Support Unit in school to work transition, work experience and job support in authentic settings .</p> <p><b>The allocation of this funding has resulted in:</b> Improved engagement and on task behaviour and learning for students with special needs, both in the mainstream and Support Unit.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued support for students as needs emerge. Plans adapted as needs change or as new students enrol.</p>
<p>COVID ILSP</p> <p>\$64,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> majority of students meet National Minimum Standards following intensive support over an extended period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to operate successful programs with expert teachers and embed literacy and numeracy more widely in stages 7-10 across all Key Learning Areas.</p>



Lora McCaffrey reading From Home - Book Gift Project 2021

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	607	630	689	673
Girls	460	513	548	587

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.7	94.2	94.6	95.2
8	93.2	92.9	92.7	93.1
9	92.5	92.6	92.3	91.2
10	90	91.2	91.3	89.7
11	91.2	90.2	92.1	90.2
12	91.6	91.5	91.4	89.5
All Years	92.3	92.2	92.6	91.8
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance for all years at Ryde Secondary College was above the average for the state for all year groups in 2021 despite the challenges presented by COVID and remote learning periods.

Major factors in the high attendance rates include parental support for remote learning and attendance on site, excellent learning systems using Google Classroom, Stile and Edmodo, and our Learning and Support virtual helpdesk which enabled our students to seek and receive support for learning.

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day



absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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	0
Employment	1	2	7
TAFE entry	2	1	6
University Entry	0	1	73
Other	0	0	2
Unknown	0	0	12

University entry was the main choice for post-school education with 73% of Year 12 students commencing a degree in 2022. The most popular universities were Macquarie University (39 students), University of NSW (27 students), University of Technology Sydney (14 students), Australian Catholic University (8 students) and Western Sydney University (7 students). Approximately 12% of students received an ATAR above 90 with students gaining entry into Physiotherapy, Law, Engineering, Actuarial Studies, Chiropractic Science, Psychology, Political and Liberal Studies, Speech Pathology and Commerce.

Students also moved into vocational education training (VET) with TAFE NSW, private training providers, apprenticeships and traineeships. Popular VET courses commenced include Childcare, Automotive, Design, Event Management, Audio Engineering and Hospitality. One student gained entry into the Australian Defence Force and another student received an internship with Transport NSW.

Approximately sixteen Year 10 and 11 students left Ryde Secondary College before completing their Higher School Certificate. The students gained full-time employment, enrolled in TAFE or commenced a university foundation course. This data was collected from the Universities Admissions Centre and by conducting a destination survey with the students.

## Year 12 students undertaking vocational or trade training

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25.61% of Year 12 students at Ryde Secondary College undertook vocational education and training in 2021.

## Year 12 students attaining HSC or equivalent vocational education qualification

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98% of all Year 12 students at Ryde Secondary College expected to complete Year 12 in 2021 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)	14
Classroom Teacher(s)	64.4
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	17.17
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

The strong culture of professional learning at Ryde Secondary College was leveraged during periods of remote and face-to-face learning in 2021 to support student achievement and success. All staff engaged with research-based learning opportunities regarding effective formative assessment and differentiation cycles for remote learning, including the 5 Day Learning Cycle, the Digital Learning Tool Selector, the Differentiation and Adjustment Tool, and G Suite/Zoom professional learning. The Welfare Team created opportunities for staff to engage in Staff Wellbeing initiatives to connect and support colleagues during remote learning, including opportunities for meditation, game-based PL opportunities, and regular and individualised staff check-ins.

Further to this, our professional learning team created and capitalised on opportunities for staff to engage with effective Explicit Teaching and High Expectation strategies in line with CESEs What Works Best Research, including: Blackboard Configuration (BBC), goal setting, success criteria and learning intentions. From this, the Head Teacher of Teaching and Learning created faculty-specific resource packages to support the implementation of BBCs in every class, and to further support explicit and high impact differentiation, using newly established DoE resources online.

Our first Twilight session for 2021 focused on the system-negotiated targets in reading, and the school's negotiated targets in writing and literacy more generally. Differentiated workshops were offered for staff selection based on their professional goals and growth, drawing upon the DoE's categories of effective deep reading, including: reading for inference, building reading schemas, making predictions in challenging texts, and guided reading strategies to support differentiation. Each workshop involved practice-based resources for staff experimentation, and a follow-up staff meeting in which teachers shared student samples, data and anecdotal evidence regarding the impact of their literacy instruction to support action-research mindsets. The Head Teacher Teaching and Learning also planned a student panel, with a teacher-based audience, through which students offered their perspectives about literacy and literacy education at the school, which was then analysed by members of the executive to plan future professional learning.

As part of our second Twilight Session, all staff engaged with tailored workshops driven towards high impact HSC strategies; including: High Expectations, Feedback, Classroom Debate, and Literacy, each providing staff with the research-base and also practice-based examples and templates for teacher experimentation. This, coupled with faculty-based professional learning around backward mapping, effective programming, and assessment construction, raised the culture of high expectations across the school and equipped colleagues with the skills to plan for and implement effective strategies to ensure HSC success across disciplines. This included building the capacity of our LASTs to deliver faculty-based professional learning opportunities during faculty meetings, supporting teachers in their differentiation for students with disability/ies in the mainstream setting.

Alongside the whole-school professional learning plan, faculty teams across the school engaged in specific professional learning in the following areas: numeracy, literacy, HPGE, Aboriginal Education, technology-instruction and more. The Head Teacher of Teaching and Learning has initiated a process whereby team members feed professional learning back through faculty meetings to ensure whole-school impact, and provide staff with opportunities to think about the integration of General Capabilities, Literacy/Numeracy, and differentiation strategies within their specific disciplines.

In collaboration with our local secondary schools, the principal and Head Teacher Teaching and Learning demonstrated agility and leadership in planning for and implementing effective professional learning for Early Career Teachers, Aspiring Leaders and Leaders from across the NS-EC network. In 2021, experts from the school and the network facilitated collective learning focused on data-informed teaching and leading, classroom management and explicit teaching, leadership frameworks, differentiation and formative assessment, Aboriginal Education, and more. These programs served to simultaneously create opportunities for networking, but also to build the capacity of local public schools in the region.

