

2010 Annual School Report Ryde Secondary College

NSW Public Schools – Leading the way



Messages

Principal's message

I am very pleased to present to you the Ryde Secondary College Annual School Report for 2010. The achievements outlined in this report are a result of the dedication and hard work of members of the college community and I congratulate them on their efforts.

Student enrolments have increased and remain well above the 900 mark. All enrolments in the mainstream Year 7 classes in 2010 have come from the local area and there is a waiting list for non-local students. The excellent reputation of the college is growing in the community and Ryde Secondary College is becoming the school of choice in a public education K-12 continuum for families in the Ryde area.

Our links with local primary schools in the Ryde Community of Schools has strengthened further this year and the regular information tours of the college are very well attended and positively received by all.

As enrolments grow the opportunities for students to achieve their academic, sporting, cultural and social potentials grow as well. Students at Ryde Secondary College are able to select from a broad curriculum to meet their academic needs and are provided with a wide range of extra-curricular activities to cater to their other skills and interests.

The academic results achieved by students in all external examinations and competitions continue to be strong as can be seen from the details in this report.

The Duke of Edinburgh Award Scheme was a new initiative introduced in 2009 and I am pleased to report that the first bronze awards have been presented this year and more students are working towards bronze and silver for 2011.

This is only one of the many programs offered at Ryde Secondary College that gives students the opportunity to develop skills in leadership, teamwork and community involvement.

2010 is my last year as Principal of the college as I will be retiring from the Department of Education and training in 2011. It has been an honour and privilege to have been able to work with the

members of the school community for the last 26 years, the last 13 of which were as Principal. I know that the college will continue to grow in the years to come and I wish the new Principal, Ms. Norris, and her team all the best for the future.

I invite you to read the 2010 Annual School Report and note the outstanding achievements that have been achieved by a dedicated staff, supportive parents and wonderfully talented students.

I certify that the information in this report is the result of a rigorous college self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

John C Hughes

P & C message

Ryde Secondary College encourages all parents to be involved in the education of their children through parent involvement in a variety of areas of college life.

One important way is for parents to become a member of the college P&C, attend regular meetings and participate in P&C activities. Various committees, including band, publicity and fundraising allow parents to become involved in particular ways.

P&C meetings are held on the third Wednesday of each month in the college library. Parents are able to participate in college planning and express their views about the college priorities and developments. Presentations and demonstrations by various faculties are a feature throughout the year and inform parents of how the teaching and learning in each faculty takes place.

The major expenditure by the P&C in 2010 was the purchase of a college bus for use by the staff and students at the college. The bus will enable the support unit students to access a variety of venues to enhance their learning as well as making it easier for sporting teams and smaller excursion groups to travel. The P&C have also provided funds for the building of a garage to house the bus in 2011.

Other P&C funds in 2010 went to the Year 7 welcome barbecue, World Teachers Day celebrations for the teachers, faculty equipment

and resources including an upright grand piano for HSC music students and financial assistance for students participating in representative sport.

Bruce Davidson, P&C President 2010

Student representative's message

2010 was an excellent year for the Student Representative Council (SRC). The SRC, with the assistance of Mr. Russell, was able to achieve beyond expectations, organizing a wide range of activities throughout the college – including charity days, barbecues, sporting and cultural events.

A new initiative for 2010 was the “Clean Up Day”. The idea was to focus student attention on making Ryde Secondary College a much cleaner and healthier school. The day helped to make the student body aware of their responsibility to do their part to keep the school grounds tidy.

A variety of charity fundraising activities were held and funds were raised for the Leukemia Foundation, World Vision and CanTeen. Students raised an amazing \$5500 as part of the World Vision 40 Hour Famine weekend. A great effort!

One of the most memorable events of the year was the annual Ryde Idol talent quest. Once again the competition brought out the excellent talents of the students at Ryde secondary College. First place was awarded to Nicholas Behinaein who played “Dance of Fire” in a stunning violin performance.

The diverse talents of the student body were also showcased at the trivia night, fashion show, drama night and “Creative Fusion”, a mix of art, music and textiles. These activities, combined with debating, public speaking sporting teams and academic competitions, give excellent opportunities for students at Ryde Secondary College to participate and excel.

Two year 10 students represented the college at the Regional SRC Leadership Conference. The students were able to interact with SRC members from other schools and bring back ideas that could be implemented at Ryde Secondary College.

The SRC held a mufti day in conjunction with Unity Day, an initiative of the Year 9 High Resolves leaders. Members of the college community came dressed in cultural dress or in

country colours and enjoyed the wide range of different foods organized by the High Resolves team. It was a wonderful celebration of the different cultures that make up our college community.

Other student activities within the college included the Year 9 and Year 10 High Resolves program, Peer Support, Social Justice, Café Malvina, and the Duke of Edinburgh Awards. The Year 8 students participated in the Leadership in the Middle School program and assisted in junior leadership roles throughout the college.

Students at Ryde secondary College can be very proud of all their achievements throughout 2010. The SRC representatives and other leadership teams have worked collectively with the whole student body to contribute positively to the college and the wider community.

Raji Gill-Mission – SRC President

Support Unit Message

This year the students in the support unit classes have participated in a lot of activities across the college. We have joined in at the swimming carnival, athletics carnival, cross country carnival and Peer Support.

All students have been part of a work experience program. Students in Years 9, 10, 11 and 12 go to work each week at Franklins, Big W, Ryde Eastwood Leagues Club and New Horizons. Our students have had great support once again from these worksites so that they can improve their work skills.

Support Class 1 have developed their own business where they buy, pack and sell fruit, chocolate, biscuits and lollies to staff at the college. The students sell over 90 packs per week and have made over \$500 profit over the year. The profits have been used to purchase animals through World Vision for villages in Africa and to take Ms. Miller and Ms. Yamin to lunch.

Support Class 2 and Mr. Slott went to the zoo in Term 4. The excursion was part of the science program “Living Things”. The students travelled to the zoo on the new school bus and spent the day examining all the animals. They learned a lot about many animals but their favourite animals were the elephants and the monkeys.



Support Class 3 and Ms. Coleman do all the recycling around the school. They collect and empty all the recycling bins. The students enjoy this job and have learned a lot about the importance of recycling.

The students also participate in community access each week. They enjoy going out and learning about the local community and practicing travel, money and shopping skills.

The sport program for students in the support unit is linked to the Special Olympics program. A special sport coach comes each week and trains the students in a variety of sports including cricket, basketball, netball and Oz Tag.

2010 has been a successful year for the students in the support unit and we all look forward to another year of learning and fun in 2011.

Katie Mulley and Rylie Filby

School context

Student information

Student enrolments at Ryde Secondary College have increased again in 2010 and remain well above the 900 mark. Local enrolments have increased and there is a waiting list for non-local enrolments in all of the junior years.

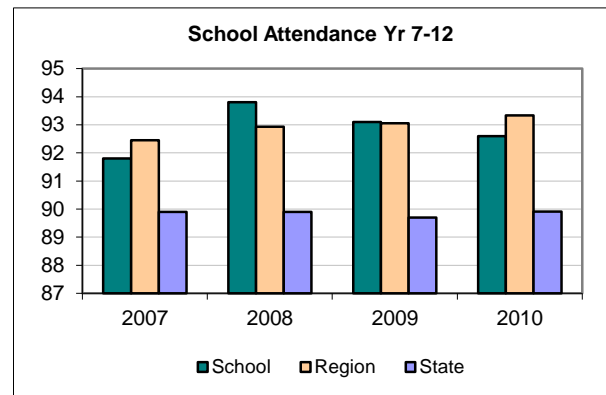
There is a very rich culture within the student community with 67% of students from non-English speaking backgrounds and over forty nationalities represented.

