School Excellence Plan 2024-2027

Ryde Secondary College 8415

School vision statement

Our students are our future. Ryde Secondary College aspires to develop resilient, caring and successful learners who are encouraged through student voice and leadership to become respectful and confident global citizens. We leverage collaboration through strong community partnerships to ensure our young adults achieve their academic, social and sporting potential. Through a culture of high expectations we foster a lifelong love of learning and the pursuit of excellence. Our diversity fosters innovation and opportunity, preparing our students for the challenges of a complex and dynamic world.

School context

Ryde Secondary College (7-12), continues to grow, with 1518 students enrolled in 2025, with more than two thirds of our students from EAL/D backgrounds. RSC is a co-educational high school with an academically selective cohort, an additional high potential and gifted class, and mainstream classes in each cohort. RSC also has a Support Unit with three classes, and an active Learning and Support Team. There is a strong focus on quality teaching, effective support for learning and wellbeing, and dynamic, creative, and positive learning environments.

The school leads our Northern Sydney Entente Cordiale (NSEC) community of schools to foster improvements in teaching and learning, both through HSC masterclasses and joint initiatives for students, and teacher and leader professional learning on data analysis, for Early Career Teachers and Aspiring Leaders. Our leadership of regional action research projects encouraged in Project Leadership in the NSEC foster a focus on Learning for Success, engagement, attendance, formative assessment and other areas which impact on HSC success.

The school fosters student voice through digital portfolios, three way learning conversations, Learning Commissions, student feedback surveys, learning logs and other strategies to support metacognition, formative assessment and feedback to and from teachers, enabling students to participate in the improvement and achievement of their own learning outcomes. Systematically developed personalised learning and adjustments, enhanced by student and staff referrals, especially for HSC support, continue to provide individual learning experiences for all students. Further support continues with personal goal and career development through additional careers support and advice.

A strength of RSC is its positive and inclusive learning environment with a high level of participation in extra curricular programs. These are powerful motivators, and promote wellbeing, engagement and talent development, particularly through music, debating, sport, politics, and 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.

Strategic Direction 1: Student growth and attainment

Purpose

The school is committed to refining and developing additional approaches to gather and analyse data to provoke data driven teaching practices that support students in achieving strong literacy and numeracy outcomes as foundations for success.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 8 points in Year 9 NAPLAN reading mean scaled score by 2027.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 8 points in Year 9 NAPLAN numeracy mean scaled score by 2027.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top two achievement bands in 2027.

Initiatives

Best Practice Teaching and Learning

1. **Quality differentiated teaching**: professional learning in evidence and research-based pedagogy to facilitate explicit teaching, and enhance content, process, product, choice and learning environment differentiation.
2. **High Potential and Gifted Education**: establish ALPs, and investigate acceleration, pathways and new learning opportunities in and across the domains of potentials. Focus more on learning for mastery: embedding opportunities for strategic practice, effective feedback, to facilitate student mastery of content and skills.

Personalised Learning and Support

1. **Small group tuition and support programs:** strengthen small group opportunities for learning across the school to support individualised learning, including Aboriginal Education and Support. Teams will feel confident in deliberately identifying students requiring support or enrichment, and supporting student voice to seek support.
2. **Enhanced assessment tools:** Implement enhanced formative and summative assessment tools that promote student voice in their own learning, particularly in the Support Unit, to shape and inform teacher practice. All teachers are responsive to assessment data as a means to inform differentiated instruction, effective feedback, and individual learning goals.

Explicit Literacy and Numeracy Practice

1. **Embedding reading for writing opportunities**: identify and integrate targeted writing opportunities within programs, using SCOUT, HSC and other data. Focus on more reading, daily building of vocabulary, and student experimentation in their own writing.
2. **Consistent and frequent numeracy instruction across faculties**: embed numeracy outcomes explicitly into all programs to support the visibility and application of numeracy skills. The Numeracy Team

Success criteria for this strategic direction

The school is recognised for its culture of high expectations for learning progress and its commitment to the pursuit of excellence, the delivery of best practice, and the cultivation of effective learning partnerships (Learning Domain - Learning Culture).

Teaching and learning practices are dynamic and strategic, informed by the formative assessment and differentiation cycle, student feedback, and learning and support data, to support all learners to achieve their potential (Teaching Domain - Effective Classroom Practice).

Student assessment data is consistently and reliably analysed as part of teaching and learning program evaluation to track student progress and achievement, and identify interventions and modify teaching practice (Teaching Domain - Data Skills and Use).