Drawn from feedback data through annual faculty evaluations and reviews, staff require further professional learning to achieve consistent and effective programming and assessment construction across the school. Early in 2022, the professional learning team has already planned opportunities to reiterate, deconstruct and discuss the school's programming templates, specifically connections to the Quality Teaching Framework, the 5 methods of differentiation (process, product, environment, choice, content), assessment for, as and of learning, and literacy/numeracy progressions. Further, a continuation of our focus on the formative assessment and differentiation cycle is unlikely to change, reflective of our core business. More opportunities in our professional learning schedule will be planned for staff to share insights into innovative and tried/tested formative assessment measures, and for staff to engage with "exemplar" teaching and learning programs, focusing on HPGE differentiation, opportunities for literacy development, and continual differentiation.

Similarly, a continuation of professional learning in the areas of literacy/numeracy instruction, explicit teaching, high expectations and feedback (CESE) will continue to ensure that the learning impact is sustained. This might involve the purchasing of specific whiteboards for each classroom in the BBC format, lesson observations scheduled cross-KLA, a whole-school feedback-on-feedback template developed for students receiving back assessment tasks, and additional support through the usual professional learning channels. Action research projects will be encouraged through specific whole-school teams to make the data-driven impact of strategies and initiatives visible across the school, to students and to parents, building the collective efficacy of the community regarding the school plan.

The professional learning team will be developing specific internal process and professional learning to support middle

leaders and new leaders within the school. This might involve executive level professional learning in performance management, educational leadership models, and in the cultivation of middle leaders within their area/s of responsibility.



Our talented Textiles teachers share their professional expertise to build the next generation of designers.

### Explicit teaching

**Why it matters**

The evidence shows that students who experience explicit teaching practices perform better than students who do not. Explicit teaching can benefit all students (that is, across all year groups and ability levels) when learning new or complex concepts and skills. Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding.

Twilight - Explicit Teaching - Remote Professional Learning via Zoom

Workshop 5: Two Thorns Between a Rose: Prior Knowledge and Deep Reading			
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"><li>Identify elements of a critical reading</li><li>Annotate a text for understanding and prior knowledge/connections/challenges to reading</li><li>Consolidate understanding of a text implementing a thinking routine</li><li>Synthesise knowledge of critical reading through structured discussion protocol.</li></ul>		<ul style="list-style-type: none"><li>I can engage with a critical reading and annotate the elements of that reading according to criteria</li><li>I can assess the parts of a reading that I am already aware of, that extend my knowledge and that challenge my thinking</li><li>I am confident in consolidating my understanding of the thinking routine is structured discussion.</li></ul>	
Outline		Do Now	
<ol style="list-style-type: none"><li>Do Now</li><li>Overview of Deep Reading elements (DOE)</li><li>Deep Reading in Action! Student samples and thinking routines at play (Connect-Extend-Challenge/Microlab Protocol for deep reading)</li><li>Your turn- Let's try it out</li><li>Reflect and take-away</li></ol>		<p>What prior knowledge would you need when making inferences about the excerpt on the next slide?</p> <div></div>	

Twilight - Deep Reading Strategies - Remote Professional Learning via Zoom

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,304,592
<b>Revenue</b>	14,986,831
Appropriation	13,942,729
Sale of Goods and Services	49,440
Grants and contributions	952,671
Investment income	1,214
Other revenue	40,777
<b>Expenses</b>	-15,084,747
Employee related	-13,222,019
Operating expenses	-1,862,728
<b>Surplus / deficit for the year</b>	-97,916
<b>Closing Balance</b>	1,206,676

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 closing balance in 2021 reflected higher than usual funds which were allocated but were not spent. This included our inability to source staff in some areas including an Aboriginal support officer, COVID ILSP and learning support, due to staffing shortages and related issues. Funds were also allocated for a range of capital and minor works which were approved but not commenced due to COVID limitations. Casual relief expenses were lower than anticipated due to extended periods of remote learning and professional learning was not undertaken on the usual scale due to restrictions on such activities outside school due to COVID.





## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	147,703
<b>Equity Total</b>	512,952
Equity - Aboriginal	8,663
Equity - Socio-economic	53,074
Equity - Language	232,363
Equity - Disability	218,851
<b>Base Total</b>	12,208,744
Base - Per Capita	311,203
Base - Location	0
Base - Other	11,897,541
<b>Other Total</b>	540,745
<b>Grand Total</b>	13,410,143

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.



## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### Literacy

NAPLAN Reading:

- 16.2% of students in year 9 achieved in the top band compared with 10.7% SSSG and 6.7% in the State.
- 44.5% of students in year 9 achieved in the top 2 bands compared with 39.6% SSSG and 32.7% in the State.

NAPLAN Writing:

- 8.2% of students in year 9 achieved in the top band compared with 6.6% SSSG and 4.1% in the State.
- 28.2% of students in year 9 achieved in the top 2 bands compared with 21.1% SSSG and 12.5% in the State.

NAPLAN Spelling:

In 2021, the percentage of students achieving at or above expected growth in spelling increased to 69.6%, above both the state and SSSG:

- 16.5% of students in year 9 achieved in the top band compared with 9.6% SSSG and 6.9% in the State.
- 49.5% of students in year 9 achieved in the top 2 bands compared with 37.6% SSSG and 24.2% in the State

NAPLAN Punctuation and Grammar:

- 13.8% of students in year 9 achieved in the top band compared with 13.5% SSSG and 8.3% in the State.
- 37.8% of students in year 9 achieved in the top 2 bands compared with 35.7% SSSG and 21.2% in the State.

Minimum Standards

- 97% of students in year 10 met the minimum standard in reading.
- 92% of students in year 10 met the minimum standard in writing.

### Numeracy

NAPLAN

- 24.4% of students in year 9 achieved in the top band compared with 17.7% SSSG and 10.9% in the State.
- 51.9% of students in year 9 achieved in the top 2 bands compared with 41.4% SSSG and 22.9% in the State.
- 39.6% of students in year 9 achieved at or above expected growth in numeracy.

