

2022 Annual Report

Ryde Secondary College



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Introduction

The Annual Report for 2022 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.

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Message from the principal

In February 2022 student enrolments rose from 1278 to 1360, continuing the growth in recent years. Enrolments in the mainstream Year 7 classes in 2022 came from the local area, whilst selective and support unit enrolments included some non-local students.

There were 111 Band 6 results, a significant improvement on the results of 2021.

51 students achieved at least one top Band result. 146 students of 150 students, achieved their Higher School Certificate.

141 students received an ATAR. 80% of students responding to the Destination Survey indicated their next destination would be university. Six students were Distinguished Achievers for eight units, one for seven units, four for six units. Four students achieved a high placing in their course. Top ATAR was Rohan Patil at 99.1. Band 6 results were achieved across all KLAs, with school means significantly above the state average in Biology, Business Studies, English Studies, English EAL/D, English Extension 1, Modern History, History Extension, Music 2, Physics, Textiles and Design, Visual Arts, Indonesian Continuers, Japanese Beginners, VET Construction and VET Entertainment.

There were 191 early offers to at least 71 students, with Macquarie University, UTS and Western Sydney University being the main sources of offers in the initial round.

Despite COVID significantly impacting these students over the past three years, the students achieved excellent results through a combination of factors:

- the teachers learning from and responding to annual analysis of HSC data. Staff sharing HSC marking expertise (20% of staff are HSC markers, many experienced) was also critical in building expertise in teaching exam techniques and extended academic writing. Staff also focused on more frequent wide and deep reading, critical thinking skills across the years, sharing resources through google classrooms, and supporting students who struggle with HSC assessment with additional learning and support.
- HSC study skills programs, additional seminars and advice during the year at roll calls.
- Family support for HSC students in maintaining a consistent focus on learning

The 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 the wellbeing aggregate of 68%, although slightly down on 2021.

This probably reflected the decline in attendance, due to COVID illness, at peak COVID periods in 2021.

The VALID average score was 94.48, similar to the results in 2021, reflecting quality teaching practices in Science.

Interestingly the NAPLAN data showed the school meeting the target in literacy with 49% of students in the top two bands. This is a wonderful outcome and an improvement of almost 5% on 2021. This target is very difficult to achieve

across whole year groups and the school thanks families who support their children in daily reading for leisure and general knowledge in supporting the school based approaches.

Numeracy results declined by 1% to 50% in the top two bands, however the results improved against declining results for state and similar school groups.

Some analysis suggests students are entering high school now with lower levels of numeracy, and struggle to add, subtract, multiply or divide without calculators. The school addressed these issues in 2022 and will continue the ongoing focus on high expectations for reading and writing and numeracy from Stage 4, in preparation for HSC skills needed in literacy and numeracy. Parental support through informal authentic activities at home can really support our focus.

Across the year wonderful extra and curricular activities brought joy to the lives of students and staff.

RSC Creative featured two concerts for the community in three years, and who will ever forget the WILD COLA concert with Dance and ensembles or the wonderful Art exhibitions.

The annual Fashion Show returned with spectacular fashions, Dance events and bold musical performances.

106 extra curricular activities were successfully run in 2022, including 7 teams in the Write a Book in a Day competition, an E Sports victory, Tournament of the Minds competition success, engaging Politics club discussions, Debating, Duke of Ed trips, new sporting events and activities. Seven teams went to Queensland in the highly successful annual Volleyball National Schools Competition, winning one Gold and one Bronze award. Ryde Idol evolved during COVID to become a fantastic digital space for all the students to appreciate and develop all forms of music including the increasingly popular rock bands, Dance ensemble, creative teacher developed dance/cabaret activities and digital visual media to support musical items.

The College is proud of the beautiful art work developed with Aboriginal artist Rheanna Lotter, in a series of workshops with the First Nations students. This art work will be used to create a sense of belonging starting at the school entrances, and has been developed with advice from the local AECG.

During 2022, staff participated eagerly in many Northern Sydney Entente Cordiale activities with seven other schools. Early Career Teacher, Aspiring Leader and joint staff development day professional learning activities were highly successful. Most engaging were the projects developed by teachers and leaders for the Project Leadership component, many of which are being shared and implemented across the 9 schools now in the NS- EC. The Bangalay Literary Festival will encourage and promote a wide range of reading activities including a book club, across the schools. The NS-EC looks forward to seeing all the initiatives being implemented.

The year finished with a wonderful three day End of Year Project which also culminated in a highly engaging digital performance incorporating all the creative and sporting events. The Year 7 annual Learning Commission saw year 7 students being mentored by SRC students, conducting focus groups to determine how the year 7 experience in high school can be improved.

Message from the school community

The objectives of the P&C are to (i) promote the interests of the school by bringing parents, citizens, students and staff into close co-operation, and (ii) assist in providing facilities and equipment for the school and in promoting the recreation and welfare of the students.

In 2022, the P&C generated over \$130,000 in new funds towards these objectives, primarily through donations from students' families and carers, and through the profits generated by the school canteen. The P&C were delighted to be able to allocate funding to a number of significant enhancements to the school, including:

Contributing to a significant refurbishment of the library

Creation of an outdoor gym

Assisting the school volleyball teams to participate in their successful pursuit of glory at an interstate tournament

New projectors for the multipurpose centre (MPC) and a mini-PA system

Upgrades to the Support Unit, such as illustrated blinds and new storage

A series of study skills workshops for students.

Equally importantly, the P&C were able to provide sufficient funding to assist the families of 85 students who were

struggling financially. P&C Scholarships prevented their children from missing out on important learning opportunities such as school excursions, and enabled them to purchase uniform, stationery and other essentials for their studies.

The biggest challenge has been securing volunteers to assist in running the P&C and canteen, despite the growing number of students at the school. The move to online meetings has made attendance more convenient for many, and there are lots of opportunities to get involved, including sitting on interview panels when new teachers are being recruited; helping post useful information on social media; and lending a hand at the uniform shop or preparing food at the canteen.

The P&C were very grateful to everyone who made financial contributions and also to all the volunteers. In particular, I wish to acknowledge the other members of the Executive (Vice President Marian Guigis, Secretary Rowena Henery and Treasurer Fiona South); the CAPA Liaison (Greg Lowe); the Canteen Convenor (Manar Soliman) and Canteen Committee (Trevor Lee; Angela Maier, and Steven Plummer). The P&C are also always immensely grateful to the school staff too for the huge efforts they make for the students, against a backdrop of underfunding and limited resources.

With costs of living rising and with growing student numbers stretching the school's already limited resources, the role of the P&C is becoming increasingly important. It is very much hoped that all parents and caregivers will find some way to be involved in 2023, be that making the voluntary contributions, becoming voting members (only \$2 for the year!), finding a little time to help out, and/or attending our monthly meetings. Those meetings (7pm on the third Wednesday of each month) provide a great chance to hear from the school leadership, ask questions, and contribute to decisions that impact on all the students.

Paul Dennett

President, RSC P&C Association

Message from the students

2022 was a year filled with challenges for all students. Extensive lockdowns of 2021 and the flare up of Omicron resulted in 2022 starting with year groups being segregated. As College Captain, I took up a team of new Prefects to lead a student body through a tricky period as we came out of online learning and back into classrooms where we were able to once again engage and interact face-to-face.

A healthy school life balance is essential for all students. In my view the College Captains and Prefect team are the bridge that not only give a voice to the student body but also become the intermediary to work collaboratively with the Principal and staff to help uplift the school's spirit and values. This in turn creates a sense of belonging and happiness to be at the school allowing students the opportunity to achieve their fullest potential in their academic, sporting and extracurricular pursuits.

Keeping in mind the clear vision to instill a sense of belonging and togetherness across the College, the Captain and Prefect teams undertook numerous events and activities that were able to meet our goals and reinforce the College's key values of Respect, Resilience and Responsibility. The 'Connect Ryde' Prefect Activity Week (PAW) was indeed a highlight of the year. The team ran week-long events and activities that reached out to the various interests of students in the College with activities including treasure hunts, ecologically sustainable plant growing, trivia, live concerts in the playground and of course the much loved friendly rivalry of Students vs Teachers sporting events capped off with a barbeque.

