School plan 2018-2020

Ryde Secondary College 8415

School background 2018–2020

School vision statement

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

School context

Ryde Secondary College (7–12), with enrolments close to 1040 students, including 75% students (EAL/D), is a co–educational high school with an academically selective cohort, an additional gifted and talented class, and mainstream classes in each cohort. The College also has a large Support Unit and an active Learning and Support Team. It has a strong focus on quality teaching, wellbeing, social justice programs and a creative and positive future focused learning environment. The College has extensive whole school, extracurricular, sporting and community partnership programs to develop each child's academic, social and sporting potential.

School planning process

- An extensive process of consultation was undertaken in addition to executive review of school programs and processes. This process included:

- Data analysis using NAPLAN, VALID, RAP, HSC, SCOUT

- Analysis of DE CESE research

- Staff and parent feedback through consultation meetings

- Student feedback through SRC and larger group planning focus groups

- School educational management and faculty reviews including Assessment and Extra Curricular Activity review.

- Analysis of school based wellbeing, attendance and discipline data and Mind Matters feedback

- Analysis of Tell Them From Me surveys and internal survey data including library usage, communication strategies, tutoring, parent engagement.

- Consideration of international and national research from ACEL conference 2017 and Selective Principals meetings

- Review of the School Excellence Framework Self Assessment tool, SELFSAS

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Student achievement through literacy and learning

Purpose:

To maintain and further develop literacy and learning strategies which foster for every student, successful learning, creativity, critical thinking, and problem solving through explicit, evidence based teaching.

STRATEGIC DIRECTION 2
Student engagement and belonging

Purpose:

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

STRATEGIC DIRECTION 3
Enrichment through powerful partnerships for learning

Purpose:

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

Strategic Direction 1: Student achievement through literacy and learning

Purpose

To maintain and further develop literacy and learning strategies which foster for every student, successful learning, creativity, critical thinking, and problem solving through explicit, evidence based teaching.

Improvement Measures

Increase value adding in years 9–12.

Continue high level value adding years 7–9.

Increase value adding for low SES students.

People

Leaders

DP T&L, HT T and L

Staff

HT Maths, HT English, HT Science, HT Secondary Studies, LAST

Students

- Students provided with extensive options for knowledge acquisition and skill development

Parents/Carers

Parents/Carers are provided with opportunities to engage in community meetings.

Processes

- Teaching and Learning initiatives presented
- Teachers access internal, external research and PL opportunities to improve pedagogy.
- Shared action research question.eg. curiosity– promotes collective teacher efficacy
- Planning and Programming Stage 6
- Regular timetabled cross faculty meetings as part of PL program.
- Literacy Project
- Provide opportunities for GAT students such as TOM, Da Vinci, Mind Marathon, MUNA etc.
- Delivery of a range of practical strategies for effective formative assessment
- All teachers differentiate to meet needs of the full range of students, including GAT and low SES.
- Students access library databases, HSC marking expertise and research
- Problem solving strategies are explicitly taught in a range of contexts
- Students are provided with regular opportunities for authentic problem solving across all faculties.

Evaluation Plan

- Use of student feedback strategies – including learning logs – to map student shift in dispositions to learn
- Improved value added statistics 7 – 9 and 9 – HSC with low band achievers

Practices and Products

Practices

Low SES students are provided with additional literacy and numeracy support.

Students are informed about their learning progress through formative assessment and frequent meaningful feedback.

Critical and creative thinking is promoted and established through rich tasks and pedagogy.

Products

Increased library usage through positive reading experiences and broader range of library resources.

Improving NAPLAN, RAP value added data including movement from low bands

Assessment provides entry and exit points for all students at all levels.

Establish more opportunities for integrated curriculum through learning, projects and assessment.

Assessment promotes problem solving, creative and critical thinking.