Minimum Standards

- 97.3% of students in year 10 met the minimum standard in numeracy.



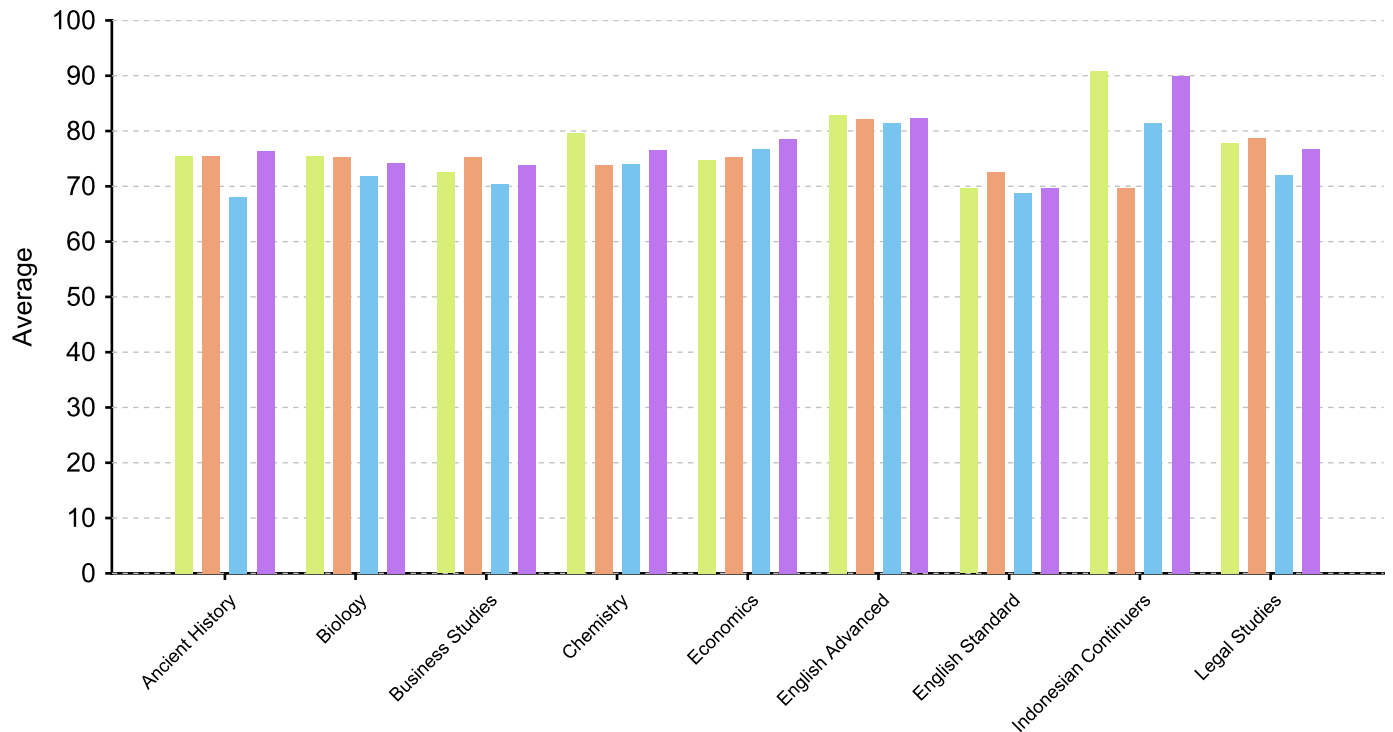
Our Creative and Performing Arts exhibitions are inspiring.