The Captain & Prefect teams were also able to contribute to students' wellbeing and support matters. The team utilised surveys to tap into the needs of the whole school body. It was evident that junior students were seeking senior student presence and engagement and there was a clear need for more peer-based mentoring and leadership activities. Therefore, I set up our Prefect Help Desk which received tremendous support from Year 12 students, teachers and Executives. This initiative targeted the needs of fellow students and proved to be a success. Our 'March Madness' and 'Gratitude Wall' similarly helped to promote a strong sense of community across the College and united the student body through acts of kindness and gratitude.

The months leading up to the HSC were stressful for most of the Year 12s, but personally I found that the year's events had helped us manage a school-life balance, allowing students to band together and work collaboratively to overcome the final hurdle of the High School career. It was with the unwavering and unconditional support from the teachers to adapt to the new ways of learning, coupled with the guidance and advice from the Principal and Executive Team, that the Year Group achieved an outstanding result academically for the College. A special thanks to Mrs Kollias, for without her guidance and amazing work the year couldn't have gone as well as it did.

Dheeraj Thadani - College Captain 2021-2022



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), is a growing school, with 1360 students enrolled in 2022, including 67% students (EAL/D). A co-educational high school with an academically selective cohort, an additional gifted and talented class, mainstream classes in each cohort, Ryde Secondary College has a Support Unit with three classes, 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 in recent years. NAPLAN literacy has improved significantly since 2019 when 36.99% were in the top two bands. In 2022 49.42% were in the top two bands for literacy, above the agreed upper bound target of 48.8%. This is a wonderful achievement and reflects consistent effort in literacy across the school over the last few years, teacher professional learning and embedding of literacy in programs and practice.

With numeracy at 50.41, below the agreed lower baseline of 59.61%, an ongoing focus is now needed on improving numeracy, from Year 7. 2022 data suggests a stronger focus is needed on boys numeracy. This includes reducing dependence on calculators and tutoring from Year 7. The College needs to work more closely with primary schools on numeracy as students arrive often struggling to solve problems without calculators and don't know their times tables. Value adding 7-9 in numeracy has declined, and shortages of experienced staff in mathematics increase this challenge. Despite this trend, the results are above the state and similar school group averages, reflecting national trends.

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, and now, numeracy in practice.

Evidence indicates that HSC performance in the top two bands is stable although declining to a small degree, with 49.11% in the top two bands, although more placed in the top three bands in 2022, with a result of 78.61%. This also reflects the increasing mainstream enrolments at Ryde Secondary College.

HSC performance remains an ongoing focus. Key areas which will continue to be addressed 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. Resources sharing via google classroom and other programs and seminars for HSC students after courses are completed will continue. The school encourages staff to regularly upskill in curriculum and quality teaching programs, and to share their expertise in HSC marking to build the curriculum and pedagogical expertise of the teachers new to HSC classes. Around 20 of current staff are HSC marking each year, with many others having previously marked HSC.

The school 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.

The College fosters 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, enabling students to participate in improving their learning outcomes. Systematically developed personalised learning and adjustments, enhanced by student referrals

through a Help Desk as well as staff referral processes, especially for HSC support, have been helpful. Further support continues with personal goal and career development through additional careers support and advice.

Attendance levels have declined during COVID in all schools including Ryde Secondary College. The school is pleased that student and staff illness levels have been lower than expected, but attendance data also reflects students following advice to stay home when unwell. It also reflects extended or frequent mental health issues for some students, and our wellbeing team works closely with staff to address and support student issues and needs.

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 the 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.



Duke of Ed 2022

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	2022 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	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	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

Per capita: \$24,760.00

Professional learning: \$17,000.00

Beginning teacher support: \$104,021.00

Socio-economic background: \$54,025.00

Integration funding support: \$180,000.00

English language proficiency: \$236,507.00

Low level adjustment for disability: \$22,984.00

Summary of progress

Best practice teaching for effective student learning, quality literacy and numeracy instruction, supporting effective learning were addressed in these ways:

- A focus on whole school implementation of the BBCs to build student focus on learning intentions and success criteria through explicit teaching was successfully implemented.
- All professional learning programs incorporated a focus on building the capacity of staff to explicitly teach and incorporate differentiation especially for HPG students, in programs and classroom practice.
- A wide range of formative assessment strategies provided feedback to students and staff to support more effective student learning.
- An ongoing range of HSC success strategies focused on building the capacity of all teachers to maximise the performance of HSC students.
- All the above approaches will continue in 2023, with further refinement of writing and numeracy strategies. Induction processes will be adjusted to ensure new staff develop this capacity through PL.

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">• Stage 4 and 5 students are able to articulate and celebrate their learning journeys, improvement and learning goals via e-portfolio assessment• Most teachers implement BBC and success criteria in lesson plans• All staff continue to implement high impact differentiation strategies• 38% of students indicate that they agree or strongly agree that teachers understand Aboriginal culture and learning styles according TTFM data	<p>Exceeded the upper bound, negotiated trajectory in reading of 48.8% to 49.42%.</p> <p>Did not achieve the lower bound trajectory of 59.61% in numeracy, achieving 50.41%</p> <p>A number of staff are participating in the Learner Ecosystem Parent Partnership program and are focused on further developing the digital portfolio project. It has been implemented but is not yet consistently applied by all 7-10 teachers. The project will be updated and further implemented in 2023.</p> <p>Most teachers are implementing the BBCs and Success criteria according to a recent survey.</p>

<ul style="list-style-type: none"> • Stage 4 and 5 students are able to articulate and celebrate their learning journeys, improvement and learning goals via e-portfolio assessment • Most teachers implement BBC and success criteria in lesson plans • All staff continue to implement high impact differentiation strategies • 38% of students indicate that they agree or strongly agree that teachers understand Aboriginal culture and learning styles according TTFM data 	<p>A constant in professional learning is differentiation practices, in the classroom and in programs, particularly as the school commences the development of new programs in 2023 in response to curriculum changes 7-12 from 2024-6. All faculties will use this as a key focus, especially as the school is a pilot HPGE school, implementing all the key strategies including differentiation in all the domains.</p> <p>A highly successful project involving an Artist in residence working with Aboriginal students, together with ongoing professional learning in the 8 ways of learning, and staff presentations on KLA strategies to promote Aboriginal culture, have improved teacher and student awareness of Aboriginal culture. Three classes have been learning Dharug, with the support of the Librarian who is undertaking a Masters Degree in Aboriginal language.</p>
<p>NAPLAN Top 2 Bands - Reading</p> <p>Improvement in the percentage of students in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 43.8%.</p>	<ul style="list-style-type: none"> • 49.2% of students achieved in the top two bands in NAPLAN reading indicating achievement above the upper band target of 48.4%. This reflects a system wide focus on reading, the elements of reading and extensive professional learning for all teachers on embedding reading in practice in all key learning areas. This approach will continue in 2023. • In 2023 the school based focus on writing will continue, which has been the area in which most improvement has been needed and is currently being demonstrated. Attention will be focused on implementation in practical subjects.
<p>NAPLAN Top 2 Bands - Numeracy</p> <p>Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Numeracy of 60.5%</p>	<ul style="list-style-type: none"> • 50% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target of 60.5. Teachers across high schools report that students increasingly rely on calculators and are unable to do mental arithmetic on arrival in high schools. This is evident in the results for Ryde Secondary College for the last two years. • A whole school numeracy program is being implemented by a cross faculty team. All faculties are reporting on the strategies they are implementing to boost numeracy across the school as step 1 in improving school numeracy. • An ongoing focus on numeracy initiatives will continue in 2023.
<p>HSC Top 2 Bands</p> <p>The percentage of HSC course results in top two bands to be moving towards the school's lower bound system-negotiated target of 52.5%.</p>	<ul style="list-style-type: none"> • 49.56% of students attained results in the top two bands demonstrating progress toward the lower bound target. • The college has been experiencing huge increasing local growth (vs selective stream) over the last few years and the proportion of students in the top two bands is likely to be impacted. • A joint staff development day was held in 2022 with 5 local high schools participating. The focus was on every KLA sharing best HSC practice with their peers. 94% of the 180 staff surveyed indicated the event was highly successful or successful and around 90% wanted to repeat a similar event in 2023. HSC best practice strategies operating in the highest achieving high schools were also shared with staff in PL sessions in 2023. Around 22 staff members were HSC markers or senior markers and were encouraged to share their expertise with colleagues. Additional HSC seminars were provided to all students. Many staff members are also members of KLA based HSC staffrooms. All strategies proven effective are employed at RSC to boost HSC performance.
<p>HSC Top 3 Bands</p> <p>The percentage of HSC course results in top three bands to be moving towards the school's lower bound system-negotiated target of 83.4%.</p>	<ul style="list-style-type: none"> • 75.29% of students attained results in the top three bands demonstrating progress toward lower bound target of 83.4%. A joint staff development day was held in 2022 with 5 local high schools participating. The focus was on every KLA sharing best HSC practice with their peers. 94% of the 180 staff surveyed indicated the event was highly successful or successful and around 90% wanted to repeat a similar event in 2023. HSC best practice strategies operating in the highest achieving high schools were also shared with staff in PL sessions in 2023. Around 22 staff members were HSC markers or senior markers and were encouraged to share their expertise with colleagues. Additional HSC seminars were provided to all students. Many staff members are also members of KLA based HSC staffrooms. All strategies proven effective are employed at RSC to boost HSC performance.