The college caters to the learning needs of a wide range of students from academically selective students in each year, the full range of academic ability within the mainstream student enrolment and the wonderful students in our support unit.

Student enrolment profile

	2006	2007	2008	2009	2010
Male	491	533	533	551	569
Female	305	338	349	378	369

Student attendance profile



The overall student attendance of 92.6% is slightly down from 2009 and is below the region percentage of 93.3. The college attendance rate remains well above the state rate of 89.9%.

An examination of the enrolment data for students shows that the overall attendance rate has been affected by the long absences of a few students. The attendance rate for most students is very pleasing with an increasing number of students achieving full attendance certificates.

Management of non-attendance

Student attendance continues to be a priority area at the college especially now in light of the increased leaving age from 15 to 17 years of age. The college uses an electronic attendance system to monitor student attendance. The system allows SMS contact with parents of students whose attendance is causing concern.

Students with full attendance are awarded with special certificates at the end of the year.

Regular messages in the college newsletter encourage parents to ensure their children attend the college each day. The newsletter also contains blank proformas that parents can use to explain student absences.

Teachers are required to mark class rolls every lesson and report any discrepancies to the head teacher administration for follow up. An in class electronic roll marking system is being investigated for possible introduction in 2011.



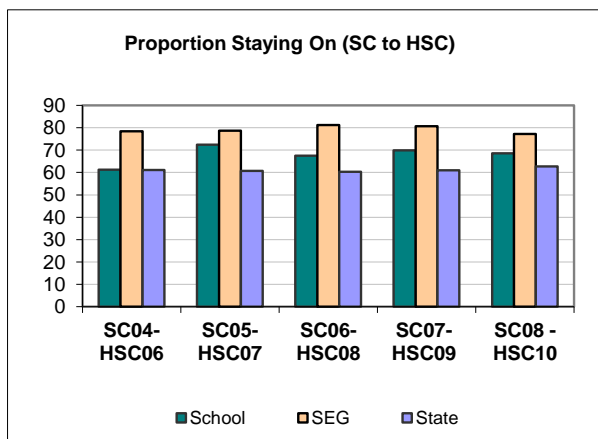
Structure of classes

There were six core classes in Years 7, 8, 9 and 10 in 2010. There are two academically selective classes and one gifted and talented class in each Year. The other three classes are mainstream mixed ability classes.

The two selective classes in each year are discrete classes in Years 7 and 8 and in the mandatory courses in Years 9 and 10. There is some mixing of the mainstream and selective students in the two elective classes in Years 9 and 10.

Discrete selective classes are made in Years 11 and 12 where possible but the mix of students in most courses depends on the elective choices made by students. Students who wish to take advanced and extension courses require permission from the head teacher of the course and will need to have performed well in that area in the School Certificate.

Retention to Year 12



Almost seventy percent of those students who could be tracked from the 2008 School Certificate at Ryde Secondary College sat for the HSC at the college in 2010. This is similar to previous years and consistent in relation to both similar school group and state retention rates.

Post-school destinations

A survey of post school destinations for students who sat the 2010 HSC indicated that 64% of students were studying at university, 10% were at TAFE, 12% were engaged in apprenticeships and work and 14% were either undecided or could not be contacted.

Year 12 students undertaking vocational or trade training

There were 128 students who sat the HSC in 2010. Of those, 18% did a vocational course at TAFE while 20% pursued a vocational course at the college. The vocational course offered at the college was hospitality.

Year 12 students attaining HSC or equivalent vocational educational qualification

There were 128 students who sat for the HSC in 2010. Of those 126 received a Higher School Certificate.

Staff information

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	10
Classroom Teachers	52.4
Teacher of Mild Intellectual Disabilities	2
Teacher of Moderate Disabilities	2
Support Teacher Learning Assistance	0.5
Teacher Librarian	1
Teacher of ESL	1.6
Counsellor	1
School Administrative & Support Staff	14.8
Total	88.3

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2010 there was one Indigenous teacher at Ryde Secondary College.

Staff retention

Ryde Secondary College has very stable retention of staff from year to year. Over 95% of the staff who were at the college in 2009 remained at the college in 2010.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	15

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	354899.30
Global funds	525620.10
Tied funds	220337.71
School & community sources	690479.37
Interest	24983.13
Trust receipts	101022.62
Canteen	0.00
Total income	1917342.23
Expenditure	
Teaching & learning	
Key learning areas	110587.05
Excursions	118517.45
Extracurricular dissections	226399.51
Library	13291.74
Training & development	2144.39
Tied funds	245388.19
Casual relief teachers	32231.53
Administration & office	247773.02
School-operated canteen	0.00
Utilities	104528.12
Maintenance	83109.55
Trust accounts	103576.46
Capital programs	63332.77
Total expenditure	1350879.78
Balance carried forward	566462.45

The college canteen is privately leased and the income from this is included in the "School & community sources" item.

Training and development for staff is also included in the professional learning in tied funds and in teaching and learning expenditure.

A full copy of the college's 2010 financial statement is tabled at the annual general meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Ryde Secondary College is proud of the opportunities it gives to students to fulfill their potential academically, creatively, socially and physically. Below is a summary of just some of the achievements throughout 2010.

Opportunities for students to be involved in activities outside of the classroom increased this year with the addition of a training band and new musical ensembles.

Achievements

Arts

The newly formed string ensemble attracted many junior students and the numbers at present stand at 38.

The choir, in only its second year, won the Ryde Eisteddfod Choral Section for schools and the concert band received a highly commended at the Ryde Eisteddfod

The newly formed Jazz band performed at a number of functions.

A three day music camp was held for all the members of the band, the orchestra, ensembles and the choir. They were involved in intensive practice and all musicians had the time to focus on skills and bond as performers. The concert on the final day was widely acclaimed by parents and teachers who attended.

All ensembles came together to perform a moving finale at *Creative Fusion*, the creative and performing arts presentation evening.

Visual Arts students visited a number of exhibitions through the year including the Masters Exhibition at the National Gallery in Canberra.

Two students from Year 8 had their photogram portraits chosen for the *Headspace* exhibition at the National Portrait Gallery in Canberra.

Photography and Digital Media and Visual Arts students experimented with much new technology to produce quality original work.

Creative Fusion exhibited work from students in Years 7 and 8, the Support Unit and Elective Stage 5 and 6 classes. Over 200 artworks were

displayed and the exhibition was well patronised by parents, students and teachers.

The extensive debating and public speaking program continued this year with over fifty students participating in debating teams. In 2010 there were two debating teams in Year 8 and one each in Years 9, 10, 11 and 12 for the Premier's Debating Challenge. Those who did not make a team in 2010 are hoping to do so in 2011. The 2010 Year 11 debating team also took part in the Hunters Hill Rotary Club debating competition, debating schools in the local area. All teams performed well, showed considerable skill and had good wins over other strong debating schools.

Ryde Secondary College students had the opportunity to audition for and appear on the television show PYRAMID. Students were selected from Years 7 and 8 based on their proven public speaking skills to attend the auditions and twenty-eight students were selected to appear on the program. Filming took place at Fox Studios and it was a wonderful experience for the students. The winners of each program were presented with fantastic prizes, including boogie boards, encyclopaedias, sporting equipment, vouchers and tickets to Sydney theme parks.