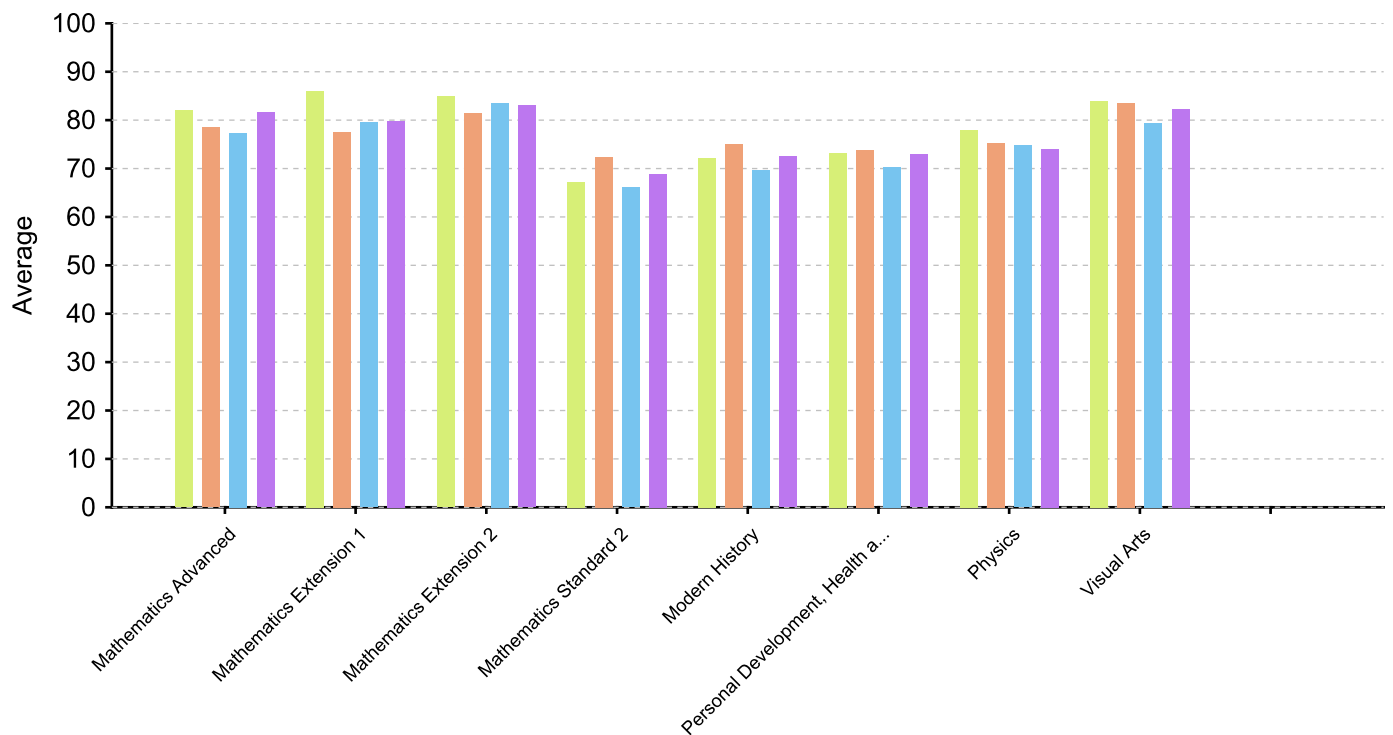
## School performance - HSC

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.



■ School 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021



■ School 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	75.5	75.5	68.1	76.4
Biology	75.5	75.3	71.9	74.3
Business Studies	72.5	75.3	70.4	73.8
Chemistry	79.7	73.8	74.1	76.5
Economics	74.8	75.3	76.7	78.5
English Advanced	82.9	82.2	81.4	82.3
English Standard	69.6	72.6	68.8	69.8
Indonesian Continuers	90.8	69.7	81.5	90.0
Legal Studies	77.8	78.7	72.0	76.7
Mathematics Advanced	82.0	78.5	77.4	81.5
Mathematics Extension 1	86.0	77.5	79.5	79.8
Mathematics Extension 2	84.9	81.4	83.5	83.0
Mathematics Standard 2	67.2	72.4	66.1	68.8
Modern History	72.2	75.1	69.7	72.5
Personal Development, Health and Physical Education	73.2	73.8	70.3	72.9
Physics	78.0	75.3	74.8	74.1
Visual Arts	83.9	83.5	79.4	82.3

Ryde Secondary College has received some very pleasing HSC results in 2021.

Whilst there was a slight decrease in the percentage of top band results from the previous year, from 15% to 13%, 2021 also represented the least number of band 1s in recent years, at 2%.

144 students were awarded the NSW Higher School Certificate out of 146 students. 125 students received an ATAR.

The top ATAR of 99.7 was achieved by Max Yip. Ava Princi achieved 98.95, Glora Kim achieved 98.85 and Jasmin Zho achieved 98.5

84 top band results (90% or greater) were achieved with 44 students achieving at least one top band result.

55 % achieved in the top two bands, 84% of students achieved in the top three bands.

Two students, Max Yip and Ava Princi. appeared on the prestigious All-round Achievers List. An 'All Rounder' is a Distinguished Achiever for courses totalling ten or more units of study. This is an outstanding result for the students and the school.

Three students were top achievers (achieved a placing in their course) in Indonesian Continuers. Xinhang Du - 3rd Place, Emma Bamde - 4th place, Melanie Shenouda - 5th place. Max Yip achieved 10th place in EALD.

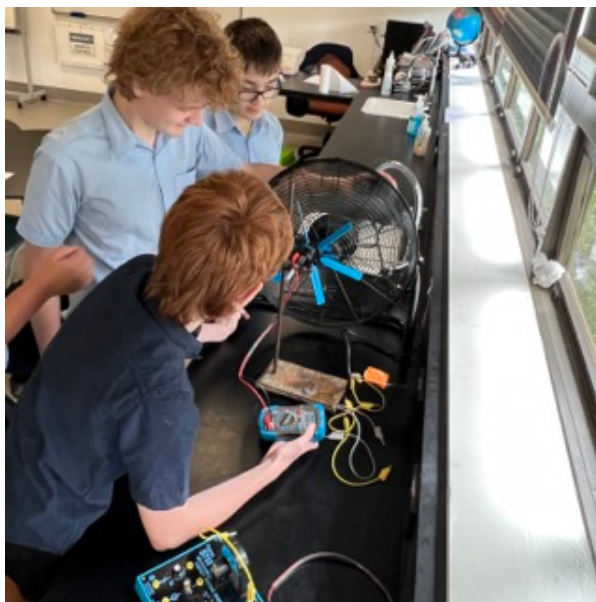
Great results were achieved across a wide range of subjects. Those significantly above the state average were Ancient History, Chemistry, Engineering Studies, EALD, English Extension 1, Entertainment industry, Hospitality, Indonesian Continuers, Information Processes and Technology, Investigating Science, Mathematics Advanced, Mathematics Extension 1, Music 1 and Visual Arts.

The broad range of pleasing results reflects continued learning from annual analysis of HSC data and implementation of strategies to foster achievement and growth. These include: annual evaluations of data including HSC results and component analysis, increasing the frequency of wide and deep reading, use of journal articles, use of writing strategies appropriate for our 78% EAL/D student body including ALARM; building critical thinking skills across the years through Cultures of Thinking, collaboration in HSC learning approaches including resource sharing within and across schools, and a focus on supporting students who struggle with HSC assessment with additional learning and support. In 2021

around 22% of our teachers were HSC markers, building expertise underpinning sustained HSC success. Their expert knowledge is valued and shared with colleagues.

Courses where the average was exceptionally above the state mean are: Music 1, 15 above the state mean; Indonesian Continuers, 13 above the state mean; English EAL/D, 10 above the state mean; Entertainment Industry, 9 above the state mean; and Hospitality and Mathematics Ext 1, 6 above the state mean.

ATAR trends and band analysis reveal results are fairly consistent from year to year, although there has been a small decline in band 6 results since the introduction of early entry to university programs. Students do admit that being granted early entry to university, which impacts around 30 students each year, may lead to reduced study efforts later in their courses. This represents a challenge for all schools, in terms of band 6 results achieved each year.



Budding scientists investigating wind turbines to find out the most efficient configuration of blades.



# Parent/caregiver, student, teacher satisfaction

## Support Unit Faculty Review

In 2021 a faculty review was undertaken by a team across multiple faculties, led by the principal.