<p>Expected Growth - Reading</p> <p>The percentage of students achieving expected in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 66.6%</p>	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>Expected Growth - Reading</p> <p>The percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 66.9%</p>	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.



80% of the HSC cohort in 2022 intended to attend university as their next destination.

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
- Support Unit Work Experience
- Targeted wellbeing and engagement support project.

Resources allocated to this strategic direction

Professional learning: \$13,500.00

Per capita: \$17,478.00

Student support officer (SSO): \$96,058.00

Low level adjustment for disability: \$75,438.00

Aboriginal background: \$7,338.00

Summary of progress

Enhancing students/staff wellbeing project, Centers of Engagement and Excellence, targeted wellbeing and support unit work experiences were addressed in these ways:

- A diverse wellbeing scope and sequence for students which involved dramatic plays about bullying, cyber safety seminars, PYLO initiatives including "What if" program, RAISE mentoring, Aboriginal mentorship with local artist, and programs like BounceBack to support disengaged students.
- Fashion Show, Sport and Volleyball, Creative Festivals, Ryde Idol and School Spectacular. In all areas students at RSC in the domains of HPGE achieved beyond the regional and state levels, reflective of the quality of such programs.
- School funding and human resources continued to be used to support Transition 6-7, Special Transition, recent arrivals and refugee counselling, Learning and Support for students with disabilities and those struggling with assessments and learning, targeted wellbeing programs like RAISE, and Aboriginal educational programs.
- Work experience for students in the Support Unit continued to have great impact upon the learning and transition of students with mild to moderate disabilities.

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
Attendance Percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 83.1%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more decreased by 18%. This reflects the advice to students to stay away when sick during this period of peak COVID, and the school will investigate further in 2023. The school has a significant number of students with ongoing mental health issues and school refusal, so this could be a factor as well.
<ul style="list-style-type: none">• Participation in extra curricular activities increases in Years 8 and 9 on 2021 numbers.• Increased numbers of students engaged in peer mentoring	<ul style="list-style-type: none">• Over 100 extra-curricular activities on offer, with more than 60% of students indicating that they were involved in an extra-curricular program• Huge success of Fashion Show and RSC Creative Festivals (limited to 400 attending), Ryde Idol, Volleyball Trip (7 teams, gold and bronze win), Trading Day, Market day and primary workshops.• Year 6 to 7 Special Transition and Orientation was a resounding success,

<ul style="list-style-type: none"> • Participation in extra curricular activities increases in Years 8 and 9 on 2021 numbers. • Increased numbers of students engaged in peer mentoring 	<p>with qualitative evidence in the form of emails, and qualitative evidence through Google Form indicating that parents and students feel much more confident and less anxious about the transition to high school.</p> <ul style="list-style-type: none"> • Over 25 students engaged with the suite of workshops in the RAISE mentoring program for disengaged students
<p>Wellbeing</p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) is moving towards the school's lower bound system-negotiated target of 70.1%.</p>	<ul style="list-style-type: none"> • Tell Them From Me data indicated 68.15% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). • Achieved the aggregated index from TTFM with 68.15% in wellbeing, but did not achieve the upper bound trajectory 69.29%



Sport is a powerful tool in building engagement and belonging

Strategic Direction 3: SD 3 Powerful partnerships for learning

Purpose

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

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
- Parent engagement for learning

Resources allocated to this strategic direction

Professional learning: \$10,500.00

Summary of progress

School leadership and peer mentoring through Community of Schools

A strong Community of Schools, the NS EC, now in its 10th year, has led to consistent high quality mentoring of early career teachers, and peer and leader mentoring of aspiring leaders, innovative leaders, principals and DPs.

Head teachers developed their leadership skills in 2022 through collaboratively planning a successful joint SDD on HSC Success Strategies.

Project Leadership saw five fantastic innovative projects being shared with leaders from the NS EC schools, some, like the Bangalay Literary Festival, establishing a long term collaboration in reading and writing across the schools.

Student Voice initiative

A wide range of initiatives from the Year 7 Learning Commission and subsequent projects, through to the Digital Portfolios and Three Way Learning Conversations, and regular learning and exit logs create wonderful opportunities for students to provide feedback.

SRP and Prefect activities provide year round voice to students and the projects developed are focused on school improvement.

RSC has agreed for its prefects to participate in a selective schools conference for school student leaders in 2023.

Parent engagement for learning

Parents are engaged through regular surveys, parent teacher evenings, active P and C meetings, webinars, and updated communications approaches including Facebook and three way learning conversations.

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">• Range of Programs run to foster teacher collaboration and professional growth.• Run HSC student workshops for HSC improvement across three schools and subjects.• Maintain or increase participation in	<p>44 teachers attended the Early Career Teacher program. 7 teachers attended the Aspiring Leaders program from at least 4 schools. 5 are involved in the Project Leadership project 2022.</p> <p>24 teachers attended the Early Career Teacher Professional Learning Program in Term 1 from most of the NS EC schools.</p>

<p>all mentoring and leadership programs especially NS EC Project Leadership for teachers.</p>	<p>Feedback from these programs has been highly positive. The programs also have the benefit of acting as incubators of aspiring middle and senior leaders, as the presenters come from existing executive staff in the NS-EC. The success of these programs will ensure they continue in 2023.</p> <p>The HSC student workshops did not materialise. Plans will be developed for 2023. Excellent relationships were developed between faculties across schools in the HSC Success planning day, and these will foster student workshops in 2023.</p>
<ul style="list-style-type: none"> • Three Way Learning Conversations model is improved to form basis for all parent teacher evenings 7-10. • Digital portfolios operating in most classes 7-10. • Learning logs regularly used by most teachers. 	<p>A differentiated Three way Learning Conversations model was implemented in Years 7 - 10. It is being further improved as a result of the Learner Ecosystem Project.</p> <p>Learning logs are regularly used by most teachers and inform classroom practice.</p> <p>There is an opportunity for years 11 and 12 to do this with more carefully crafted goals discussed later with a senior exec panel.</p>



Drama Club is a popular extra-curricular program, which builds talent at RSC.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$180,000.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality literacy and numeracy instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around refugees, counselling, autism support. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of behaviour/learning support, medical advice. • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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>\$54,025.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality literacy and numeracy instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • professional development of staff through a range of KLA and whole school internal and external programs to support student learning • employment of additional staff to support Futures Learning Support, and Centres of Excellence program implementation. • resourcing to increase equitability of resources and services, to enhance student engagement, participation and mastery of learning • employment of external providers eg coaches, tutors to support students with additional learning needs and talent development. <p>The allocation of this funding has resulted in the following impact: The Centres for Excellence are flourishing with large numbers of students engaged in RSC Creative activities, Sporting Centre for Excellence activities, and the annual Fashion Show. The Futures Learning Support Coordinator has provided extensive support to students at risk who are struggling with assessments, enhancing mastery,</p>

<p>Socio-economic background</p> <p>\$54,025.00</p>	<p>leading to improved student confidence and attendance, especially for seniors.</p> <p>After evaluation, the next steps to support our students will be: Futures Learning Support if needed in Year 11. The Study Centre is also promoted to all students. After school support is provided two days a week. The Helpdesk self driven request site remains available on Sentral.</p>
<p>Aboriginal background</p> <p>\$7,338.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted wellbeing and engagement support project. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: all students have a PLP. All students have engaged in a program of continuous learning and cultural development with artist, Rheanna Lotter. A mural has been developed which will be placed at the entrances of the school to increase a sense of belonging and welcome to the local community.</p> <p>After evaluation, the next steps to support our students will be: to undertake a survey to gather feedback on the impact of this program.</p>
<p>English language proficiency</p> <p>\$236,507.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality literacy and numeracy instruction • Supporting effective learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: construction of EAL/D PLPs for students with bi annual check ins. EAL/D classes learning improved, leading to consistently excellent HSC results. Improvement in reading in 2023- RSC met upper target.</p> <p>After evaluation, the next steps to support our students will be: continued focus on writing and support with senior assessment tasks.</p>
<p>Low level adjustment for disability</p> <p>\$98,422.00</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>Funds have been targeted to provide additional support to students</p>

