### 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 and independent learners, resilient and caring individuals and global future citizens.

### School context

Ryde Secondary College (7-12), with enrolments close to 1100 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 Support Team. It has a strong focus on quality teaching, wellbeing, social justice programs and a 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 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 from Barry Laing Consulting using NAPLAN, RAP, HSC data
- Staff and parent feedback through consultation meeting
- Student feedback through SRC and larger group planning focus groups
- School educational management and faculty reviews including Wellbeing Review
- Analysis of school based wellbeing data and Mind Matters feedback
- Analysis of the Tell Them from Me survey
- Consideration of international and national research from ACEL conference 2014 and Selective Principals Conference 2014
- Review of the ACER Teaching and Learning School Improvement Framework
- Review of the NSW DET analytical framework of effective leadership and school improvement in literacy and numeracy
- Audit of GAT practices using Gateway Education Practices framework developed for DEC GAT Education
- Executive Conference to develop vision and directions
- Review of draft directions including Principal School Liaison Officer support
School strategic directions 2015 - 2017

“Our students, our future. Confident, compassionate and successful.”

**STRATEGIC DIRECTION 1**
Student achievement through quality teaching

Purpose:
To enhance student achievement through quality differentiated teaching and learning

**STRATEGIC DIRECTION 2**
Student learning through engagement, connection and belonging

Purpose:
To foster student learning through positive and inclusive relationships and quality learning environments.
We will provide all students with opportunities for:
Student voice
Engagement
Belonging
Leadership

**STRATEGIC DIRECTION 3**
Powerful partnerships for learning

Purpose:
Building powerful partnerships for shared learning, through professional learning communities within and across schools, parents and the wider community
Strategic Direction 1: Student achievement through quality teaching

**Purpose**
To enhance student achievement through quality differentiated teaching and learning

**People**
- School leaders mentor and coach staff to ensure that they are proficient in analyzing performance information.
- Executive implements quality induction program for new staff
- Executive Plus group develops whole school curriculum plan
- Teachers develop quality classroom practices through more widespread negotiated teacher observation, team teaching. Classroom practices should be more varied, creative, and student centred, to foster engagement.
- Executive and expert teachers develop peer coaching skills in collaboration with colleagues in NS-EC network to provide relevant and useful feedback.
- Teacher accreditation process and TPL enables teachers to improve programming and formative assessment to evaluate and modify assessments and classroom practices to better meet student needs.
- Teachers use referral for learning support more effectively. ILPs developed and shared with staff, to better meet student needs through NCCD
- Committee of interested staff participates and then leads Visible thinking PL workshops which foster ALARM/HOTs thinking skills
- GAT committee leads whole school PL in fostering more widespread development of expertise and practice in GAT education and mentor staff in implementing GAT education.

**Processes**
- Systematic curriculum, literacy and numeracy initiatives are mapped and implemented the School Curriculum Plan
- Template developed for evaluating school curriculum and incorporates:
  - Scope and sequence for all faculties – curriculum mapping
  - Cross curriculum priorities
  - General Capabilities
  - GATS/differentiation
  - Systematic approach to literacy
- Quality Literacy teaching and learning strategies are systematically planned and evaluated.
- Use of visible thinking skills and a variety of feedback strategies including; peer feedback, written, verbal, self-reflection, explicit marking criteria and templates to foster HOTS and differentiation
- Use of high level literacy skills in all stages, especially systematic writing, HOTs and ALARM.
- Use of highly engaging and challenging programs and classroom practice incorporating assessment for and as learning, project based learning, authentic tasks, flipped classroom, joint faculty projects

**Products and Practices**
- **Products**
  - Improved HSC results across all subjects
  - A 10% increase in writing proficiency in Year 9 by 2017, which is above state and SSG levels.
  - Programs and lessons incorporate differentiation strategies to meet current Australian curriculum syllabus outcomes and GAT students
  - Well-defined scope and sequence is articulated for all grade levels and subject areas.
  - Individual learning plans developed and implemented for students with learning needs or significant giftedness.
- **Practices**
  - Teachers understand and are aware of school performance
  - Teachers understand and are aware of school performance information and use data to inform classroom teaching practices for classes and individual students.
  - Teacher professional learning culture and growth mindset established through shared vision, teacher mentoring, collaboration, observation and feedback. All teachers participate in teacher observations and school based research into quality teaching and literacy practices.
  - A common language is used by teachers and students for learning
  - Teachers develop meaningful and challenging programs and assessments for every class

**Improvement Measures**
- Improved HSC results across all subjects
- A 10% increase in writing proficiency in Year 9 by 2017, which is above state and SSG levels.
### Strategic Direction 2: Student learning through engagement, connection and belonging