The high level of interest and participation in drama continued throughout 2010. There were elective classes in drama for Years 9, 10 and 12. These students demonstrated their highly-developed skills at the college performance night in August. In 2011 the Year 11 drama class will be one of the biggest Drama classes that we have had at Ryde Secondary College for several years.

Sport

Success and participation in all levels of sport continues to be a feature of the college. At the college level, the dominance of the Buffalo House was tested this year when Malvina House won the swimming carnival for the first time. Buffalo again won the cross country and athletics carnivals but the margin is certainly getting smaller.

Ryde Secondary College is a member of the Northern Suburbs AAA Zone for sport and performed strongly in all of the competitions. The college was placed first in the cross country and athletics carnivals and third in the swimming carnival.



A number of Ryde Secondary students went on to represent the zone at the regional and state carnivals.

The college grade teams performed well in both the summer and winter competitions. Winning teams were the open girls' basketball, 15 years boys' basketball, open girls' volleyball and the 14 years boys European handball. Runner-up teams in the zone grade competition were the 15 years girls' basketball, the 14 and 15 years boys' cricket, the 14 and 15 years girls' touch football, the mixed softball and the open boy's rugby.

The following students represented in their sports at an elite level:

- Matalena Wilson – CHS Rugby Union
- Sidney Pierucci – CHS Swimming
- Mikaela Sparre – CHS Sailing and Triathlon Championships
- Gemma Pantelone – NSW Aerobics Championships
- Catherine Isaac – National Figure Skating Championships

- Sonya Khatchigan – National Artistic Gymnastics Championships and the Australian Diving fast tracking team for the 2016 Olympic Games.

Congratulations to all students who participated in the college sporting program and who demonstrated a high level of sportsmanship, leadership and team spirit.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

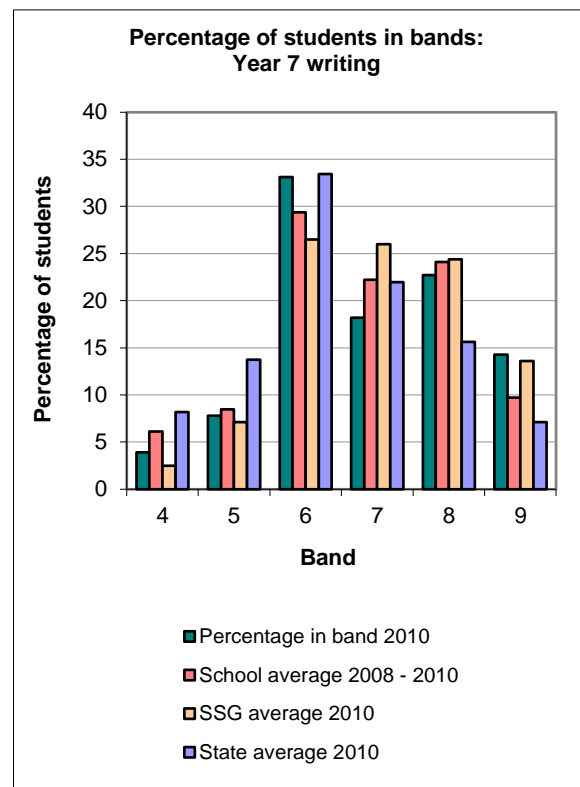
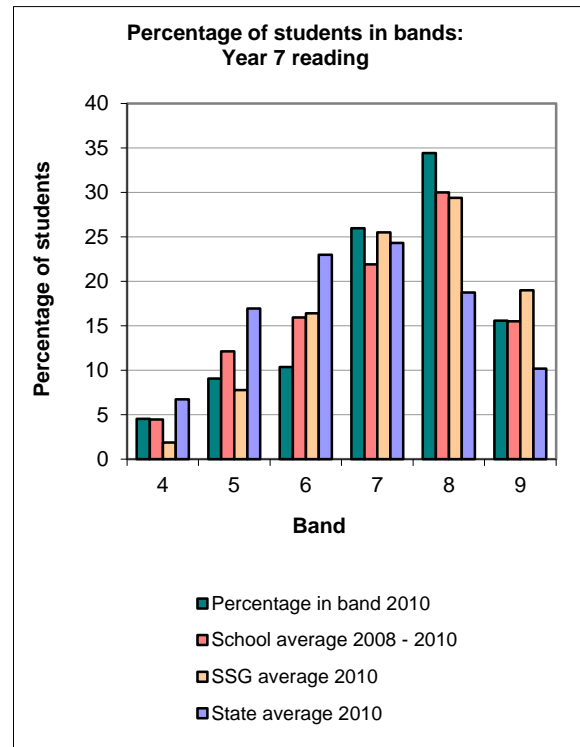
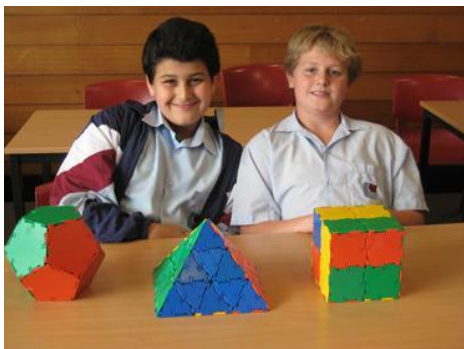
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

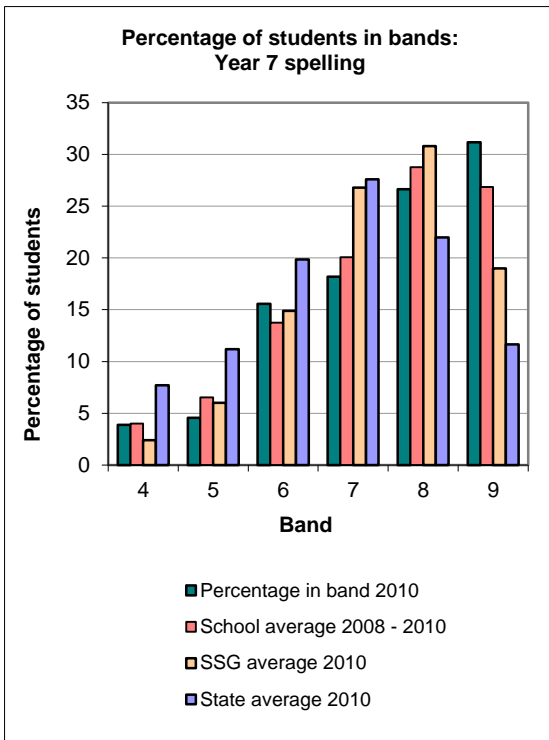
Literacy – NAPLAN Year 7

Literacy is comprised of four elements: writing, reading, spelling and grammar/punctuation. The average mark of Ryde Secondary College students in all of these elements was well above the average of students across the state and overall compared favourably with the similar school group.