<p>Low level adjustment for disability</p> <p>\$98,422.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Centres of Engagement and Excellence Project • Supporting effective learning • Targeted wellbeing and engagement support project. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: carefully programmed support and PLP strategies implemented in classrooms and monitored by LAST and DPs. consultation with external agencies to develop risk management plans and individual learning plans as well as access requests. behaviour support plans as part of post suspension procedures.</p> <p>After evaluation, the next steps to support our students will be: to further develop data walls and PLPs. Continued support for learning in Senior School. Upskilling teachers through PL for consistency across KLAS.</p>
<p>Professional learning</p> <p>\$41,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ryde Secondary College.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Best practice teaching for effective student learning • Quality literacy and numeracy instruction • Enhancing Student/Staff Wellbeing Project • Centres of Engagement and Excellence Project • Student Voice initiative • Supporting effective learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • ECT Mentoring Program • Accidental Counsellor Training • ETA/SPC/HPGE/HSC PL/NSWSDPA/VADEA Conference • SAFE Minds Training/Supporting Students with Anxiety PL/RAGE Training • White Card Training/VET Construction Training • Special Transition • NS-EC Project Leadership/Aspiring Leaders <p>The allocation of this funding has resulted in the following impact: these best practice models have been reinforced with ECT programs, Special Transition days, HPGE, extensive learning and support and differentiation focus. Teachers have an increasing capacity to implement teaching and learning strategies that provide the best opportunity for students to succeed. Staff are provided opportunity to complete mandatory training to ensure current requirements are met.</p> <p>After evaluation, the next steps to support our students will be: the continued focus will be on explicit teaching strategies to ensure all students benefit from expert teaching processes. Learning intentions and success criteria provide learning intentions and criteria that are apparent to</p>

Professional learning \$41,000.00	students. Further emphasis, based on data feedback, will be strategies to enhance classroom management, parent engagement and continuing development of literacy across the school.
COVID ILSP \$64,000.00	<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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy, stage 4/5 <p>Literacy Focus Areas: Audience, Structure, Ideas, Vocabulary, Cohesion, Paragraphing, Sentence Structure and Grammar, Punctuation, and Spelling. Pre program, the areas of greatest strength were Ideas, Cohesion, and Punctuation.</p> <p>Numeracy Focus: Nine Syllabus-based Maths categories were used in these tests: Integers, Fractions-Decimals-Percentage, Financials, Rates-Ratios, Algebra, Area-Measurement, Angles-Geometry, Data Collection, and Variables-Data Analysis-Probability.</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who may have been affected by the pause in face to face learning through the Remote Learning period of COVID. • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: targeted support for students who were identified by LAST for support. challenge was attracting sufficient staff to the role.</p> <p>After evaluation, the next steps to support our students will be: to continue small group tuition and program support and provide additional staff for this work.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ryde Secondary College</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Student/Staff Wellbeing Project <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Counselling in groups or individuals <p>Assistance with wellbeing issues or needs. Assistance with any major playground issues.</p> <p>The allocation of this funding has resulted in the following impact: huge impact on wellbeing of students with major issues, by creating a safe space for students to go when in crisis. intervention in complex cases through excellent rapport with students and their families in the local area.</p> <p>After evaluation, the next steps to support our students will be: continued professional learning for the SSO and use in implementing RIOT program.</p>



Support Unit students doing practical Food Technology

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	630	689	673	712
Girls	513	548	587	638

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.2	94.6	95.2	90.5
8	92.9	92.7	93.1	89.5
9	92.6	92.3	91.2	88.5
10	91.2	91.3	89.7	85.9
11	90.2	92.1	90.2	86.0
12	91.5	91.4	89.5	89.7
All Years	92.2	92.6	91.8	88.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	1
Employment	2	2	9
TAFE entry	2	1	3
University Entry	0	0	81
Other	0	0	1
Unknown	1	1	5

University entry was the main choice for post-school education with approximately 80% of Year 12 students commencing a degree in 2023. The popular universities were;

Macquarie University (33 students),

University of Sydney - USYD (30 students),

University of NSW (19 students),

University of Technology (18 students),

Western Sydney University (11 students) and

Australian Catholic University (4 students).

At least twenty five students or 16% of students received an ATAR above 90 with the highest ATAR being 99.1. The student commenced the B. Engineering/B. Commerce course at USYD.

Year 12 Students also moved into Vocational Education and Training (VET) at either TAFE, private training providers or apprenticeships/traineeships. Popular apprenticeships were plumbing, automotive, carpentry and electrical. Approximately twenty Years 10 and 11 students left Ryde Secondary College prior to completing their Higher School Certificate. The students gained either full-time employment, commenced TAFE or an apprenticeship. This data was collected from the Universities Admissions Centre and by conducting a destination survey with students.

Year 12 students undertaking vocational or trade training

13.58% of Year 12 students at Ryde Secondary College undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.1% of all Year 12 students at Ryde Secondary College expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Six Year 12 students attended TAFE to complete a TAFE Vocational Education Training Course as part of their HSC.



Students competing in Youthrock

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	68.3
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	18.97
Other Positions	1.2

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 reinforced this year to support student

achievement and success through quality teaching and research-based practice. All staff engaged with research-based learning opportunities regarding effective formative assessment and differentiation cycles for learning, including innovative technology for formative assessment, explicit literacy practice to support achievement in the HSC, and cultivating a culture of high expectations in the classroom. The Welfare Team created opportunities for staff to engage in Safe Minds training to support the healthy development of wellbeing and learning routines and encourage desirable thinking dispositions.

The professional learning team leveraged the continued focus on evidence-based pedagogy, providing 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, and building strong rapport and partnerships for learning.

Ryde Secondary College's Twilight sessions for 2022 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, with staff sharing school-based resources and programs which planned for and monitored literacy in action across Key Learning Areas. Each workshop drew upon the latest educational data and research, modeled exemplary teaching practice, and provided staff with structured resources to support the implementation of whole-school literacy initiatives in every classroom.

Alongside the whole-school professional learning plan, faculty teams across the school engaged in specific professional learning in the following areas: numeracy, literacy, HPGE, quality assessment, leadership frameworks, and more. The Head Teacher of Teaching and Learning strengthened the connection between whole-school teams, faculty and whole-school professional learning to capitalise on the internal expertise of teachers to build collective efficacy in the key focus areas of the school plan.

In collaboration with other 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 Project Leaders and executive leaders from across the NS-EC network. In 2022, 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. A major success in the NS-EC network in 2022, was a joint staff development day focused on HSC Success, where each KLA drew on internal and external experts across the network to share best practice and develop shared resources.

Drawn from feedback data through annual faculty evaluations and reviews, the professional learning team maintained a strong focus on highly explicit programming in all Key Learning Areas, redeveloping the school programming template, assessment schedules and templates, and the shared resource folders to focus on the Quality Teaching Framework, DoE priorities, and the five methods of differentiation (process, environment, product, choice, content). Further, a continuation of RSC's focus on the formative assessment and differentiation cycle is unlikely to change, reflective of the school's core business. More opportunities in the 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.

Strategic professional learning through executive team meetings will aim to support middle leaders and new leaders within the school, and extend the leadership skills of more experienced Head Teachers. 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.



Professional learning is provided for all staff.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,206,676
Revenue	16,426,222
Appropriation	14,931,784
Sale of Goods and Services	118,953
Grants and contributions	1,348,094
Investment income	12,220
Other revenue	15,172
Expenses	-17,001,490
Employee related	-14,469,026
Operating expenses	-2,532,464
Surplus / deficit for the year	-575,268
Closing Balance	631,408

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.



Our creative students produce amazing works for RSC Creative, one of our key RAM supported projects.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	241,889
Equity Total	523,973
Equity - Aboriginal	7,338
Equity - Socio-economic	54,025
Equity - Language	241,415
Equity - Disability	221,195
Base Total	13,074,671
Base - Per Capita	325,214
Base - Location	0
Base - Other	12,749,457
Other Total	685,086
Grand Total	14,525,618

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 to access the school data.