The review evaluated multiple aspects including the curriculum, teaching practices, leadership and management practices and environmental needs of the faculty.

The review included feedback from parents and students in surveys, observations of teaching practice, analysis of programs and feedback from individual faculty members.

**Feedback** indicated that:

The staff are passionate, highly qualified and experienced and ably led by a Head Teacher, with an extensive background in multiple settings in managing students with special needs. Teachers know the students and how they learn, and as is evident in the IEP process, recognise triggers and develop appropriate responses. This impacts positively on the differentiation of programming for students, quality of teaching, student progress, wellbeing and participation in school life.

The faculty is highly collaborative and passionate about enabling students to achieve their potential, most evident in major events such as the annual Day of Ability and other festive occasions, but also evident in most students completing training for successful transition into a workplace setting after school.

Students are highly engaged with their learning, greatly valued within the College by all staff and students, and benefit from teaching from mainstream teachers. Students are involved in nearly all whole school activities and a prefect is regularly selected from the Support Unit.

Parents acknowledge the skills and support of the staff and is very positive as is feedback from students. This has been particularly evident during COVID remote learning where packages were dropped off weekly to each student's home, and personal contact with students was continued both in the visits and through Teams meetings online. This is so important for students in the Support Unit.

**Areas for development identified** include the likelihood of more capable students in the Autism class, perhaps in a shared whole school/support unit arrangement. Benefits were illustrated in 2021 when one such student wrote a play which was performed by the Support Unit students on their Day of Ability.

Accommodation and the physical environment has remained an ongoing challenge with more safe outdoor space needed to facilitate motor and sensory skill development. This is being planned for 2022.

Leadership and staff succession is an increasing challenge with the staff nearing retirement age.

Ongoing development of assessment approaches to fit the modified curriculum will continue in 2022 to better reflect capabilities and competencies.

**Recommendations** included an upgrade of the physical environment, continued focus on assessment and programming development, and pursuit of authentic community experiences at a time when these opportunities are dwindling.

Recent updates in the State Inclusion policy will need to be addressed as will the replacement of teachers close to retirement. Continued professional learning for staff and SLSOs is essential to adequately respond to changing demands and student needs particularly in autism support.

**A wide range of surveys are used across the College** to survey student, and teacher satisfaction. 770 Ryde Secondary College students participated in all elements of the Tell Them From Me Survey in 2021. Participation was high in most year groups except for Year 12.

Student engagement feedback indicated that the school mean is above the NSW School norm, in students with a positive sense of belonging (76% vs 66%), student participation in school sports and clubs (76% vs 58%) and students with positive relationships (85% vs 78%).

Students engaged with learning was well above the NSW norm, however students valuing school outcomes was slightly below the norm for low SES students. This element suggests that students do not believe schooling is as useful in their everyday life and will have a strong bearing on their future. This is an interesting issue to explore further, and given all the other positive indicators, is challenging to understand. It may be an issue also with their interpretation of the survey questions.

During lockdown motivation and intellectual engagement fell a little also in the junior years. It was higher than the normal for Years 9, 10 and 12.

Effort was a little below the norm largely in Years 7, 8 and 10. This suggests that longer periods of learning from home were not helpful in inspiring effort.

Engagement was recognised as being associated with quality instruction (6.5 vs 5.9 NSW norm), positive teacher-student relations (6.5 vs 5.7), positive learning climate (6.5 vs 5.6) and expectations for success (7.4 vs 7.0). Disengagement is often associated with students suffering from anxiety and depression, hence the importance of our investment in programs that improve students' emotional resilience and parent partnerships in learning.

Participation in extra curricular activities was above the average with the exception of Year 7 (COVID restrictions) and Year 12 (studying).

It was good to see Year 12 in particular, reporting a strong sense of belonging (73% vs 64% for state), whilst that for year 7 was lower (68% vs 76%) due to COVID locational restrictions on attendance at times during the year. Metropolitan Sydney experienced lockdown much more strongly than rural and regional schools, accounting for this difference with state norms.

Truancing data shows a school norm of 4% vs state 10%.

Homework behaviours for all year groups were at or above the norm, but were not for Year 7 and Year 8, suggesting that lack of face to face connection with teachers during lockdown was an issue.

The area of real interest was in terms of challenge in English, Maths and Science classes.

Grades in English, Maths and Science were well above the NSW norm in all areas.

41% of students nevertheless indicated they felt their skills were high and were in a high challenge environment, with the norm at 42%. 23% felt confident but did not find classes challenging, vs NSW norm of 11%. 28% of students were not confident of their skills and found English, Maths or Science challenging. This was well below the norm of 40%. The area of challenge is best managed through differentiated teaching programs and practices, and remains an ongoing area of professional learning for the new and temporary staff all schools take on each year. Lockdown perhaps also played a role during this time.

Students reported higher than average effective learning time, relevance of instruction, explicit teaching practices and feedback. Learning logs, reflections and surveys form an important part of our formative and summative assessment practices.

Other surveys provided ongoing feedback and led to the successful establishment and continuation of a helpdesk for students struggling with learning during remote learning. We also added additional wellbeing capacity to support students with lower level mental health issues during this period.

**The Staff Tell Them from Me survey** illustrated that the 39 staff members/approximately 105 staff believed that the school was above the norm in teaching strategies, use of technology, learning culture and use of data, on the norm for inclusivity and close to the norm on collaboration and leadership. When the distribution results for leadership (includes head teachers) is analysed nearly all data shows results in the higher categories with a few outliers. The area of parent involvement was however well under the norm. Some of this data reflects the nature of the questions. We experience nearly 100% attendance at parent evenings where assessment and subject choices are discussed and high levels of attendance at parent webinars. Most parents also follow Sentral and our facebook pages. There is lower participation in other activities, perhaps for cultural reasons.

**The annual year 7 Learning Commission** provided useful feedback on Year 7 experience of learning and wellbeing. SRC focus group leaders who led the evaluation, developed a presentation with strategies for implementation in 2022.

**Faculty evaluations** are conducted annually by each faculty and were undertaken in 2021. Detailed feedback on faculty programs, practices and needs are shared with executive and teachers arriving the following year.



