

Strategic Improvement Plan 2021-2024

Ryde Secondary College 8415



School vision and context

School vision statement

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

School context

Ryde Secondary College (7-12), with enrolments close to 1300 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, effective support for learning and wellbeing, and a dynamic, creative, and positive learning environment. The College has extensive whole school, extracurricular, sporting and community partnership programs to develop each child's academic, social and sporting, and citizenship potential.

Evidence gathered to date indicates improvement in 7-9 literacy and numeracy in recent years, although areas for improvement include a stronger focus on girls in mathematics. NAPLAN literacy with 36.99% in the top two bands in 2019, under the agreed baseline of 39.99 indicates a need for a strong focus on literacy in the 2020-4 plan. With numeracy at 54.76% in 2019 below the agreed lower baseline of 57.83, an ongoing focus is needed also on improving numeracy. Value adding 7-9 however was on target.

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

Evidence indicates that HSC performance in the top two bands is declining to a small degree, with 52% in the top two bands and 77% in the top three bands in 2020. It remains an ongoing focus. Key areas which will be addressed to improve academic attainment include: Strong focus on Stage 4 and 5 literacy and numeracy as a foundation for academic writing and problem solving in HSC courses; continued support for low SES, "at risk", MH and EAL/D students in Stage 6 with learning support, additional wellbeing support and small group tuition, study skills and the homework centre. We will continue to encourage staff to upskill in curriculum and quality teaching programs, as well as HSC marking to build the curriculum and pedagogical expertise of our teachers.

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

Student voice through digital portfolios, three way learning conversations, Learning Commissions, student surveys and TTFM, learning logs and other strategies to support

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School vision statement

School context

metacognition and formative assessment and feedback to and from teachers, will enable students to participate in improving their learning outcomes. Data walls will enable us to focus more on systematically developed personalised learning and adjustments, enhanced by student referrals through a Help Desk as well as staff referral processes. Further support continues with personal goal and career development through additional careers support and advice.

A strength of RSC is its positive learning environment according to TTFM data. A key element is 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. Continued effort and funding will be directed in this area.

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.

Improvement measures

Target year: 2024

School Improvement measures

- All faculty evaluations, observations demonstrate teachers' high quality explicit teaching, differentiation, quality feedback and formative assessment practices
- 100% of students in Years 7-12 engage in self assessment strategies through e Portfolios
- Increased numbers of teacher leaders sharing pedagogical expertise in professional learning programs
- 40% of students indicate that they agree or strongly agree that teachers understand Aboriginal culture and learning styles according TTFM data

Target year: 2022

NAPLAN Top 2 Bands - Reading and Numeracy

- 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 **Reading** of 43.8%
- 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%

Target year: 2022

HSC

- Increase in the percentage of HSC course results in **top two bands** to be at or above the school's lower

Initiatives

Best practice teaching for effective student learning

High impact professional learning to improve practice through explicit teaching, curriculum differentiation, quality formative and summative assessment, teacher collaboration, quality feedback and backward mapping for HSC success.

1. **A sustained, practice-based and research-based approach to professional learning driven** towards the formative assessment and differentiation cycle
2. **Utilising internal and external expertise to share and practice innovative and evidence-based pedagogies** driven towards HSC success
3. Further development of teacher collective efficacy and school-wide culture of collaboration through the **modelling of best practice, a culture of lesson observation, internal "teach meets"**, faculty sharing, team teaching and feedback, and instructional rounds

Quality literacy and numeracy instruction

Sustaining collective teacher efficacy on improving literacy and numeracy competencies to empower students to achieve in all areas of learning, in all stages of schooling and into their transition as young Australians.