Literacy

Overall observations

RSC has maintained a positive trend of improvement in student literacy achievement in NAPLAN compared with the previous three years in the domains of reading, writing and the previous two years in Grammar and Punctuation. A whole school focus for 2023 will be Spelling to address a downward trend that aligns with student state and SSSG achievement data across the same four year period.

NAPLAN Reading:

- 49.41% of students in Year 9 achieved in the top two bands compared with 35.7% SSSG
- Mainstream student average achievement was notably above SSSG

NAPLAN Writing:

- 30.3% of students in Year 9 achieved in the top two bands, compared with 28.2% of students in 2021. Growth in this area has been consolidated and extended. This result is a positive comparison against the 25.8% of students in SSSG who achieved in the same band range.
- Mainstream student enrolment performance data indicates that student achievement is significantly above state average.

NAPLAN Spelling:

- 44% of students in Year 9 achieved in the top two bands for Spelling

NAPLAN Punctuation and Grammar:

- 45% of students achieved in the top two bands for Punctuation and Grammar

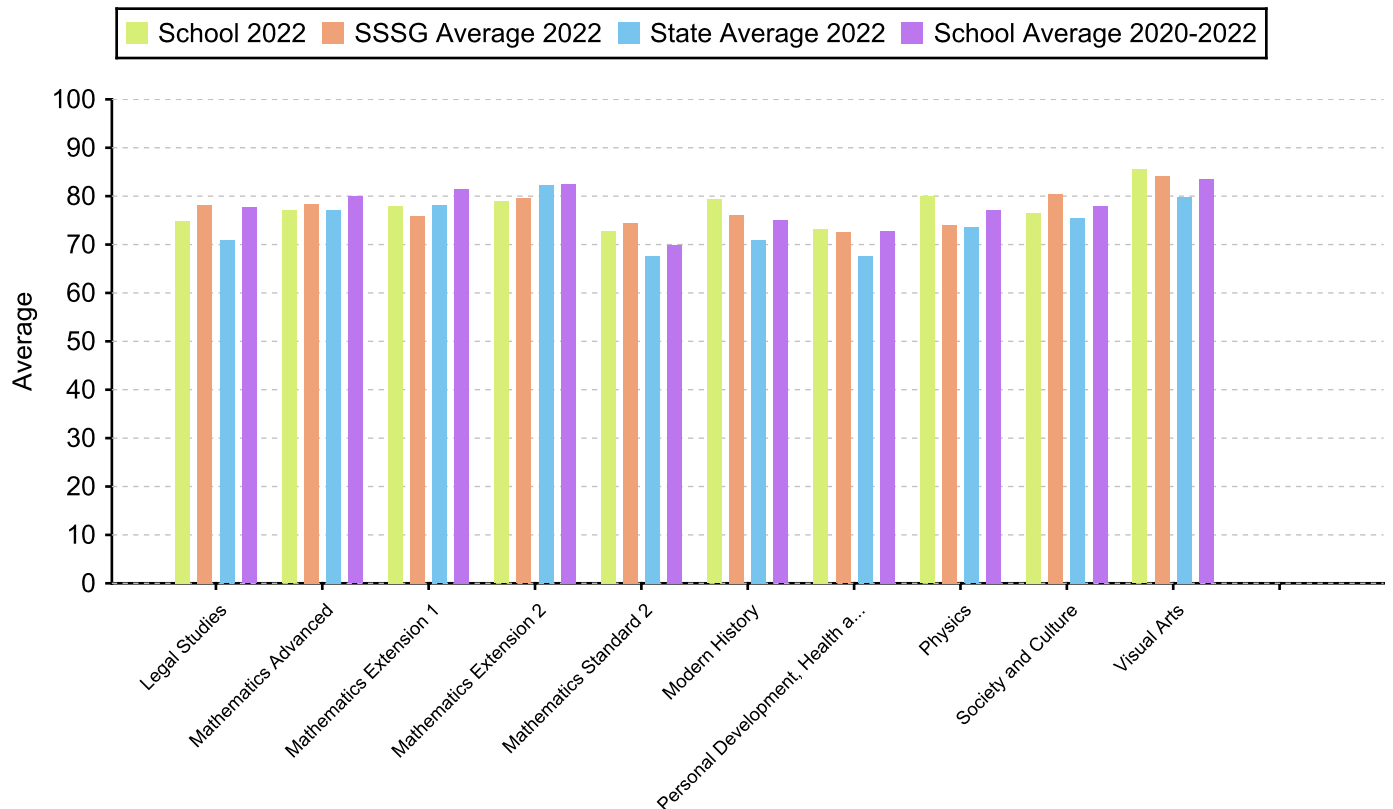
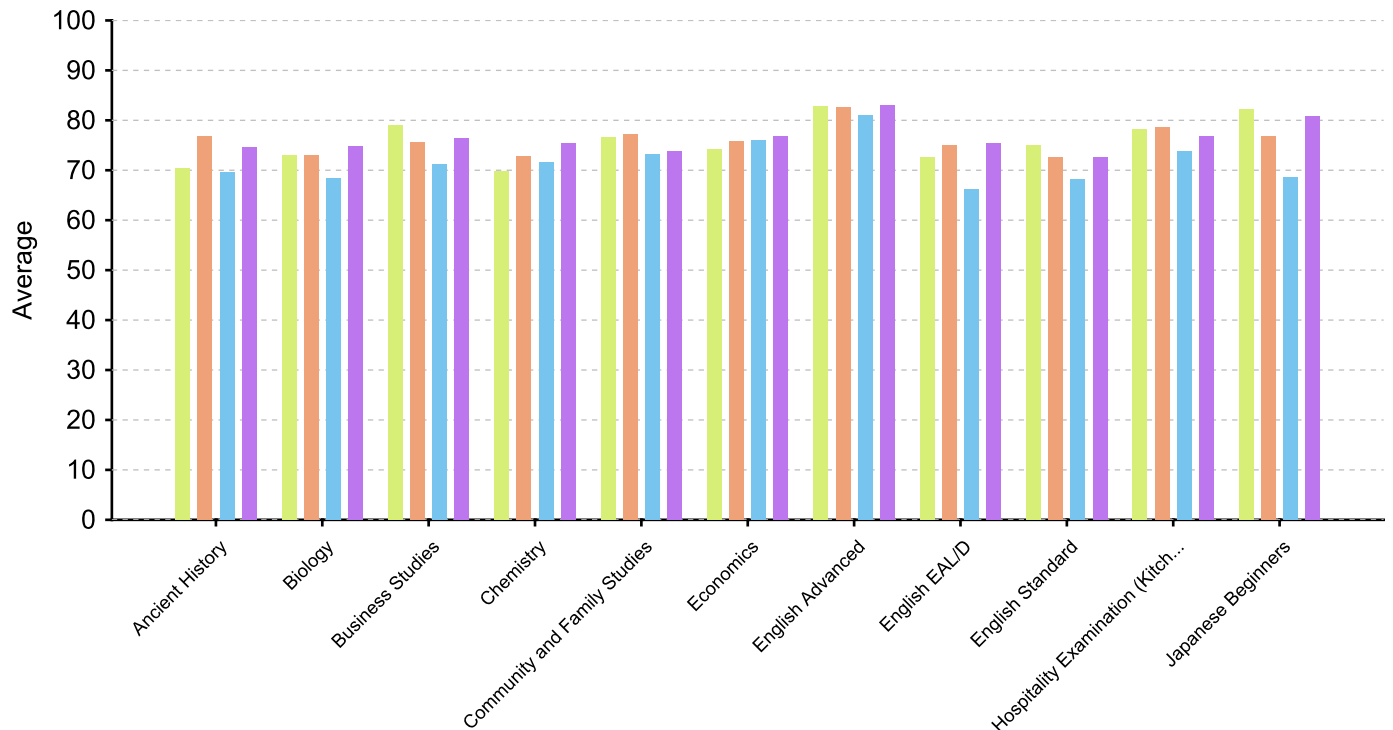
NAPLAN Numeracy

- 42% of students in Year 7 achieved in the top two bands for Numeracy, well above the state and similar school groups.
- 51% of students in Year 9 achieved in the top two bands for Numeracy, above similar school group and state. Over the last decade results have declined from 60% in the top two bands to around 50%, to some extent reflecting the massive growth of local non selective students. However, selective boys performance in Year 9 in 2022 was below SSSG and state, providing an area for focus for 2023.