Day of Ability 2021

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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Ryde Secondary College strives to achieve the best outcomes for its First Nations students. All students have PLPs and are provided with opportunities as they arise, to participate in a range of activities provided in the region.

A number of staff attend AECG meetings and continue to seek to employ someone to work closely with our students to build a stronger connection with their culture.

All faculties promote quality teaching which is engaging, culturally relevant and appropriate, and share and use resources available to promote understanding and engagement with First Nations cultures.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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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. Our school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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All teachers are responsible for understanding and addressing 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. Our school supports the diverse nature of our school community by having culture specific liaison officers who can provide culturally appropriate assistance to students and parents to provide equitable opportunities.

A wide range of programs are run at Ryde Secondary College to foster engagement, student wellbeing, a sense of belonging and achievement.

### Student Wellbeing Program

#### Our successful collaboration with the Safeguarding Kids Together Support Team

In addition to our current approach to managing student wellbeing, Ryde Secondary College was invited in 2021 to participate in an evaluation of student wellbeing with a specialist team from the Safeguarding Kids Together Program. This program is run across the state with many schools.

The Specialist Support Team worked with the school to evaluate systems, processes and practices across four domains and identify opportunities to build good practice across 12 focus areas. The Ryde evaluation was generally very positive. Looking for additional strategies to mitigate and manage risk and enhance safe learning and working environments, the principal and team agreed to focus on two identified focus areas:

**1. Anti-Bullying, Anti-Racism & Cyber-Safety.** The Wellbeing Team aimed to ensure systems and processes around Cyber-safety were robust and inclusive. The school already had a detailed Cyber-Safety Program which includes a theatre performance called 'The Hurting Game' produced and performed by Brainstorm Productions. This performance provides strategies for resilience, help-seeking, online safety and positive online relationships. As a result of the collaboration between the school's Wellbeing Team and the SGKT Team, RSC has completed a School Digital Devices and Online Services Procedure which explicitly teaches our students how to use digital devices and online services in a safe, responsible and respectful manner.

**2. The Annual Enrolment Census, Attendance and Supervision.** RSC sought to improve systems and processes in alignment with the Department of Education School Attendance and Enrolment policies. This required further advice on census processes and the links with attendance. This would be achieved by enhancing the management, support and promotion of attendance especially for complex case students. To achieve this the school had our existing Attendance Policy assessed by an external agency to judge how well it aligned with The Department of Education's School Attendance Policy. RSC then established a case management model to support and monitor complex cases not captured by the HSLO due to age. Through a series of Case Management workshops key members of the Wellbeing Team collaboratively evaluated the RSC Attendance Policy against the Case Management Model (Attendance). Furthermore, their recommended actions and strategies were embedded in our existing attendance policy to create a cohesive case management system and improve census processes. As a result, our new Attendance Policy ensures that all stakeholders are confidently aware of the role they play in the referral process for students who are at the challenging and unsafe end of the student continuum.

#### The Wellbeing Hub and our new Student Support Officer

In 2021, in response to the diverse welfare needs of our students, the Wellbeing Team introduced and established a safe wellbeing space - the Wellbeing Hub. This is a specialist room where our students can actively focus on reflecting on their personal headspace and individual wellbeing needs. Our Student Support Officer supervises students in this safe space. Our Student Support Officer, Aggie Palu, has many years of experience in empowering young people to overcome challenges and obstacles which may hinder their academic, social and emotional wellbeing. The Wellbeing Hub has a variety of resources that assist students in the following: recognising the triggers that cause them emotional distress; developing strategies to cope with 'big feelings' or the sensation of being overwhelmed; and exploring a range of positive mechanisms which enable students to become stronger in fostering our school values of Respect, Responsibility and Resilience. RSC is very pleased that our students will continue to use this Wellbeing Hub in 2022.

### RAISE Mentoring

In 2021 Ryde Secondary College partnered with the RAISE Mentoring Program. This program was an outcome of the Year 7 Learning Commission which showed that a number of students really wanted to be mentored in Year 8. This recommendation arose from a presentation developed by one of the SRC focus groups conducted during the Learning Commission. RAISE was then approached for this service. The program was successful in offering early intervention through evidence-based mentoring with trained and trusted independent adults. The RAISE mentoring program, co-ordinated by Diane Hill, helped our students to navigate challenges, develop levels of higher self-esteem, and access tools to help them shape a purposeful life.

#### The Wellbeing Team Online Systems of Support

During the 2021 Lockdown Period, Ryde Secondary College was able to provide online support to students and parents using a variety of tools. Many students took advantage of our referrals to external organisations such as Kids Helpline

and Headspace. These websites are designed for students to use themselves and offer a range of services such as 24 hour phone counselling sessions, supervised group therapy chat rooms, and recommendations and links for various Apps to help teenagers monitor and overcome feelings of anxiety and low mood. Most importantly, Year Advisers provided emotional support through our Whole Year Group Google Classroom. Using this dynamic learning platform our Year Advisers were able to closely monitor attendance, classroom engagement and provide meaningful wellbeing nudges such as daily jokes, brain teasers and regular surveys to establish positive rituals and initiate social engagement.

### **Duke of Edinburgh Award**

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. A Residential Project is also undertaken by Gold Level participants.

In 2021, Ryde Secondary College was the Award Unit for 49 active Bronze level participants; 12 active Silver level participants; and 1 active Gold level participants. Delivery of the award and participation in the skills, service and physical components were severely impacted by restrictions put in place due to COVID-19. While there were opportunities for participants to engage in virtual activities, there was a large number of participants who put their award on hold till restrictions eased.

In 2021 one student was awarded their Gold Award by the Governor of New South Wales, Her Excellency the Honourable Margaret Beazley AC QC NSW.

### **RSC's Environmental Program**

Ryde Secondary College continues to use the *Return and Earn* program to reduce litter in our pursuit of the five R's - Reduce, Refuse, Reuse, Repurpose and Recycle. In 2021, as part of its broad sustainability education program, Ryde Secondary College continued to tackle issues of waste and litter in a range of creative ways. A group of environmentally conscientious students, led by Mr McCartan, recycle the school's wastepaper and cardboard every Tuesday afternoon. Decommissioned textbooks in the Social Science faculty are given away to students.