1. **Regular tracking of literacy and numeracy competencies and progressions by all executive staff and faculties** to facilitate each stage of student learning transition and inform differentiation
2. **Subject-specific literacy and numeracy professional learning** occurs with a continual focus on explicit literacy and numeracy instruction, the Literacy and Numeracy Progressions, and research-based literacy and numeracy instruction
3. **High impact professional learning strategically planned** to empower teachers to use key literacy and numeracy indicators in their subjects to ensure learning rigour through cross curricular numeracy approaches and a **school-wide approach to**

Success criteria for this strategic direction

Best Practice Teaching

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that students make measureable learning progress and gaps in student achievement decrease.
- The school uses research, evidence based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing measured improvement in student progress and achievement, and professional practice

Quality Literacy and Numeracy Practices

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measureable improvement.
- Teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas.

Supporting effective learning

- Learning experiences are differentiated and adjusted to address individual student needs, ensuring that all students are engaged and challenged, leading to improved learning for all equity groups.
- Staff actively engage with literacy strategies in the form of a data-based teaching project, analysing and reporting on the effectiveness of targeted literacy instruction in either reading or writing in Stage 4 and Stage 5.

Evaluation plan for this strategic direction

A wide range of data sources are collected and analysed by relevant teachers, teams, and leaders and shared in executive, faculty and staff meetings throughout the year. Evidence will be uploaded to SPARO. Staff evaluate

Strategic Direction 1: Student growth and attainment

Improvement measures

bound system-negotiated target of 52.5%.

- Increase in the percentage of HSC course results in **top three bands** to be at or above the school's lower bound system-negotiated target of 83.4%.

Target year: 2023

Expected Growth

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

Initiatives

writing structures

Supporting effective learning

Building the capacity of teachers to ensure that all students are appropriately supported and challenged so that they experience achievement, joy and success on their individual learning paths.

1. **Learning and Support and Support Unit teams** become the professional learning hub of the school to support teachers in their differentiation for learners in all equity groups with disability/ies, EAL/D backgrounds, refugee backgrounds, and students with Aboriginal and/or Torres Strait Islander backgrounds
2. **Sustained professional learning initiatives** driven towards data analysis, pre-assessment, contingent scaffolding, and pre-intervention strategies to ensure growth and attainment of all students
3. **Implementation of a range of programs** for students designed to extend students giftedness, talents, and exceptionalities, aligned with students' personalised learning goals and the Planning for Success model
4. **Support Unit leads Life Skills Initiatives**, work experience and job support for students with and ASD, IM or IO diagnosis. Where appropriate, students attend supported TAFE course to complement the skills developing at work sites. Staff work closely with outside agencies, all stakeholders and align learning opportunities to the students IEPs and NDIS plans.

Evaluation plan for this strategic direction

professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning

Internal data

- Teacher **professional learning surveys**
- Faculty evaluation documents
- Longitudinal analysis of assessment data across stages
- Performance and Development Plan (PDP) goals
- Teacher "data scans" and data walls
- Lesson observations
- Student PLPs, IEPs, exit slips and learning logs
- Teacher action research project data
- Student progress reports

External Data

- Whole school and faculty analysis of trend data using external literacy and numeracy results via NAPLAN, Best Start Year 7, Check-in assessments in reading and numeracy, VALID and NMS
- Faculty evaluation and individual teacher HSC data analysis evidences the impact of professional learning initiatives

Strategic Direction 2: SD 2 Engagement and belonging

Purpose

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

Improvement measures

Target year: 2022

Attendance

- Percentage of students attending school more than 90% of the time, increases to be at or above the school's lower bound system-negotiated target of 83.1%.

Target year: 2024

- TTFM data shows higher levels of participation in C of E activities, regular programs and events offered to wide range of students.
- Increased numbers of students engaged in peer mentoring, leading to higher levels of student engagement and participation in school life and on task behaviour in class.