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	70.3	76.8	69.6	74.6
Biology	73.0	73.1	68.5	74.8
Business Studies	79.0	75.6	71.2	76.4
Chemistry	69.8	72.7	71.7	75.4
Community and Family Studies	76.6	77.2	73.2	73.8
Economics	74.1	75.8	76.0	76.8
English Advanced	82.8	82.6	81.0	82.9
English EAL/D	72.5	75.1	66.1	75.4
English Standard	75.0	72.7	68.1	72.6
Hospitality Examination (Kitchen Operations and Cookery)	78.1	78.7	73.7	76.8
Japanese Beginners	82.2	76.8	68.5	80.7
Legal Studies	74.9	78.2	70.8	77.7
Mathematics Advanced	77.0	78.3	77.1	79.9
Mathematics Extension 1	78.0	75.9	78.0	81.5
Mathematics Extension 2	78.9	79.5	82.2	82.5
Mathematics Standard 2	72.8	74.5	67.6	69.9
Modern History	79.3	76.1	70.9	75.0
Personal Development, Health and Physical Education	73.2	72.5	67.5	72.8
Physics	79.9	74.1	73.5	77.1
Society and Culture	76.5	80.5	75.5	77.8
Visual Arts	85.5	84.2	79.8	83.4

There were 111 Band 6 results, a significant improvement on the results of 2021.

51 students achieved at least one top Band result. 146 students of 150 students, achieved their Higher School Certificate.

141 students received an ATAR. 80% of students responding to the Destination Survey indicated their next destination would be university. Six students were Distinguished Achievers for eight units, one for seven units, four for six units. Four students achieved a high placing in their course. Top ATAR was Rohan Patil at 99.1. Band 6 results were achieved across all KLAs, with school means significantly above the state average in Biology, Business Studies, English Studies, English EAL/D, English Extension 1, Modern History, History Extension, Music 2, Physics, Textiles and Design, Visual Arts, Indonesian Continuers, Japanese Beginners, VET Construction and VET Entertainment.

There were 191 early offers to at least 71 students, with Macquarie University, UTS and Western Sydney University being the main sources of offers in the initial round.

Despite COVID significantly impacting these students over the past three years, the students achieved excellent results through a combination of factors:

- Teachers learning from and responding to annual analysis of HSC data. Staff sharing HSC marking expertise (20% of staff are HSC markers, many experienced) was also critical in building expertise in teaching exam techniques and extended academic writing. Staff also focused on more frequent wide and deep reading, critical thinking skills across the years, sharing resources through google classrooms, and supporting students who struggle with HSC assessment with additional learning and support.
- HSC study skills programs, additional seminars and advice during the year at roll calls.

- Family support for HSC students in maintaining a consistent focus on learning

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher satisfaction is gathered through a range of sources and approaches.

Parent feedback is obtained through surveys, facebook feedback from each year group, google classroom feedback, P and C meetings, parent and teacher evenings, subject selection evenings, and faculty reviews.

In 2022, a **Mathematics Faculty Review** was undertaken. Findings indicated a high level of faculty subject expertise, and staff with diverse backgrounds including past work experiences. These foster higher levels of engagement with authentic maths projects. Projects are valued by all students for their practical application, however some students would appreciate more support with them. Students really value financial literacy activities, even those not fully engaged with maths. Parents appreciate the expertise of teachers and would like more communication if possible.

Areas for improvement include attitudes and skills in relation to numeracy, which is declining nationally. RSC's results are above similar school groups and state averages, however a decline is also emerging in an area in which RSC previously was performing much more strongly. Staff are concerned that students are arriving at high school not knowing times tables and struggling with mental arithmetic. They are dependent on calculators.

Peer maths tutoring and the Study Centre are appreciated but not used as much as they could be by students needing support.

Recommendations for improvement include continued efforts to improve teaching practices, programming, and communication and consistency in course coordination. Others include whole school strategies to improve numeracy, such as a regular faculty focus on a numeracy skill, perhaps with parental support. Whole School Maths fun days or focus topics could enhance engagement. Promotion of faculty activities and numeracy would assist. A project will be developed with local primary schools to explore the numeracy issue further.

Parent feedback through the P and C and Facebook indicated general satisfaction with most issues in 2022, with issues raised focused on the lack of outdoor spaces and the need for building improvements for a growing school.

Three way learning conversations at Parent Teacher evenings also provide a voice for students and parents in the College.

A **standing uniform committee** was established and is being updated in 2023 to deal with a range of issues raised by parents and staff in relation to uniform in 2022.

A **Canteen Committee** operated to provide school input and guidance to a P and C run canteen.

Year Advisors and executive staff dealt with specific issues raised as needed.

Student feedback was obtained through many surveys including an annual **Year 7 Survey, Faculty review, Tell Them From Me survey, SRC, Prefects, and learning logs**. The SRC and prefect bodies are very active in providing and leading student voice activities, including focus groups for Year 7 based on the annual survey for our annual **Learning Commission**.

Feedback from the **Year 7 Learning Commission** is aggregated and students determine and develop a few projects for further implementation. Typical issues raised by Year 7 continue to include the need for support in planning for multiple assessments and the challenges of managing relationships in some classes. This can be overcome through use of diaries, study skills advice, wellbeing programs and adjustments to classes in the following year.

TTFM data in 2022 showed above state results in positive learning environment, behaviour, and commitment to homework and related areas. Continued areas for development from the TTFM surveys indicate that the students lack buoyancy and resilience following disappointment, particularly academically. Students valuing school outcomes remains a paradoxical area to analyse further given the partial selective statutes and that 80% of students were found to be headed to university in our 2022 destination survey. Whilst results have been improved in student advocacy within the school, particularly with the RAISE mentoring program, there are not enough mentors for the students who need them.

Staff feedback is obtained through TTFM and other regular surveys, and indicates staff enjoy the positive learning environment. Scores were above state norms in most areas in 2022 and improved on previous data regarding the role of executive as instructional leaders.

This had previously arisen as an issue but proved to be more an issue of the nature of the question than the reality of the experience.



Student participation in extra-curricular activities is a powerful driver of engagement and belonging.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

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. An available position was filled by an Aboriginal teacher who provided a link with our Aboriginal students. This was further enhanced with an Aboriginal Languages module being initiated through allocated Library lessons.

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.

A key initiative was the Aboriginal Art Project which allowed Aboriginal students to create a mural with a commissioned Aboriginal artist over a three term period. The completed artwork will be displayed at both major entrances to the school.

Another initiative was the Mobs n Mates activity in conjunction with Marsden HS held at the Field of Mars site.

Anti-Racism Policy

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

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

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

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. Ryde Secondary College supports the diverse nature of the school community by having culture specific liaison officers who can provide culturally appropriate assistance to students and parents to provide equitable opportunities.

Other School Programs (optional)

ENGLISH/LITERACY PROGRAMS

Debating and Public Speaking

The English faculty at Ryde Secondary College have continued their commitment towards fostering student passion for debating and public speaking through sustained participation in a range of extracurricular learning opportunities, supporting many students to flex their speaking, writing and debating skills in a range of forums.

Students in Year 7, 8, 9, 10 and 11 each participated in The Premier's Debating Challenge, supported by the expertise of the coaches Mrs Penrose, Ms Chen and Ms Duan. A special congratulations is extended to the Year 10 team on their achievement as regional finalists and Year 8 on their achievement as zone finalists. Debating is valued at RSC not only as an opportunity to develop student public speaking skills, but also to refine student reasoning skills, research skills and ability to collaborate with their peers. It is a worthy endeavour.

RSC has continued our engagement with the Plain English Speaking Competition again in 2022 and congratulate the students for achieving a place in the regional finals.

Write a Book in a Day competition

Building on the success in previous years, the school entered a record-breaking number of 61 students in the Write a Book in a Day competition representing years 7 to 10. Forming eight separate teams, the students raised over \$5000 for the Kids with Cancer Project. This extracurricular opportunity empowers students to create, collaborate and publish a sustained imaginative response for an authentic audience.