### **The Australian Geography Competition**

The Australian Geography Competition is a contest for Australian secondary school students, assessing their geographical knowledge and skills. The Competition aims to encourage student interest in geography and to 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 and cloze 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.

While overall participation was hindered by COVID-19 restrictions, the Social Science Faculty are pleased with the 2021 student results. Of the 25 students participating in the competition, 24% achieved High Distinction and 20% achieved Distinction. A further 32% achieved a Credit.

Congratulations to Jake Hall who achieved in the top 1% in his year group across Australia.

Congratulations also to the following students who achieved scores in the top 10% in their year level across Australia:

#### **Year 7**

- Tobias Dennett
- Jamie Setyawan
- Mattheus Yeo

#### **Year 10**

- Sanvi Gupta

#### **Year 11**

- Ryan Cooper

### **ASX Sharemarket Game**



The ASX Sharemarket Game gives students a hypothetical \$50,000 to invest over 15 weeks in 200 nominated publicly listed companies. Orders are processed as they match with the market. The game is a great way to develop student knowledge of the sharemarket, experience what it is like to buy and sell shares, and test investment strategies. The game is run by the Australian Securities Exchange (ASX). The faculty incorporated the Sharemarket game into a Year 9 Commerce assessment task, to create an authentic experience task for the students. The on-line ASX game was conducted remotely during the period of COVID-19 remote learning. Despite negative economic growth due to the coronavirus pandemic, 42% of participants from RSC made a modest profit, while 58% experienced a loss over the period of the ASX game.

## **English**

### *Year 7 and Year 8 RSC Book Gift Project 2021*

Literacy is a cornerstone of our students' academic, social and emotional development as young learners. The staff of Ryde Secondary College are committed to student achievement and growth in student literacy. We strongly believe that reading allows you to escape into new worlds and experiences, and develop interest in new areas, particularly in challenging times.

As part of this commitment, the HPGE and literacy teams coordinated Paul Macdonald (MEd, BEd) from The Children's Bookshop in 2021 to present a lecture on reading for pleasure through an exploration of contemporary young adult literature in connection with the Book Week theme of 2021: Old Worlds, New Worlds, Other Worlds. Students asked poignant questions about contemporary literature which led to some rich discussion about narrative worlds and built a collective efficacy among students regarding the value of literacy.

Students in Year 7 and Year 8 were then provided with the opportunity to select a novel from a list of 20 challenging and exciting titles through a Google Form which was gifted to them by the school via the post during remote learning.

Students in Year 7 and Year 8 also responded to some questions about their reading habits and their perceptions about literacy. Interestingly, 28% of students selected the novel *One of Us is Lying*; a popular detective fiction novel, by Karen M. McManus. It was heart-warming to see that over 49% of students personally own more than 50 novels and 74% of students read sustained texts daily and weekly for pleasure. Further, 65% of students believe that literacy is important to encourage creative thinking, facilitate communication and the exchanging of ideas with others, and empowers individuals to think deeply and critically about themselves and the world around them.

This project has previously been undertaken at Ryde Secondary College and was greatly valued by students, families and staff.

### *Debating and Public Speaking*

The English faculty continued to provide students with extracurricular opportunities to develop their public speaking skills by participating in the Premier's Debating Challenge. In 2021, debates started face-to-face, then transitioned to Zoom. RSC's students experienced considerable success, with the Year 9/10 English Debating teams winning against Hunters Hill High School, and RSC (A) won against RSC (B). RSC was slated to oppose North Sydney Girls when the competition was interrupted due to increasing COVID restrictions and remote learning. Strong student engagement with debating and public speaking is driven by passionate, dedicated debating coaches, and evidenced in the growing number of teams fielded by RSC for the Premier's Debating Challenge. To develop student capacity and skills, the English faculty organised debating seminars, which have consistently garnered positive feedback from both student and teacher participants.

### *K-LAP - Kids Learning Assistance Program*

Ryde Secondary College partnered with Melrose Park Public School to participate in the K-LAP Reading Mentoring program. A group of Year 10 students from RSC assisted primary school students from Year 2 to Year 4 with improving their reading skills. The reading mentoring program has had a positive impact on the primary and high school students alike by encouraging reading, building literacy skills and gaining confidence. This program has resulted in a meaningful community experience which has impacted positively on all students involved.

## **CAPA - Creative and Performing Arts**

The CAPA subjects are Music, Visual Arts, Photography, Drama, Dance and VET Entertainment. In 2021 we were able to achieve both virtually and in person across all our extra curricular programs

### *Music*

In 2021, our numbers grew across Concert Band, Jazz Band, String Ensemble, Choir, Vocal Ensemble and RSC

Drummers. We also began Guitar Ensemble that expanded so quickly, an Advanced Guitar Ensemble began. We then continued our programs virtually with weekly challenges, repertoire and zoom meetings. Our students submitted outstanding music videos while online and continued to adapt to our ever changing environment. Our community participation numbers dramatically increased at our evening ensemble concerts that were held early in the year. We were able to host two evening performances in COVID safe environments and give our students the opportunity to perform. We were able to run extra curricular activities that adhered to the guidelines in Term 4 by running cohorted ensembles outside and using percussion instruments such as handbells.

### *Ryde Idol*

A significant number of students auditioned for our annual Ryde Idol program. As we did in 2020, we held the competition virtually. The performance was pre recorded and screened for all students at the same time across the school. Students then voted for their favourite act and the winner was announced. Over 900 student votes were recorded and it was our highest rate of participation.

### *Drama Club*

In 2021 we ran two Drama Clubs - Junior and Senior Drama Club. The aim of Drama Club is to provide a safe learning and social environment where students can come together and celebrate all things DRAMA! A great deal of fun, giggles and shenanigans is also mixed into this glorious Drama Club recipe.