Evaluation plan for this strategic direction

Question

- What has been the impact of using enhanced assessment tools, evidence-based teaching practices, and quality differentiated teaching practices to support all learners to achieve their potential? Do school leaders facilitate collaborative practices to evaluate, reflect and modify teaching and school-wide practices to improve learning outcomes?

Data

Teachers, leaders and teams collect and analyse:

- **External data:** VALID, NAPLAN, Check-In, HSC RAP, and subject competitions.
- **Internal data:** Student feedback, formal and informal lesson observations and instructional rounds, teaching and learning programs, student learning products, student goals and learning artefacts, and faculty-based Markbook data, Learning Commission.

Initiatives

will develop a strategic plan to support whole-school numeracy instruction informed by frequent data collection, analysis and evaluation of achievement to personalise learning experiences.

Evaluation plan for this strategic direction

Analysis

- Data collection, analysis, triangulation and strategic planning protocols are implemented regularly to reflect on student growth and measure the impact of specific practices and initiatives on student achievement.

Implications

- All staff annually develop their data literacy to confidently and strategically analyse external and internal data in all settings to inform ongoing school improvement, individual student growth, and their own teaching and learning practices.

(1)The school executive team will be closely monitoring and analyse external assessment data and will also monitor student performance by assessing internal benchmarks through assessment
tasks to indicate progressions in literacy
skills.

(1) All staff will engage in analysis of internal data, including student performance data of cohorts on like tasks, and examining the growth of individual students annually, using their findings to inform future assessment tasks and pedagogy to improve learning outcomes.

(2) Quantify and qualify professional learning activities of all staff members to ensure a cross-spread among different faculties and experience levels.

(3) All staff will use student feedback strategies, including learning log, to map student shift in dispositions to learn.

Strategic Direction 2: Community through Wellbeing and Engagement

Purpose

The school strives to nurture the personal wellbeing, engagement and attendance of every member of the school community through positive and caring relationships and by supporting the development of individual resilience, a sense of accomplishment and experiences of joy.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 89.7% in 2023 to 90.7% by 2027

Wellbeing

Achieve by year: 2027

Achieve an increase in students experiencing positive wellbeing using public schools data, in 2027.

Wellbeing

Achieve by year: 2027

Achieve an increase of student wellbeing measures including student belonging as measured in the Public Schools Survey by 2027

Initiatives

Improving Attendance

1. **Attendance data and response:** improve and develop data collection tools for attendance through Sentral and other digital tools to cross-reference, evaluate and strategically respond to underachievement and disengagement. The Wellbeing Team will establish and promote further to parents, expectations for attendance to support student learning goals and engagement.

2. **Engaging teaching practices:** promote to all new staff**,** teaching practice which draws upon Cultures of Thinking routines, tiered questioning, lesson sequencing, collaboration and joy to engage students in critical thinking and deep understanding. Staff will share practices supporting student retention and attendance.

Wellbeing in a Supportive Learning Culture

Effective Classroom Management for Student learning and wellbeing: develop consistent practices to manage challenging behaviours, build resilience, challenge and enrichment for HPG students, self regulation for positive and productive learning environments. Cultural activities will build pride and confidence in Aboriginal and other cultural groups. Professional learning will focus on key elements from the Positive Behaviour for Learning framework.

Staff wellbeing: The Executive Team will facilitate more time for cross-faculty and in-faculty collaborative practices, streamline administrative tasks, provide targeted opportunities for staff in areas identified through their PDP goals and offer staff extra-curricular activities to support wellbeing.

Centers of Excellence

Maintain and develop Centers of Excellence: developing additional primary workshops to foster pathways and curriculum enrichment including design workshops. These workshops will promote increased

Success criteria for this strategic direction

The school works in collaboration with the community to improve attendance through enhanced data collection and analysis, using engaging lesson sequences, strategic wellbeing initiatives, and a wrap around approach for each student to support regular attendance (Learning Domain - Attendance).

All teachers are confident in using research-based strategies to manage challenging behaviours and encourage positive habits, supported by a consistent, school-wide approach to maintain productive and engaging learning environments (Teaching Domain - Effective Classroom Practice).

All students feel connected to and engaged with the school community through extra-curricular programs, strategic initiatives at key transition stages, leadership opportunities, and individualised support mechanisms (Learning Domain - Wellbeing).

Evaluation plan for this strategic direction

Question

- What has been the impact of implementing pedagogy focused on student engagement, implementing new school-wide behaviour protocols, and extending extra-curricular and transition initiatives on student retention, motivation and success, and community wellbeing?