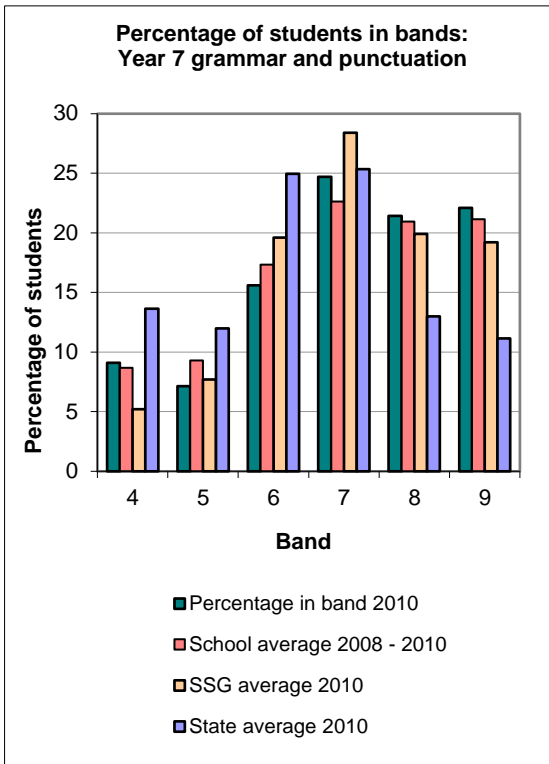
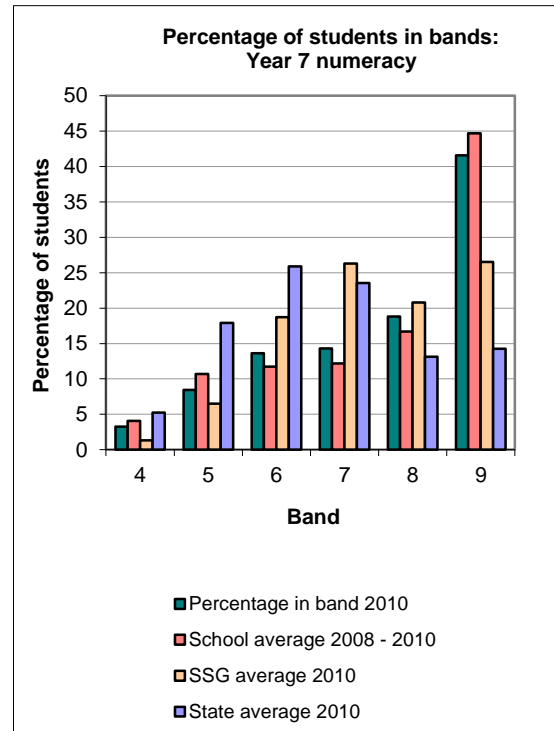


The number of students performing in the top two bands was above the college average for 2008-2010 in all elements. The number of students in the top two bands was significantly above state in all elements and above the similar school group in all areas except writing where it was on par.

The strongest result was in spelling where almost 60 per cent of Ryde Secondary College students

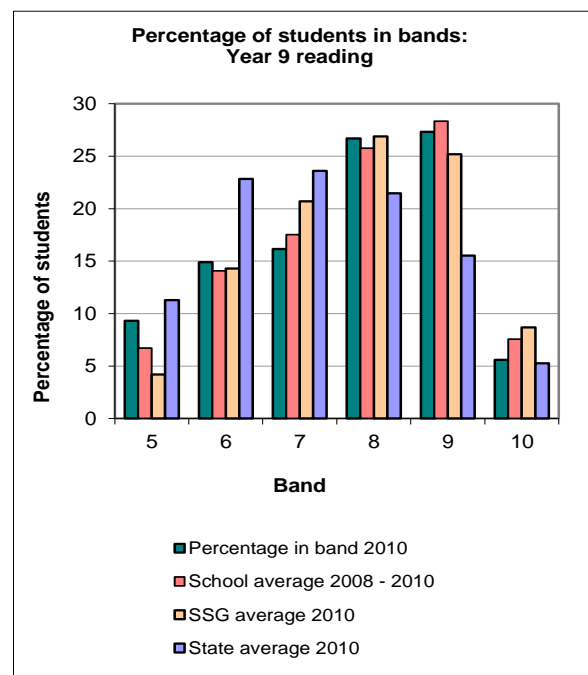


Numeracy – NAPLAN Year 7



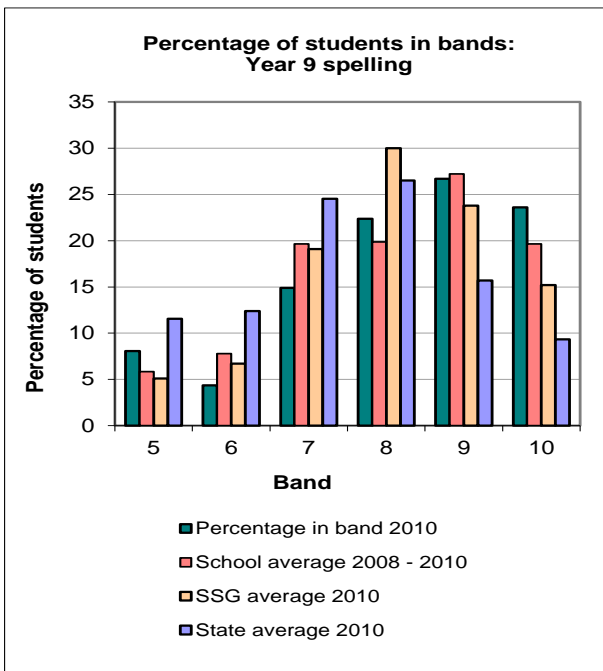
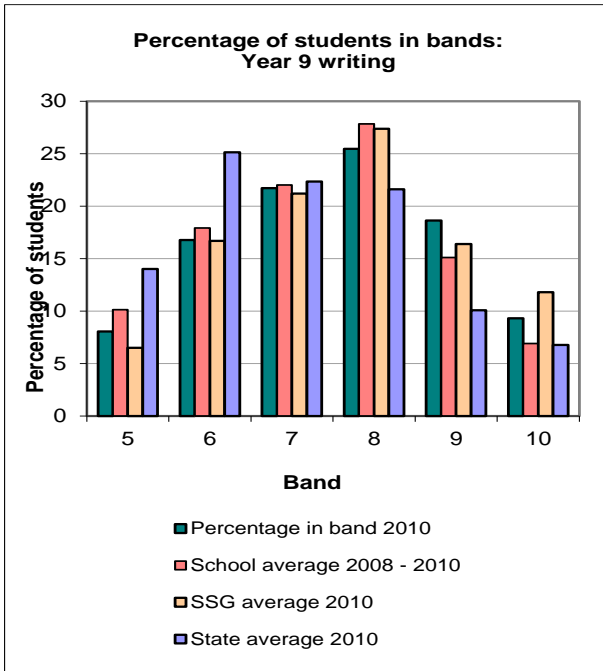
The excellent results the college has achieved in NAPLAN numeracy tests over the last two years was repeated by the students in 2010. The college average mark of 598.6 was significantly above both the similar school group (583.5) and the state (542.2) average marks. Over 60 per cent of Ryde Secondary College students performed in the top two bands compared to 48 per cent in the similar school group and 27 per cent across the state.