MATHS PROGRAMS

Peer Tutoring

Every Wednesday at lunchtime the Mathematics faculty runs a "Maths Help Desk" for student assistance and peer tutoring. The students range from struggling Year 7 to excelling Year 12 Extension students. One or two Maths teachers supervise the students every week during their lunch break. Many students feel uncomfortable asking for help in class and providing a risk-free environment to seek assistance is extremely beneficial to student well-being. Students often bring questions they are finding challenging, or the project they are working on for clarification. The inclusion of projects in the NESA assessment policy in Mathematics allows students to gain feedback on their tasks before submission and improve their overall results. The senior students enjoy assisting the younger students and can see how far they have come since they were that age. The number of students each week varies by how many year groups have exams approaching or projects due soon. The class can become very full with over 30 kids in the room at peak periods. This successful program continues to see positive progress from all students who attend.

Competitions

Australian Mathematics Competition - First run in 1978, the Australian Mathematics Competition is *Australia's longest running, largest and most well-known maths competition for school students*. The AMC contains unique problems designed each year by leading educators and academics to challenge and extend the students' problem-solving skills.

Total Credits + Distinctions

Junior - Year 7 = 36

Junior - Year 8 = 28

Intermediate - Year 9 = 10

Intermediate - Year 10 = 10

Senior - Year 11 = 1

Senior - Year 12 = 1

Total High Total High Distinction = 5

Tournament of the Minds

Tournament of the Minds is a valuable experience in developing students' talents as it stimulates students' thinking to consolidate their individual skills and talents in a team environment, whilst simultaneously providing an opportunity for students across different year groups to connect and collaborate. In 2022, 19 students from Years 7-10 participated in Tournament of the Minds. The aim of this tournament is to enhance the potential of the students by developing diverse skills, time management, and the discipline to work collaboratively within a challenging and competitive environment. Ryde Secondary College had 3 teams where students worked collaboratively for more than 6 weeks preparing a solution to their long-term challenge, meeting at lunchtime and outside of school multiple times a week.

As each team comprises diverse roles and personality types, each member has a significant part as they can play to their own strengths. Tournament of the Minds is split up into four different categories; STEM, Social Sciences, Language Literature and The Arts, where seven students across year groups pick one category to focus on for the six week period of the competition. Each category challenges students' individual strengths and encourages them to build on their prior knowledge, whilst also communicating with their peers. This helps students to work together as a team and build off each other's thoughts and ideas to develop a solution best suited to the task. While it relies on students' existing knowledge, it helps to develop research skills to find the best suited information from reputable sources. All students can lead others and refine their problem-solving and organisational abilities through undertaking research and engaging with creativity and logicity.

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 or ASD. A majority of the students have co morbidities. The 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. Ryde Secondary College's 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 focussed programs on health and wellbeing.

Day of Ability

The Support Unit celebrate The Day of Ability each year in the first week of December as it coincides with the International Day of Disability. The change in name celebrates the positive philosophical shift at the college, where differing gifts are acknowledged rather than labelling these differences as disabilities. It is an opportunity for parents, caregivers, stakeholders and community members to visit the Support Unit and for the students to showcase their achievements. In 2022 the theme was Great Britain. The students presented a concert complete with British pop classics and displayed work in incorporating this theme. Each KLA was represented including art, science and music: the practical as well as the academic allowing each student to shine. Morning tea was held in the support unit quad and visitors were encouraged to visit the classrooms where students had their work on display. The students were so proud of their achievements as were their parents and caregivers.

This Day of Ability is a cherished annual event and has galvanised relationships with the parents and caregivers as well as educating stakeholders and community members of the machinations of a support unit and the potential of all students with disabilities. By holding this event a spotlight is shone on disabilities and the true concept of inclusivity and how policy is enacted in practice. The Day of Ability is a key event in the Ryde Secondary College calendar and it is envisaged that the event will grow in the coming years due to its popularity and success.

CAPA

The CAPA subjects are Music, Visual Arts, Photography, Drama, Dance and VET Entertainment. In 2022 the school was pleased to return to face-to-face engagement across all our extra-curricular programs, giving students the opportunities to extend their creative skills and enhance their immersion in school life.

RSC Creative

For 2022 RSC came back with great success from a period of delayed face-to-face performance to a live audience of parents and the local community, delivering two RSC Creative Festivals in one year. The first themed 'WILD' was a COVID-safe outdoor performance in the school COLA with a huge turn-out of parents, eager to see the Music and Dance ensembles perform with a Visual Arts exhibition and prop design by Art Club students alongside the show.

The second event 'Shine' took place back in the MPC, with extensive ensembles performances, outstanding sound and lighting and poster designs by the CAPA students. Once again, we had great community participation at the festival and were able to give the students a renewed sense of connection and belonging through live performance and exhibitions.

Music

In addition to performances at school, 2022 achievements for Music students and ensembles included participation in Schools Spectacular, Ryde Spectacular and Ryde Eisteddford by Vocal, Advanced Guitar and String Ensembles and Jazz Band. There were opportunities for solo vocalists at these events as well as Arts Alive at the Sydney Town Hall.

Deaf Perception shone once again as part of the Youth Rock Competition, finishing as semi-finalists.

Ensembles were involved in local community events with performances at the Granny Smith Festival, Eastwood Heights Fireworks Festival and the Ryde Secondary College Fashion Show. Students took part in the Boys Vocal Program, State Vocal Camp and State Music Camp with the Arts Unit.

Drama

Drama achievements for 2022 included the Drama Club production of Alice in Wonderland, student attendance at the State Drama Camp and a NIDA and NSW Drama Ensemble performance by Year 11 actress Negar Moshaei.

Dance

Dance successes for 2022 included Ryde Spectacular and Schools Spectacular performances by the Dance Ensemble with a solo performance by Nate Killiby.

Art

An outstanding achievement for 2022 was the selection of three HSC Visual Arts students Ben Tsai, Felicia Oh and Clare Chung for Artexpress, a first for Ryde Secondary College.

Ryde Idol

Ryde Secondary College's annual talent show moved to the end of Term 4 for 2022, marking the closure of the year with a sense of fun and highlighting the student's individual choices of creative forms, music and style. The virtual format allowed for live student interaction through individual voting with the undeniable winners being the Ryde rock band Deaf Perception.

SOCIAL SCIENCE PROGRAMS

ASX Sharemarket Game

The ASX Sharemarket Game gives students a hypothetical \$50,000 to invest over 15 weeks in 300+ companies listed on the ASX using live prices in simulating real sharemarket conditions. 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 ASX Sharemarket Game is also undertaken on a voluntary basis by students in Years 10, 11 and 12 who study Commerce, Business Studies and/or Economics.

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.

Nearly 70,000 students from across Australia entered the 2022 Australian Geography Competition so the results give us an external benchmark as to how the students are progressing in certain aspects of geography. Geography students from Ryde Secondary College tested their geographical skills and knowledge against students from all around Australia in the 2022 Australian Geography Competition. The school had a number of student geographers who performed very well in the competition this year with 3 students in the top 1% in their year level across Australia, 14 students gaining high distinctions, 14 distinctions, 17 credits and a further 26 students who received participation certificates.

The 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.

Politics Club

The Politics Club is a weekly lunchtime club to give students an opportunity to discuss current news and events. It provides a forum for students to understand Australia's place in both the regional and global economy. Politics Club is an apolitical non-partisan initiative that encourages free thinking. Politics Club fears nor favours any political party or ideology. This year the major focus of Politics Club has been developing students' critical literacy and thinking skills in accordance with the school's vision. Students discuss current topics in the media and then complete assigned readings based on a wide variety of sources. Politics Club has worked closely with various members of the school community to encourage students to participate and to increase their sense of wellbeing. Politics Club is organised by Paul McCartan.

TAS PROGRAMS

Annual Fashion Show

The Ryde Secondary College annual Fashion Show took place on December 2nd, 2022 for the first time in three years. This was the first time the event had occurred in December which allowed increased participation across all year groups and items of a very high standard.

It was an enormous team effort from the TAS, CAPA, VET Entertainment, Support Unit, Dance and Photography staff and students. Fashions, music and dance from the 1920's to the 1980's were showcased Hollywood glam for good measure. The school community witnessed amazing outfits proudly displayed by their creators from primary school through to Year 12 major works. We got physical with the dance students and sang along to the string version of "My Sherona".

The three wonderful judges: Isabella Demartini, Kim Nash and Liz Mulcare awarded many prizes throughout the evening and raved about the designs they saw on show.

SCIENCE PROGRAMS

National Tree day

The SRC Environmental team with student volunteers participated in Planet Ark's National Tree Day. This is Australia's largest community tree planting and nature care event. It's a call to action for all Australians to get their hands dirty and give back to the community. Students across all years planted over 80 trees and flowers around the school grounds.