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>To foster student learning through positive and inclusive relationships and quality learning environments.</td>
<td>Students develop improved oracy and literacy through increased confidence through participation in PBL and extracurricular activities.</td>
<td>Systems review and joint planning for coordinated approach to managing student participation in extracurricular activities.</td>
<td>Broader participation of students beyond selective and GAT stream, in school activities</td>
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<tr>
<td>We will provide all students with opportunities for: Student voice Engagement Belonging Leadership</td>
<td>Staff participate in Mind Matters and Tell Them from Me surveys, Peer coaching and PL to develop resilience and skills to manage and communicate student discipline and wellbeing matters effectively</td>
<td>Tell Them from Me Survey of students, faculty reviews, and Mind Matters surveys provide data on school environment, participation and engagement.</td>
<td>Increased levels of school spirit, inclusiveness and personal resilience demonstrated in school surveys</td>
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<td>Student leadership and broader participation developed through structures</td>
<td>Student Management Review evaluates student discipline management</td>
<td>Improved attendance</td>
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<td>Parents develop further skills in supporting effective student learning and wellbeing through a range of school programs and activities</td>
<td>Student voice and school self-promotion enhance school spirit and sense of belonging for all students</td>
<td>Practices</td>
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<td>Communications and Promotions Team works with the Student Wellbeing Team to enhance school spirit and sense of belonging through student and school promotional activities.</td>
<td>Students develop personal confidence and risk taking for improved oracy, higher order thinking and creativity in learning</td>
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<td></td>
<td>Executive and students improve 21st C fluencies through TPL, differentiated learning, mentoring, computer club and other extra-curricular activities</td>
<td>Committee led by DP, HT Extra Curricular Activities, HT Wellbeing and Student Leadership meets once each term to coordinate extra-curricular activities</td>
<td>Enhanced teacher management of student referrals for discipline</td>
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<td>Upgrade and refurbish learning spaces to cater for the teaching and learning of 21stC skills</td>
<td>Students value and recognise their sense of belonging and inclusivity at Ryde Secondary College</td>
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<tr>
<td>Improvement Measures</td>
<td></td>
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<td>Student voice embedded in school leadership structure and culture</td>
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**Increased student engagement and school spirit evident from Tell Them From Me Student survey**

**Improved growth in NAPLAN writing arising from greater student confidence in oracy. PBL, creative whole school programs and participation in extra-curricular activities**

**Committee led by DP, HT Extra Curricular Activities, HT Wellbeing and Student Leadership meets once each term to coordinate extra-curricular activities**

**Executive and students improve 21st C fluencies through TPL, differentiated learning, mentoring, computer club and other extra-curricular activities**
Strategic Direction 3: Powerful partnerships for learning

**Purpose**
Building powerful partnerships for shared learning, through professional learning communities within and across schools, parents and the wider community.

**People**
Parents upskilled in student learning and wellbeing management through school seminars
Year Advisors and stage coordinators more involved in developing events to foster parent engagement
Student voice and leadership skills further developed through broader SRC selection and school networks.
Teachers’ ability to support students and families enhanced through improved communication and coordination of learning support.
Community partnership team, executive, maintain and develop links within and beyond school to share responsibility, promote opportunities and build connections.

**Processes**
Stage Enrichment evenings improve quality of parent, student and staff engagement
NS-EC program broadened to include additional schools and internal functions, and student voice network
Effective planning and development of strategies to enhance community partnerships with the business community and service organisations
Increase opportunities for student leadership, overseas travel and student voice through links including:
- Fundraising and corporate sponsorship
- NS-EC
- Ongoing links with rural schools and overseas schools
- Regional student programs eg Arts North

**Products and Practices**

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<tr>
<td>High level of participation of local primary schools in transition programs</td>
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<td>Effective Transition programs</td>
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<td>Popular primary workshops and College Tours</td>
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<td>Higher levels of teacher interaction across NS – EC network</td>
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<td>Higher levels of parent participation and attendance at school events and P and C</td>
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<tr>
<td>Teachers work closely with primary schools to foster smooth transition and learning continuum</td>
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<td>Teachers work collaboratively with local businesses and agencies to develop links which enhance the curriculum, work education skills and career and study pathways</td>
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<tr>
<td>Teachers work collaboratively with colleagues in NS-EC group of schools to share best practice and resources, and develop staff and student learning opportunities including overseas trips</td>
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<td>Staff engage the broader community to promote school achievements through multiple modes of communication including facebook, website, College Newsletter, and other modes</td>
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**Improvement Measures**
- High levels of primary school involvement in transition program
- Improved level of parent engagement evident in attendance at school events and seminars, Tell it From them Survey
- Higher levels of teacher interaction evident in NS-EC and other school links.