Literacy – NAPLAN Year 9



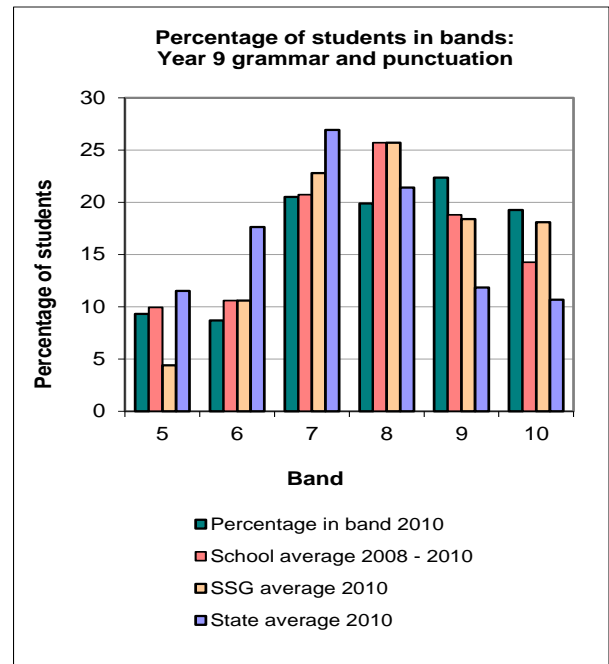
performed in the top two bands compared with 50 per cent in the similar school group and 34 per cent across the state. A pleasing improvement was seen in writing where the number of students in the top two bands was well above the college average over the last three years. This result could reflect the priority given to writing not only at the college but across all schools in the region.

The performance of Ryde Secondary College students was strong in all elements of the literacy tests with the average marks being significantly above state averages and comparing favourably with the similar school group results.



Once again the strongest area was in spelling where 50 per cent of Ryde Secondary College students performed in the top two bands compared to 39 per cent in the similar school grouping and only 25 per cent across the state. The Ryde Secondary College students' average mark for spelling was 624.6 compared to 610.4 for the similar school group and 579.1 for students across the state. In all other areas the

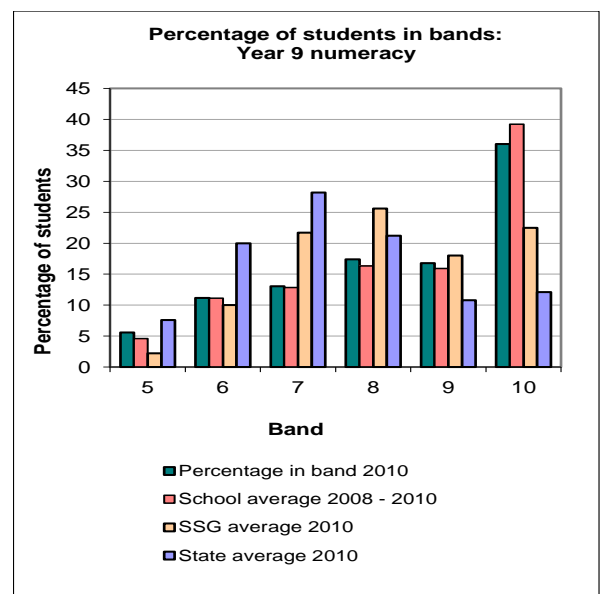
number of students performing in the top two bands was well above state and either equal to or above the similar school group results.



The results also showed an improvement in the area of writing with more students performing in the top two bands and less in the bottom two bands when compared with results from the last two years. The results reflect the emphasis placed on improving student writing skills at the college over the last three years.

Numeracy – NAPLAN Year 9

The average mark for students at Ryde Secondary College was 641.4. This is an outstanding result when compared with the average mark of the similar school group of 622.2 and the state average mark of 583.7



The percentage of Ryde Secondary Students performing in the top band was three times that of students across the state and more than half of the college students performed in the top two bands compared to 41 per cent in the similar school group and 23 per cent across the state. The number of students performing in the bottom two bands was well below the state average but slightly above both the college average for 2008 – 2010 and the similar school group percentage in 2010.

Progress in literacy

The percentage of Ryde Secondary College students performing in the top two bands in the 2010 literacy tests in Year 7 was above the college average performance for 2008 – 2010 in all of the elements. The performance of students in the writing test was most pleasing with more students performing in the top two bands and less in the two bottom bands when compared with the performances of student in 2008 and 2009.

This improvement was also noted in the performance of the Year 9 students in 2010 in all elements except reading which was slightly below the 2008 – 2010 college average.

Once again the improvement of student performance in writing was pleasing and reflects the priority given to improving student writing skills over the last few years.

Progress in numeracy

The performance of the Ryde Secondary College students in both the Year 7 and Year 9 numeracy results was once again excellent when compared to the results across the similar school group and across the state. The number of students performing in the top two bands in both Years 7 and 9 was only slightly lower when compared to the excellent results from both 2008 and 2009.

The numeracy support program will continue in 2011 assist students who have difficulty with numeracy skills.

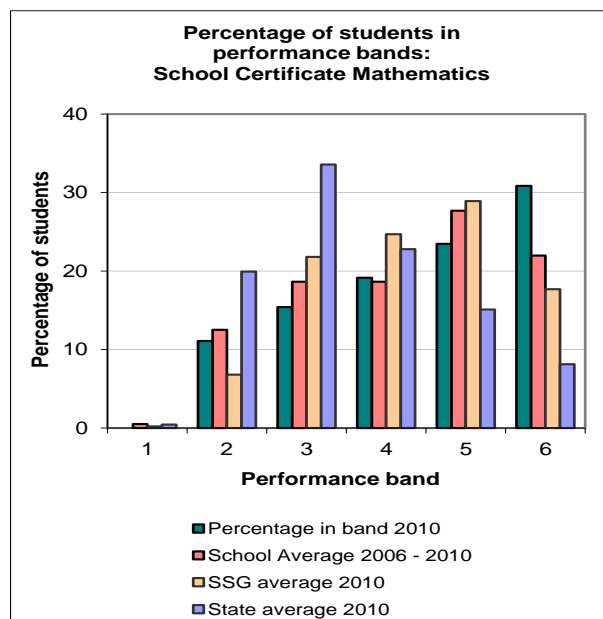
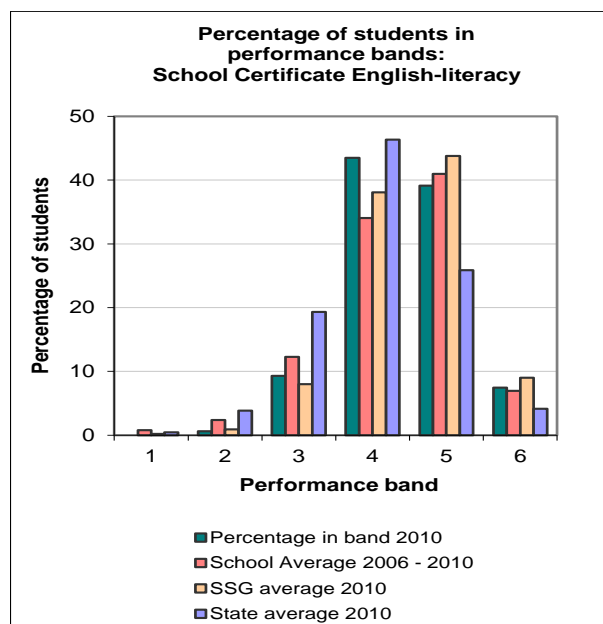
School Certificate