Target year: 2022

Wellbeing

- TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system-negotiated target of 70.1%

Initiatives

Enhancing Student/Staff Wellbeing Project

Prepare students and staff for varied learning environments and needs, build resilience, autonomy, wellbeing and healthy academic routines:

- Review and update **Student Wellbeing Scope and Sequence/Plan**
- Develop **Staff Wellbeing** plan using data from staff surveys.
- Assess students at risk earlier** through 6-7 Transition program, improved monitoring across years. Improve "wrap around" support for students at risk, including ATSI students.
- Early response to needs, with PLPs, access requests if needed
- Transition program for students entering into the **Support Unit**. The program consists of 3 days: students meet with their cohort and teachers have allocated time with each family to discuss the needs of each child, develop a profile of competencies and to build a positive relationship with parents and caregivers
- PLPs for all **ATSI students**. Provision of one day per fortnight to be mentored by AEA (Marsden HS Project).
- Regular review of student data and needs via L and S, Wellbeing team meetings, referrals from classroom teachers, and parents.
- Use of data walls to track issues and support.
- Teach positive education strategies to set students up with tools to manage their wellbeing in periods of stress.
- Integrate Bounceback pathways and use data for School Wellbeing project for disengaged students.
- Utilise career Pathway programs and data for support.
- Utilise Youth worker and additional counselling

Success criteria for this strategic direction

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- Transition support and pathways create effective partnerships in learning with parents, students, community and professional services, including AECG or local representatives, to foster student motivation to achieve their best and to continually improve in Stages, 4, 5 and 6.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. TTFM indicates higher level of student engagement, participation and attendance 7-12 due to earlier identification and targeted support for students with needs.

Evaluation plan for this strategic direction

A wide range of data sources are collected and analysed by relevant teachers, teams, and leaders and shared in executive, faculty, staff and parent meetings throughout the year. Evidence will be uploaded to SPARO.

Data is analysed and evaluated regularly to determine the extent to which the purpose and improvement measures have been achieved. Regular evaluation of data informs modifications to the plan for ongoing improvement to maximise student learning outcomes.

- Feedback from Youthworker, Year Advisors, Bounceback program, careers feedback shared in presentations annually to staff, and or executive and parents.
- Annual Wellbeing SCOUT data and TTFM Report. Key indicators: wellbeing index, participation in extra curricular programs, engagement, sense of belonging, positive learning and behaviour, bullying data, feedback on support for culture.
- Attendance data, including for ATSI students. AEA to

Strategic Direction 2: SD 2 Engagement and belonging

Initiatives

support to foster improved wellbeing for learning.

Centres of Engagement and Excellence Project

Enable students through Center of Excellence Plan to **develop a wide range of talents and skills fostering engagement and belonging**. The centres utilise RAM and school funded extra curricular programs in Sport, CAPA, Technology and Applied Studies (TAS), and Languages.

- Promote and increase participation in a range of **Centre of Excellence and EC** programs, stage a public event or **performance** celebrating student achievement.
- Continue development of, and promotion of, **partnerships with community** including parents through sports website
- Create additional mentoring opportunities to involve **external mentors**, as well as **coaching and mentoring programs** through Music Captain program, SRC and Prefect mentoring, Peer Support, Peer Tutoring, and VET Sports Coaching of **Support Unit** students to identify, monitor and renew student physical performance.

Targeted wellbeing and engagement support project.

Build resilience, responsibility for learning, self confidence and healthy academic routines through Student Development Project 7-10- Learning for Success - a program for 7-10 in roll call on a regular basis by all teachers. Incorporate:

- A focus on developing character strengths in students, self confidence & resilience, self responsibility - for HS.
- Positive Behaviour for Learning models to help create a language around engagement and disengagement.
- Build life-long learners, particularly independently

Evaluation plan for this strategic direction

assist in closely monitoring and supporting ATSI students.

- Participation in Extra curricular programs through TTFM
- NMS, COVID ILSP support, LAST Stage 6 support data. HSC data, retention data beyond Years 9 and 10.

Strategic Direction 2: SD 2 Engagement and belonging

Initiatives

and as part of a group.