Data

Teachers, leaders and teams collect and analyse:

- **External:** SCOUT Attendance Data, Sentral Attendance Reports, Sentral Incident Reports, People Matter Survey, and TAFE, University and employment acceptance data., Public Schools survey data.

- **Internal:** Learning Commission, Student and Staff Google Forms, Learning Logs and Exit Slips, Faculty Meeting and EMT Minutes, Teaching and Learning Program Rubric and self-assessment, Learning and

Initiatives

engagement including for HPG students, and reduce anxiety during the stage 3-4 transition pathway.

Build community opportunities: leveraging student success and achievement in our Centers of Excellence to support potential transition opportunity in relevant areas, potentially in connection with student ALPs. School leaders will foster student talent through meaningful connections between the COE and the community, experts in the fields, Aboriginal cultural activities, and external enrichment opportunities.

Evaluation plan for this strategic direction

Support data.

Analysis

- Regular evaluation of wellbeing, behaviour and staff data is analysed by leaders and teams to inform modifications to the improvement plan to maximise student learning outcomes and positively impact staff wellbeing and support.

Implications

- Annual reporting and data findings will inform proactive and reactive school responses to attendance, wellbeing and behaviour data to support students and staff to achieve their individual goals.

Strategic Direction 3: Partnerships and Pathways for Learning

Purpose

The school will continue to promote and leverage community partnerships to support successful and personalised pathways for all learners, provide opportunities for growth and attainment, encourage student voice and agency, build teacher and leader capacity, and promote the values of public education.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Achieve an increase of students participating in and obtaining microcredentials.

High Expectations and Student Voice

Achieve by year: 2027

Promote to parents and the broader community, a wide range of opportunities for students to achieve success including via micro credentials and pathways to careers.

Initiatives

Leading and Leveraging our Community of Schools

1. **NS EC Professional Learning:** continuing to value the expertise in public education by maintaining existing relationships and improving and extending the nature and quality of learning experiences with our community of schools..

2. **Micro-credentials:** providing autonomous micro-credentialled learning opportunities for all students to enable interest, talent and potential to be initiated by students and developed at any stage of the learning journey, to enhance engagement, challenge and performance.

Uniting Students, Parents and Teachers in Learning

1. **Student voice:** enhancing student voice through student initiated surveys, culturally responsive activities and leadership projects, PLPs, especially supporting opportunities for high potential and gifted students.

2. **Parent engagement projects:** leading initiatives to increase parental engagement in learning. Staff will explore the impact of the digital tools for effective communication and support.

Partnerships for Pathways

1. **Learner profiles for transition:** increasing the proportion of students with Individual Transition Plans, Learner Profiles, ALPs, and Work Readiness profiles for the Support Unit, to support the transition beyond Stage 6.

2. **Stage specific scope and sequences for transition:** cohort specific scope and sequences for transition opportunities at the school, informed by aspirational, vocational, behavioural, and academic data.

Success criteria for this strategic direction

The leadership team is recognised as instructional leaders in the community, committed to sustaining a culture of evidence-based teaching, taking advantage of professional learning opportunities to support a continuous focus on improvement and best practice (Leading Domain - Educational Leadership).

The school implements strategic initiatives to unite students, teachers and families in learning progress, raising student voice so that they are confident in taking control of their own learning, reflecting on their achievement, and setting goals for future learning opportunities (Learning Domain - Reporting).

The school develops strategic processes and partnerships with external stakeholders to inform and support continuity of all learners at key transition points, provide opportunities for all types of pathways, enrich the curriculum and prepare students for the future (Learning - Learning Culture).

Evaluation plan for this strategic direction

Question

- To what extent will the strengthening and development of community partnerships and student voice impact learning outcomes, parental engagement in learning, and students' experiences of success at key transition points?

Data

Teachers, leaders and teams collect and analyse:

- **External:** Work Experience data for Support Unit students, pathway data.
- **Internal:** 3WLC data and artefacts, parent participation at key events and initiatives, student participation data in micro-credentialling and future teachers club, staff participation at NSEC professional learning, Learning Commission.

Analysis

Evaluation plan for this strategic direction

- The continuation of existing data tools, as well as the development of innovative ways to mine and analyse professional learning, community and transition data, will inform the school's communication with the community, the development of NSEC professional learning plans, and support relationships between the school and local and external stakeholders.

Implications

- Creative analysis of existing and new data will determine the impact of school initiatives to guide the ongoing implementation as well as future school planning to maintain powerful partnerships for student learning.