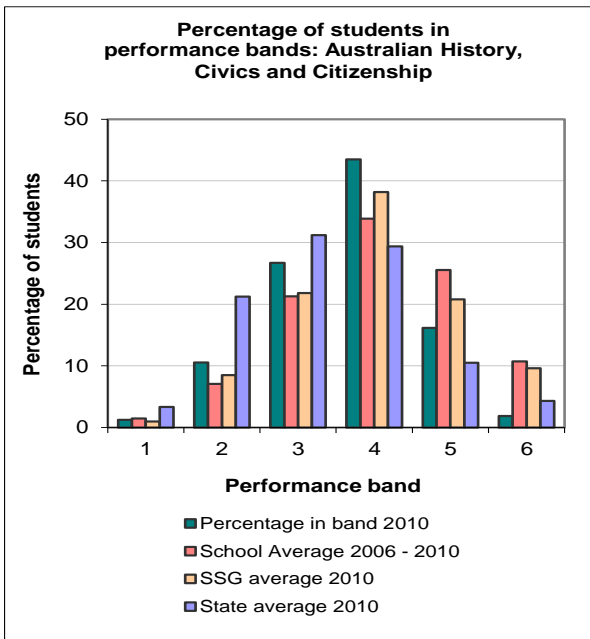
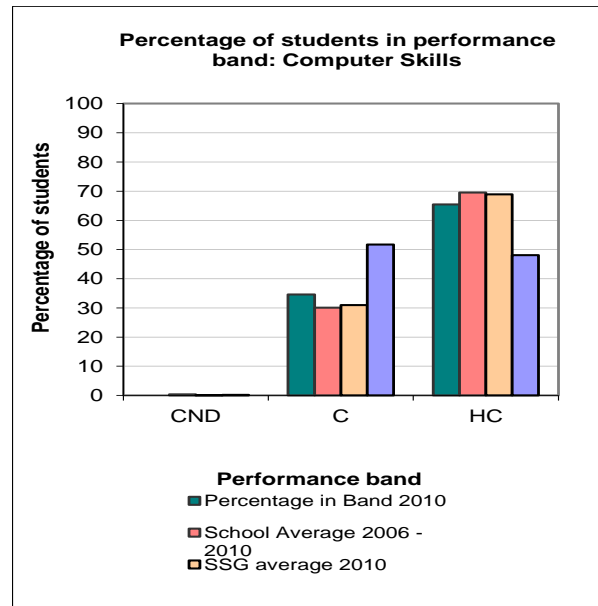
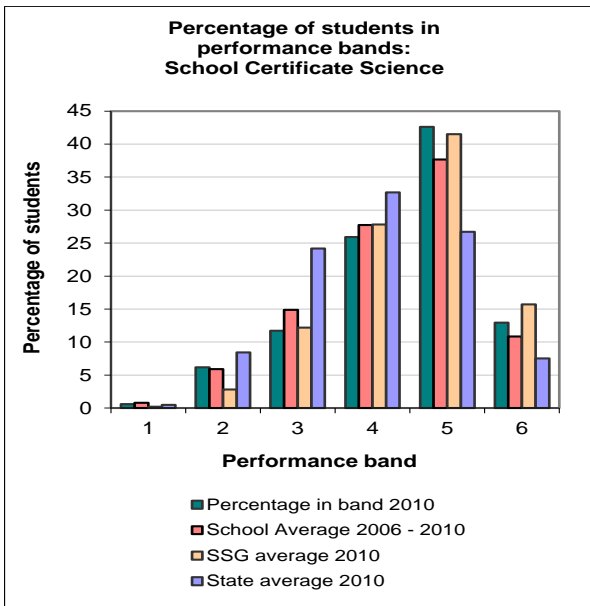
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Ryde Secondary College students continue to perform strongly in the School Certificate. The average mark for our students in all tests is well above the state average and above the similar school group for mathematics and geography. All other results are at or just below the similar school group averages.

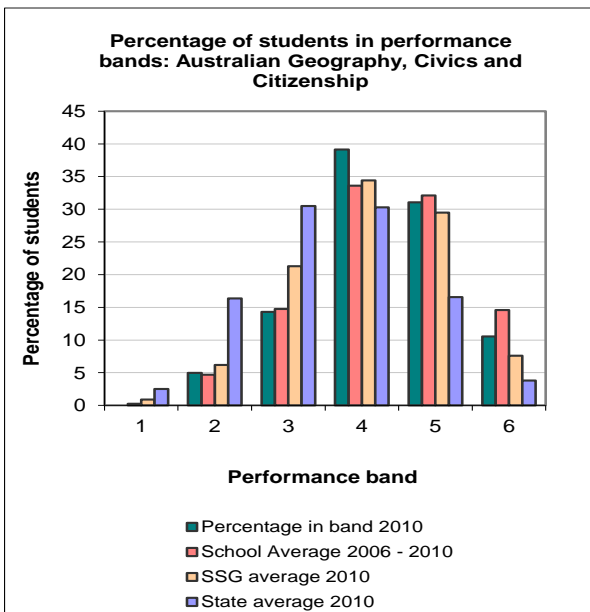
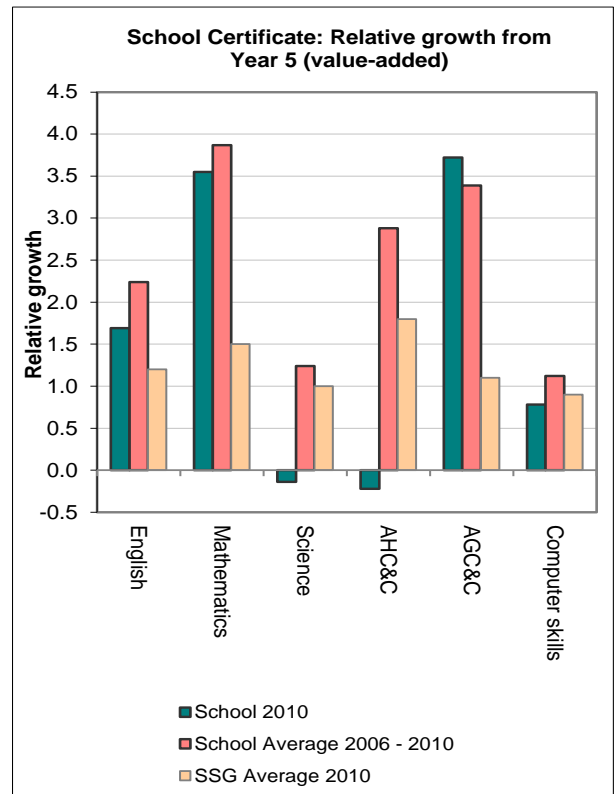
The percentage of Ryde Secondary College students in the top bands was well above the state average in all courses. There were no students in the lowest band in English, mathematics, geography and computer Skills.

When compared with similar school groups our best performances were in mathematics and geography where the percentage of our students in the top two bands was above the similar school group.





School Certificate relative performance comparison to Year 5 (value-adding)



Higher School Certificate

The 2010 cohort was the fourth Year 12 group to complete the HSC at Ryde Secondary College. Although the outstanding results of the 2009 cohort were not repeated the results were still pleasing overall.

The Dux of the college for 2010 was Ivan Luo and he and Gabbi Hyon were placed on the All-round Achievers List. Twenty one students had results

that placed them on the Distinguished Achievers List.

The table below lists the school, like school group and state means for all courses with ten or more students as well as the school average from 2006 to 2010.

The courses where the mean was greater than all other means were ancient history, business studies, legal studies and Indonesian continuers.

Strong performances are also indicated for students in courses including chemistry, economics, English (advanced), English as a second language, general mathematics, modern history and textiles and design.