- Increase focus on student achievement, improve merit system
 - Prepare students for a variety of learning environments, building resilience, autonomy and healthy academic routines.
 - Utilise Youth worker and additional counselling support to foster improved wellbeing for learning.
 - Mentor students identified as vulnerable to negative learning/wellbeing experiences during Year 7 (Build on Learning Commission end of Year 7) and beyond. Use a range of mentoring experiences to develop student resilience and leadership skills.
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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.

Improvement measures

Target year: 2024

- Number of participants in aspiring leaders, early career teacher programs maintained or increased across NS EC, with high ratings for relevance.
- Increasing participation in NS EC Project Leadership for teachers.
- Increase in number of HSC student workshops for HSC improvement across NS EC leads to reduced levels of Band 1 and 2 students and increases % in top 3 bands to more than 77%

Target year: 2024

- Feedback from students on their learning, including assessment informs further teaching, and improvement in practice.
- Teachers and parents receive feedback from student voice implemented through Three Way Learning Conversations (COVID permitting) and Digital Portfolios for Years 7, 8 and 9.
- Student surveys and Year 7 Learning Commission indicate positive learning environment, and SRC projects and recommendations are implemented.

Initiatives

School leadership and peer mentoring through Community of Schools

- Develop **staff mentoring and leadership opportunities** through group of eight schools in **Northern Sydney Entente Cordiale**. Opportunities are developed for teacher and leader mentoring and collaboration, student collaboration and **peer mentoring** in HSC workshops.
- Continue to utilise high quality **ATSI support for professional learning across the network** including for Principals.

Student Voice initiative

- Increase student voice to enhance engagement, attainment, and school improvement through further implementation of Three Way Learning Conversations, Digital Portfolios, Learning logs, student surveys and SRC and Prefect representation of student issues and needs.
- Year 7 Learning Commission seeks feedback from year 7 about their experience.
- Three Way Learning Commission is implemented successfully, providing feedback from year 7 about their experience. SRC students lead focus groups and present their findings on assembly. Projects are developed from their findings. Feedback is acted upon in next plan.
- SRC representation to engage, collect evidence and provide measurable improvements in to support student learning and wellbeing.

Success criteria for this strategic direction

- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement and its active support of improvement in other schools.
- The school uses research, evidence based strategies and innovative thinking in designing and implementing a school plan that fosters improvement in student progress and achievement through promoting teacher collaboration within the NS EC.
- Teachers collaborate with staff in other schools (NS-EC) to share and embed good practice. Teaching staff demonstrate and share their links (including AECG links) expertise, including Aboriginal Education expertise, within their school and with other schools, and build leadership expertise, through teacher observations, leadership and mentoring programs especially NS EC P and DP meetings, Early Career Teacher, Aspiring Leader and Project Leadership programs.
- Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments and classroom practice informs further teaching and student learning.

Evaluation plan for this strategic direction

A wide range of data sources are collected and analysed by relevant teachers, teams, and leaders and shared in executive, faculty and staff meetings throughout the year. Evidence will be uploaded to SPARO.

Data is analysed and evaluated regularly to determine the extent to which the purpose and improvement measures have been achieved. Regular evaluation of data informs modifications to the plan for ongoing improvement to maximise student learning outcomes.

- All NS EC programs evaluated through surveys of NS EC schools and professional learning programs.
- Three Way Learning Conversations and digital portfolios implemented successfully from Years 7-10,

Strategic Direction 3: SD 3 Powerful partnerships for learning

Evaluation plan for this strategic direction

- providing feedback to teachers and parents about student progress - evaluated at executive meetings.
- Year 7 Learning Commission is an annual evaluation event for Year 7, providing feedback about their experience. SRC students lead focus groups and present their findings on assembly. Projects are developed from their findings. Feedback is acted upon in next plan
- Aboriginal Education Audit of school programs by executive.
- Tell Them from Me data analysis- attendance, engagement, sense of belonging, advocacy, positive learning environment, respect for culture show improvement along with wellbeing base line above 72%.