Strategic Direction 2: Student engagement and belonging

Purpose

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

Improvement Measures

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

People

Students

Students participate in MindMatters seminars and projects, Management of Learning and Study Skills workshops, Student Leadership initiatives and co–curricular and extra–curricular

Staff

Steve Plummer,

HT Welfare, HT PDHPE, HT Special Ed, HT Admin, School Counsellor.

Parents/Carers

Parents attend Study Skills seminars, parent / teacher interviews and consult the school's parent page and parent portal via the web to support their child(ren)'s learning and engagement.

Students

Students track their learning through goal–setting activities and participation

Processes

- Positive mindset for learning through RSC values, merit and award system and wellbeing seminars
- Student support and management
- Students become more self directed and accountable for their own progress
- Student Belonging through wellbeing camps, extra and co–curricular activities including sports, creative arts and music productions and performances (such as the annual fashion show and Creative Arts Festival, public speaking, leadership and school representation initiatives and student seminars.
- Parent participation initiatives including information evenings and enhanced communications through social media, technology and student performances

Evaluation Plan

- Data mining of Sentral
- Tell Them from Me
- Internal student survey and the establishment of student voice / student participation base data and tracking protocols
- Value–added NAPLAN analysis
- Parent participation rates

Practices and Products

Practices

- Staff and student engagement with RSC values of Resilience,Respect and Responsibility
- Student Management of Learning Initiative
- Co–curricular and extra–curricular activities build engagement and belonging

Products

- Mindmatters organisation targeting mental health and personal management
- RSC Values embodied in practice through school's merit and award system
- ILPs, student intervention strategies, STLA / EaLD/ SLSO schedules improve outcomes for targeted students including GAT

Strategic Direction 3: Enrichment through powerful partnerships for learning

Purpose

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

Improvement Measures

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

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

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

Higher levels of low SES student engagement in learning.

People

Students

Partnerships in learning enhanced by student voice projects: in the classroom through peer and self assessment; co design of curriculum, through leadership programs, extra curricular activities, student wellbeing projects and school networks.

Staff

Partnerships in reflective classroom practices, observations of practice arising from COT, school projects, and NS EC programs foster curiosity, student creativity, innovation and excellence. Futures learning support coordinator facilitates literacy partnerships and cross curricular literacy projects.

Parents/Carers

Parents become more involved partners in learning through enhanced parent and teacher events and improved communication strategies.

Leaders

Leaders demonstrate and support pedagogical practices in faculties and whole school activities.

Networking in NS–EC promotes leadership

Community Partners

College links with community partners enhanced and actively sought to leverage major school projects like Sport Project, Fashion Show.

Processes

Center of Excellence Projects foster participation, engagement (especially of low SES students), and opportunities to demonstrate a wide range of talents and interests eg Fashion Show

Partnerships in Learning include teacher observations and reflection practices, cross curricular projects and library activities, within and cross school projects arising from NS–EC network of schools and projects with feeder primary schools

Student Voice Project includes enhanced formative, peer and self assessment, increased opportunities for student voice and decision making.

Evaluation Plan

TTFM and School Reviews and other surveys demonstrate higher levels of student voice, student participation and engagement.

Staff survey feedback and TTFM data illustrates high levels of collaboration and support for professional growth.

Faculty and executive minutes reflect consistent focus on educational leadership and development.

Project collaborations assessed

Faculty minutes and evaluations provide evidence of cross school literacy and HSC initiatives.

Parent survey feedback used to evaluate levels of participation.

Practices and Products

Practices

Students report increased teacher use of peer, self and formative assessment approaches, students are involved in co design and decision making processes within the College.

Teachers and leaders are more actively and widely involved in observations and discussions of classroom practice within school and across schools

Project collaborations and cross curricular projects within and across schools increase

Products

Learning is more relevant and engaging through authentic school projects, enhanced classroom programs and practice, and industry links leading to improved value adding 7–12.

Parent participation increases in quantity and quality in forums, events or online, through enhanced communication tools.