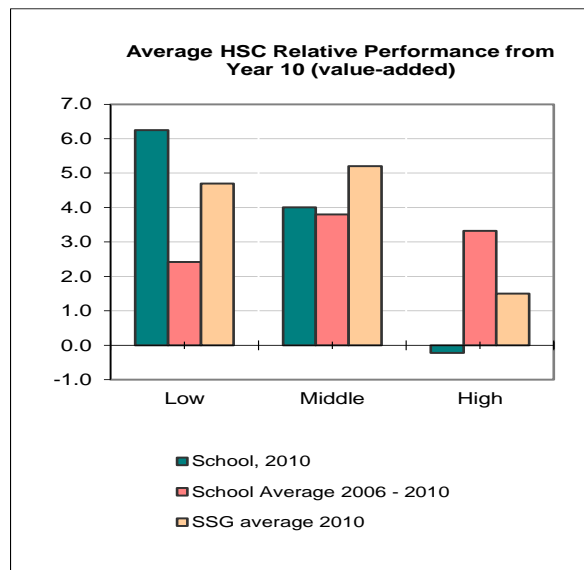
Course	School 2010	School 2006 - 2010	SSG 2010	State 2010
Ancient History	81.1	76.5	77.0	70.5
Biology	71.5	72.5	77.0	72.2
Business Studies	80.1	76.1	77.0	72.3
Chemistry	76.2	76.7	77.0	73.8
Economics	77.1	79.4	75.0	72.6
Engineering Studies	71.3	76.7	79.0	75.2
English (Standard)	64.3	64.5	68.0	61.8
English (Advanced)	80.1	79.4	82.0	79.9
English as a Second Language	73.7	73.2	76.0	72.3
English Extension 1	69.6	75.0	80.0	80.1
English Extension 2	74.6	72.0	80.0	79.0
Legal Studies	80.5	76.0	78.0	70.7
General Mathematics	71.7	70.4	75.0	69.0
Mathematics	73.8	74.5	78.0	75.0
Mathematics Extension 1	81.0	80.2	83.0	81.3
Mathematics Extension 2	78.8	80.3	84.0	84.2
Modern History	76.1	76.3	78.0	73.7
Personal Development, Health and Physical Education	70.6	71.7	78.0	73.4
Physics	75.9	76.9	77.0	74.4
Textiles and Design	77.3	81.2	81.0	74.6
Indonesian Continuers	93.7	89.8		82.9
Japanese Beginners	73.8	73.8	76.0	73.0
Hospitality Examination	64.1	64.1	76.0	73.7

This and other data from the HSC are used by faculties to evaluate the performance of students in their courses and develop improvement strategies as appropriate.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

The value-added data indicates that the performance of the high performing students in the School Certificate in 2008 was below expectations relative to the college trends over the last five years and the performance of students in the like school group. The performance of the middle and low performing

students was well above state and the school average with the best performance coming from the students who performed in the lower bands in the School Certificate.



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

This data is used by the learning support team to identify students who fall short of the minimum standards and to provide special programs of assistance for these students.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 7 students achieving at or above minimum standard	
Reading	94.8
Writing	95.5
Spelling	95.5
Punctuation and grammar	90.3
Numeracy	96.1

The percentage of Year 7 students achieving at or above the minimum standard was higher in all areas when compared with 2009.

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 9 students achieving at or above minimum standard	
Reading	89.6
Writing	90.8
Spelling	90.8
Punctuation and grammar	89.6
Numeracy	93.3

The percentage of Year 9 students achieving at and above minimum standards was higher for writing and punctuation and grammar and slightly lower for the other areas.

Participation in Academic Competitions

Ryde Secondary College students have the opportunity to compete in a variety of national and state academic competitions and students perform well in all of them.

Ivy Feng from Year 8 received the highest award, the Prudence Award, in the Australian Schools Mathematics Competition. Students were also awarded with six high distinctions, 80 distinctions and 140 credits.

Students who participated in the UNSW English Competition were awarded one high distinction, 17 distinctions and 72 credits.

Shingyan Kwong from Year 11 participated in the Australian Science Olympiads and received a distinction in the physics, chemistry and biology national qualifying examinations.

Praneet Namkal was the state winner and third in Australia in the Bank of Queensland Money Challenge.

Carl Hastings was placed fifth in New South Wales in the National Geographic Channel Australian Geography Competition and Madeline Lee and Jagendep Toor were second and third respectively in the Years 7-8 section of the NSW Indonesian Writing Competition.

Significant programs and initiatives

Aboriginal education

A continued commitment to Aboriginal education was made throughout 2010. The key aspects of the program include:

- The flying of the Aboriginal flag alongside the National flag at the main entrance to the college
- Ongoing membership of the “Dare to Lead” project which provides excellent resources for teachers and students and opportunities for Indigenous students to attend seminars and camps.
- The direct management of some Indigenous students by the learning support team, in conjunction with the Regional team, with particular focus on attendance and retention. The Regional Aboriginal liaison officers visit the college to support students as necessary. The learning support team develops individual learning plans for students.

All students have the opportunity to study Aboriginal history and culture in the mandatory courses in Australian history and geography.

It is planned that the student led Indigenous Society to develop awareness of our Aboriginal heritage can be redeveloped in 2011.

Multicultural education

The Ryde Secondary College community is a rich and diverse community and this continues to be one of the real strengths of the college. Opportunities exist for all students from different cultural backgrounds to reach their creative, academic, physical and social potentials. Students, teachers and parents are encouraged to value this diversity and promote harmony and understanding.

The key aspects of our multicultural education program for 2010 included:

- The High Resolves leadership team held a very successful “Unity Day” to focus on and raise awareness of the many cultures that make up Ryde Secondary College. Students were encouraged to wear an item of national dress or national colours and enjoy a variety of ethnic foods and a multicultural concert.
- An extensive ESL program for students in the junior years and increased encouragement for senior ESL students to undertake the study of English ESL courses for the HSC where appropriate. The progress of students is monitored by the ESL teacher who reports to the learning support team and the welfare team.

- A strong focus on literacy issues associated with the learning of all students, especially those from an ethnic background.
- Curriculum programs particularly in English, HSIE, LOTE and CAPA all have a strong multicultural focus and students engage in excursions, discussions and other activities to reinforce the learning in the classroom.
- A visit from students of our Japanese sister school, Bushukan High School. The visit includes a two day homestay program that allows students to develop a greater knowledge and understanding of each other and their cultures.

Respect and responsibility

The college focus areas of respect, responsibility, cooperation and leadership form the basis of the college code of conduct for everyone. The focus areas appear on the masthead of the monthly newsletter and on much of the college promotional material.

Each term the college focuses on one of the areas. It features in the monthly Principal's report and parents are asked to discuss the area with students at home. Year team meetings regularly address the focus areas and teachers build the values by relating to the focus areas into class work as appropriate.

The Social Justice Team supports local institutions for the aged and disabled by visiting patrons and raising money for much needed equipment and resources.

The Student Representative Council supports local charities through fund raising and regular clothing and food drives.

Each Year group from 7 to 10 has "adopted" a World vision child and raises money from within the group to sponsor the child each year.

High Resolves Global Leadership Program

Ryde secondary College is one of four schools that were the foundation schools for this program a few years ago. The college continues to be a part of the developing program.

High Resolves is a very important program that runs at the college as part of the leadership and student welfare programs. There is a junior and senior component to the program.

The objective of the High Resolves Global Leadership Program is to motivate high school students to view themselves as purposeful global citizens and to acquire the mindsets and skills they will need to lead their communities, and the world, to a brighter future.