Eco School Grant

The science department secured funds for the school from the Eco Schools program with the aim to teach students about sustainable agricultural practices and to utilise these practices in order to bring about ongoing improvements to the local environment and ecology of the RSC school grounds. Since the installation of the garden, students across Stages 4-6 (including the support unit) have undertaken activities such as weed control, rainwater harvesting, organics composting and agriculture of local native plant species and pollinators, providing them with authentic, meaningful and hands-on educational engagement in sustainable agriculture which has also resulted in aesthetic improvement to the school grounds.

World Environment Day

The SRC Environmental team organised a fundraiser and trivia event for the whole school to raise awareness about environmental issues such as sustainability and the current impacts. Funds were donated to the World Wildlife Fund.

Chemistry Australian Nuclear Science and Technology Organisation (ANSTO) Excursion

Year 11 Chemistry students attended an excursion to Australian Nuclear Science and Technology Organisation (ANSTO) to learn about radioactive isotopes and their uses in industry. ANSTO is the home of the only nuclear reactor in Australia so the tour gave insight to the students on how dangerous but useful nuclear science is to the medical industry. Students were able to observe multiple devices that measure radiation and were shown a demonstration of these devices used to measure weak radioactive objects. These objects included common household objects such as: uranium glassware, radium watches, and Fiesta ware plates before nuclear science was more well researched.

Biology Infectious Diseases Incursion

Year 11 Biology had an incursion with the Museum of Human Diseases at UNSW. Students had the chance to hear from experts about current research in the biology of infectious and non-infectious diseases, and how to conduct their own independent research of new and emerging technologies for controlling the spread of diseases. Our RSC biologists demonstrated interest and enthusiasm in the workshops and showed off their extensive knowledge of infectious diseases. Students then had the chance to undertake a virtual tour of the museum to view the specimens collected by the museum and conduct research about a disease of their own choice. This will be used to write a scientific research report about emerging technologies used to treat the disease, such as cutting-edge gene editing technique.

SPORT PROGRAMS

RSC Sport programs consist of Northern Suburbs Zone, annual carnivals, Sydney North knockout competitions, co-curricular sport, centre of excellence sports and performance sports. Years 7 through to Year 11 participate in weekly sport and all students have the opportunity to engage in a wide range of sports throughout the year. In 2022, the school experienced amazing success locally and in State and National competitions. 3 students; Joseph Ayoade, Ryan Mach and Luc Oishi were awarded CHS Sporting Blue awards for their excellence in Athletics, Volleyball and Softball. The school was successful in entering 7 teams in the National Volleyball Schools Cup in December on the Gold Coast. U14s and U16s Girls Futsal teams were State runners up in the NSW Schools Futsal competition and RSC was victorious in all three zone carnivals. Our sport programs continue to expand as we seek strong connections within the local community. CrossFit, Jui jitsu, Muay Thai boxing, Yoga and gymnastics were all offered in 2022, with skateboarding and dragon boat racing to be added in 2023.

Carnivals

Ryde Secondary College's annual carnivals took place this year with strong student participation. The swimming carnival was held at Lane Cove Aquatic Centre. Many students were selected to represent RSC at the Northern Suburbs Zone carnival where RSC finished first. The Cross Country carnival was held at school, with students running three laps of the school Cross Country track. The co-curricular running program has assisted students with running technique and training. This was evident when RSC finished first in the Northern Suburbs zone carnival. The Athletics carnival was held at SOPAC with strong student support. RSC has enjoyed great success in athletics with Joseph Ayoade, Aidan Maroon, Jessica Koussas, Aiden Wright and Yahya Ali excelling in zone and state competitions. 2022 experienced an increase in student participation. The school's elite athletes were able to showcase their skills and all students were provided with opportunities to increase their participation.

Co curricular sport

The RSC co-curricular sport program consists of Dance, Futsal, Basketball, running and weight training. Each of these sports offer weekly training sessions to prepare teams for elite competition. Dance students were successful in Schools spectacular selection and were offered performance spots at many festivals. The Futsal teams won Gold in two Regional competitions to gain selection in the NSW State competition. The 14s and 16s Girls teams both made the final, narrowly going down 2-1 to get the silver medal. The RSC Basketball program is a new offering. The program offers weekly training sessions to improve the skills and technique of the basketball teams. The program is popular with over 60

students enjoying the weekly sessions. The running club continued to meet on Tuesday morning to run the cross country track. Students were able to track their progress and enjoy the benefits of regular training. A new gymnasium allowed the weight training program to expand. The fitness laboratory held general fitness training classes three mornings per week. The canteen gymnasium has a focus on CrossFit and Olympic weight lifting. This program is offered to all RSC students 4 times per week.

Centre of Excellence Sport.

The RSC Volleyball centre of excellence enjoyed great success in 2022. Several teams were successful in State competitions. Five students were selected in regional teams, with two students selected for CHS and NSW teams. 7 teams were selected to attend the National schools cup on the Gold Coast (AVSC). Two teams gained selection in the honours draw, which is the highest competition in the country. The opens boys team finished 4th in the National competition. The program is well supported by former RSC students. Six previous graduates are now employed as coaching staff for this amazing program.

WELLBEING PROGRAM

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 two theatre performances: 'The Flipside' and 'Cyberia' produced and performed by Brainstorm Productions. These performances are endorsed by the E-Safety Commissioner and provided strategies for resilience, help-seeking, online safety and positive online relationships. Presentations delivered by the School Police Liaison Officer on the topic of cyber safety reinforced to students the importance of using digital devices and online services in a safe, responsible and respectful manner.

RAISE Mentoring. In 2022 Ryde Secondary College continued its partnership with the RAISE Mentoring Program. This year the program supported thirteen Year 8 and Year 9 students. 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 Christine Mitchell and Aggie Palu, helped the students to navigate challenges, develop levels of higher self-esteem, and access tools to help them shape a purposeful life.

Consent and Personal Safety. Year 10 students attended a two hour seminar on the area of sexual consent, the law, consequences and respect within relationships. The seminar was presented by former police officer Brent Sanders and complimented both the Year 11 Life Ready program and Stage 5 PDHPE syllabus. Students who were surveyed reported that the seminar was engaging, relevant to their peer group and recommended the seminar for future year groups.

GPs in Schools. This program also continued in 2022 for Year 11 and 12 students. The three-hour interactive workshop equips young adults with a range of skills to navigate their health needs, allowing students to ask questions of, and learn from, a local General Practitioner. The array of questions asked may not be ordinarily covered in a regular visit to a GP. The sessions are held in friendship groups, with only the General Practitioner and students in the room, allowing students to talk freely and ask questions that are important to their stage of life and personal development. Students gained knowledge about the healthcare system and developed the confidence to independently take responsibility for their future health and wellbeing.

Peer Support Program

The Peer Support Program is a peer led, skills based program. It encourages peer connections throughout the school and assists students in developing practical skills to enhance social and emotional wellbeing. The Peer Support Leaders play a major role in the school by assisting the Year 7 students in their transition from primary to high school. They provide guidance and friendship to help Year 7 adapt successfully to high school life.

Peer Support groups consist of two Year 10 leaders and ten Year 7 students. The group leaders facilitate the small group of Year 7 students to assist with improving their self-awareness and self-esteem. The program runs for two terms, with group meetings once a fortnight according to the school timetable. The Peer Support Program gives Year 10 students opportunities for self-development and provides Year 7 students with a supportive environment. The Program consists of activities designed to improve communication and social skills, coping strategies, decision making and self-confidence.

The Peer Support program fosters strong relationships which encourage learning and growth. The students develop a friendly and caring atmosphere where students grow as individuals, whilst improving their personal skills and strategies for dealing with difficult situations. Peer Support develops a sense of belonging and enhances the connection to the school and peers.

END OF YEAR PROJECT

Over three days staff undertake an annual faculty evaluation and evaluate and modify programs and resources.

During this time students participate in a wide range of specialist activities including: Decoupage, Sports, Dance, Art and Origami, Scientific projects and Musical ensembles.

A comprehensive video is produced of the major activities and shared in a final presentation to the school on the last day. Evidence shows that students are developing strong digital literacy and performance skills, which can be applied to careers in a range of areas in future.

As the programs have become more engaging and the diversity of choices has increased, student numbers have increased dramatically in the last three days of the year with around 1000/1300 attending, an outstanding outcome for any school.



Day of Ability Celebrations