Sher Kearney runs a dynamic program which teaches Year 7 and 8 students about the fundamentals of acting, improvisation and play-building. In 2021, our Junior Drama students experimented with theatrical sound effects instruments, theatre sports and segments of scripts to create some highly entertaining performances.

Kathryn Thomas, a highly experienced actor herself, was able to accelerate the skills of the Senior Drama Group in several ways. Our Senior Drama group learned how to be an effective creative ensemble through a series of rigorous creative and team building challenges. This group also tackled some sophisticated scenes which required complex character work and highly developed stage presence.

When all of Sydney locked down in Term 3 - the voices of our Drama Club students were unanimous in their wishes - THE SHOW MUST GO ON! Hence the premiere of RSC's very first Online Drama Club. Both Junior and Senior students came together to explore all things comedy. Inspired by the wonderful Charlie Chaplin, our Drama students even created their own slapstick comedy videos at home. Our own Jasmine Virk even created a hilarious spoof horror film starring a menacing troupe of red onions.

A big thank you to our fabulous tutors and to all students who participated in Drama Club during 2021. Can't wait to see you next year!

### **Da Vinci Decathlon**

The da Vinci Decathlon is an academic competition designed to challenge and stimulate the minds of students across Australia and the world. In 2021, a team of 8 students from Years 9 and 10 competed against 180 schools (hosted by Knox Grammar School) in a battle of the brains. The students were asked to complete a total of 10 exam papers (unaided by teachers) spanning subjects from Science to Cartography, Code Breaking to Art and Poetry, and challenged to solve some of the world's most ethical and environmental issues. Students were equipped only with some pipe cleaners, coloured cardboard and the knowledge and skills developed throughout their learning.

The students performed amazingly. The level of technological know-how and random general knowledge that was involved in being a part of this competition was unprecedented. In 2021, the team placed 11th in the English paper, placing them in the top band of the competition.

### **Tournament of Minds**

In 2021, twelve students participated in the Tournament of the Minds, an Australian educational program challenging the world to develop problem solving skills. Students from RSC focused on STEM and The Arts to flex their creative and critical thinking skills. One of the objectives of the Tournament is to provide an experience that is both educational and engaging for students. Due to the ongoing COVID-19 restrictions, students worked online to prepare for their solutions to long-term global challenges, demonstrating acute problem-solving skills and talents in exciting and unique ways. The Arts group won the regional finals.

### **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 and focused programs on health and well being.

School Camp proved to be a highlight of the 2021 school year. 24 students and all staff attended the 3 day adventure to Tea Gardens Camp just north of Newcastle. Some for our students were away from home for the first time or had never attended camp. The enthusiasm of the students was amazing. They took risks, attempted activities outside their comfort zone, built their confidence, forged new friendships and galvanised old ones.

### **Day of Ability**

A key date in the Support Unit and college calendar is the Day of Ability in the beginning of December each year. The date coincides with the the International Day of Disability but the college has endorsed the philosophical shift to celebrate our differing gifts rather than labeling these differences as disabilities. This years theme is based around our thematic program of 2021 of Spain and South America. Students incorporated the knowledge of language, design, ,music, traditional food and dance into a wonderful showcase of their class work, knowledge of the subject area and of their practical skill sets . The students performed a dance and a play depicting the invasion of the Conquistadors in South and Central America and the subsequent impact on the indigenous population. The students prepared Mexican food in collaboration with the TAS faculty and displayed their intricate art works. The Day Of Ability took place in the Support Unit quad allowing the whole college to be involved in some way in the vibrancy and excitement of the festivities.

### **Sporting activities and extra curricular programs.**

Ryde Secondary College continued to provide opportunities in PDHPE and Sport.

Online learning provided some challenges, however, online fitness tasks allowed students to participate at home and submit through Google Classroom. Students were able to engage in basic fitness activities designed for use at home without the need for equipment. An online dance challenge was implemented enabling students to submit dance routines for summative assessment. The success of this teaching and learning model will mean that PDHPE continued to use video instruction and online practical submission in 2021 during remote learning.

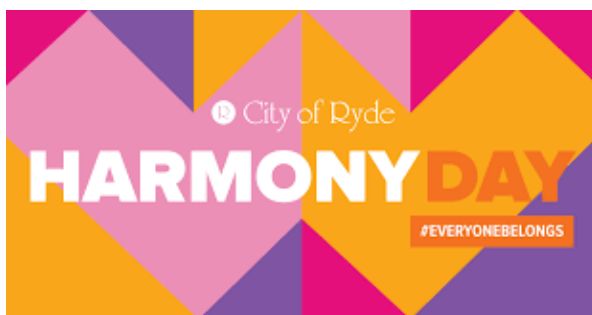
Our annual swimming carnival was able to proceed with Years 7 and 8. Many students were selected for the Northern Suburbs Zone Team to compete at the regional carnival.

Co-curricular sport was able to continue under different and difficult conditions, with cohorting limiting many activities. However, several sports and teams were able to train and compete. These sports included volleyball, basketball and futsal. Our futsal teams were very successful prior to the enforcement of restrictions. Our 14s Girls futsal team won the Regional competition and advanced to the state finals. Our volleyball teams continue to excel with several teams winning Gold at the NSW volleyball tournament during term 4. The addition of Yoga allowed for some students and staff to engage in Yoga for sport and as a co-curricular option. A new partnership was formed with a local Yoga instructor to facilitate yoga sessions throughout the year and into 2022. Our gymnastics program continued to flourish. 4 students were able to gain selection to compete at the CHS championships in Newcastle. Meredith Lee (Year 8) received a Gold medal at the Regional championships. Our support unit classes participated in a

The improvement of sport facilities continued throughout the year. We were able to see the completion of a new

synthetic futsal and volleyball court on the oval. A new table tennis area was formed with six outdoor table tennis tables, providing a pleasant environment for students during recess, lunch, PDHPE lessons and sport.

The PDHPE Team and all our coaches are very proud of our students' achievements. 2021 provided many challenges but certainly allowed the PDHPE and Sport program to view opportunities from another perspective. We look forward to another fantastic year of Sport.



Ryde Secondary College promotes all local Harmony Day activities



Girls 14s Futsal Team