The program provides students the opportunity to develop a range of social and leadership skills that will equip them to better manage themselves and lead other people. Some of the core skills expected to be developed from this program include:

- Conflict resolution and negotiation – how to handle difficult situations
- Collective action – how to influence groups of people
- Project management – how to effectively and efficiently drive positive change
- Public speaking – how to present to groups of people
- Team dynamics – how to work effectively in a team

The core modules of the program for year 9 students in 2010 were a full-day module on Conflict Resolution and a full day module on Collective Action that were run over two consecutive school days.

These students also participated in a half-day module on Project Leadership.

Students in Year 10 participated in a half-day Advanced Project Leadership module to enhance their project leadership skills in readiness for their larger, more challenging project.

Students are also involved in action projects throughout the year as part of the program. The Year 9 School Action Project involved planning, organising and running a 'Unity Day.' This very successful day involved food stalls from different countries, a concert of cultural performances and members of our staff and students wearing national dress or colours.

The Year 10 Community Action Project involved promoting the future use of electric cars to help protect the environment. Students had the opportunity to work with business mentors from 'Better Place' to help them plan the promotion. This involved organising a 'flash mob' including dancing, chanting and handing out pamphlets.

Students also made cardboard cars to wear. They performed firstly here at the college and then at Macquarie University. Students also produced a Facebook page entitled 'Make the Change; Go Electric.'

The High Resolves Annual Summit was held at the University of NSW where our students had the opportunity to meet leaders from other schools and also hear insights from experts across diverse fields. Our Year 10 leaders also gave a presentation on their action project.

Upon completion of the Year 10 component of the Global Leadership Program, students who have actively participated throughout the program are awarded a Certificate of Achievement including confirmation of the skills they have developed. This certificate can be used as evidence of community service involvement and of formal leadership training.

Progress on 2010 targets

Target 1

To raise the percentage of students achieving at or above the minimum standard in NAPLAN literacy and numeracy in Years 7 and 9 by a minimum of 2% in each area.

The improvement of numeracy and literacy skills, especially writing, has been a priority of the college for 2010. Explicit teaching of literacy and numeracy skills has taken place and opportunities have been provided for teachers to share best practice in the teaching of these skills.

A full time teacher was employed to conduct the literacy and numeracy support program.

Our achievements include:

- The 2% target was achieved in Year 7 writing (4.3%) and numeracy (2.6%) and Year 9 writing (2%) and punctuation and grammar (2%).
- Percentage increases were achieved in Year 7 reading (0.7%), spelling (1.3%) and punctuation and grammar (1.4%).

Target 2

To increase the use of laptops in Stage 5 classes to enhance learning outcomes for the students and promote quality teaching.

A survey of students in Stage 5 indicated that students were happy with the use of laptops in the classroom but that the use of laptops was inconsistent across faculties and from teacher to teacher. This will be addressed further in the college priorities for 2011.

Our achievements include:

- An increase in the awareness and use of the "Moodle" program for providing teaching and assessment materials to students.
- Faculty teams developing units of work involving laptops.
- Increased opportunities for teachers to access professional learning associated with using technology in the classroom.

Target 3

To maintain the 100% in-area enrolment achieved in 2009 for Year 7 2010.

The mainstream enrolment in Year 7 2010 was made up entirely of students from the local drawing area. There is a waiting list for non-local students in all of the junior years. Ryde secondary was promoted throughout local primary schools as the school of choice in a public education K-12 continuum in the local area.

Our achievements include:

- A closer and developing relationship with more schools in the Ryde Community of schools.
- Year 9 students being part of the primary schools weekly sport program and acting as coaches and umpires.
- An increase in the number of parent tours through the college during each term.
- The appointment of a college publicity officer from the P&C.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Enter text here

Educational and management practice

Educational Management Team and Work Teams Structure.

Background

The college executive team was reconfigured as an Educational Management Team in 2004. The purpose was to emphasise the role of the executive at the college as educational managers. The structure assigned areas of leadership and responsibility to all members of the executive. The responsibilities involved whole school responsibilities as well as those involved with the faculties.

The members of the senior executive were assigned specific roles and formed a team with three or four of the head teachers. Each head teacher was allocated Year and whole college responsibilities as well as their normal faculty roles. Staff elected to be members of the various work teams relating to the whole college responsibilities and identified targets and priorities. This was an important proactive response to educational management rather than reactive.

As well as ensuring that whole college priorities were being met, the structure clearly identified roles, coordinated planning and improved communication when it came to educational developments and improvements across the college.

A review of this EMT structure was taken by the senior executive at the end of 2010 and the findings are reported below.

Findings and conclusions

The review of the EMT structure indicated that the structure was not as effective as it had been in the past. The roles had become less obvious and the proactive work team organization had become reactive. Regular meetings of the three EMT teams were not occurring nor were meetings of the work teams.

As a result, whole college planning was not as effective as it had been when the EMT structure was first introduced.

Future directions

The EMT structure is to become a priority for 2011. The executive roles within the structure are to be revisited especially in the light of a new Principal appointment for 2011.

Staff work teams will be developed in the priority areas of curriculum, professional learning, budget and finance, gifted and talented students, NAPLAN, literacy, numeracy, ICT and transition.

Work teams would review current practice in their area of responsibility and development plans as part of the college management plan for 2012 – 2014.

Regular meetings of the work teams and the three EMT teams would be held in lieu of some staff, faculty and EMT meetings.

Curriculum

As part of the college cyclic review process, aspects of the social science faculty were reviewed in 2010. A team, led by the deputy principal and including a head teacher from another school, conducted the review.

Background

The review focused on several areas for evaluation including:

- The curriculum structure and framework in the faculty with emphasis on its relevance and accessibility to students and the patterns of courses available to students.
- An assessment of teaching resources
- An evaluation of external results across several subjects

Student and teacher surveys were conducted to assess their views about the faculty.

Findings and conclusions

The feedback from students was positive overall in relation to the surveys conducted. Students view the social science faculty as:

- Having positive teaching styles
- Being well prepared
- Communicating effectively with students

- Demonstrating enthusiasm
- Encouraging student participation in classes and groups
- Encouraging students to be responsible for their learning
- Clearly articulating the expectations of behaviour and standards

Students chose to complete social science subjects in stages 5 and 6 because they could relate to the content and apply what they learn in class in their everyday lives. They believed social science subjects prepared them well for future tertiary education.

Evaluation of external results revealed that since 2005:

- The number of students achieving band 6 results has increased
- Band 5 results are consistently above state average
- Lower bands results have been consistently below state average
- Increased numbers of students were completing subjects in this area

The review indicated that the Social Science faculty is staffed by experienced and dedicated teachers who apply a range of effective teaching strategies to engage students. The programs are relevant to student need and incorporate initiatives that ensure application of technology and both extend and support students where needed.

Future directions

It was concluded from the review that teacher professional learning would continue to remain a focus in the faculty and that there was a need to develop a formal regular review of teaching programs and assessment policies.

Other future recommendations included:

- The development of strategies to introduce greater sustained writing tasks into the stage 5 subject area with perhaps a greater use of writing scaffolds with lower performing students.
- Assessment tasks to be completed more in class and to focus on content.

- The faculty to explore strategies that promoted a growth in the number of students achieving a Band 6. These strategies would include more emphasis in thinking skills and Blooming assessment outcomes (reflecting the selective and gifted and talented class abilities).
- The faculty continues to review their subject offerings to ensure they continue to meet the best interest of the student population.

Parent, student, and teacher satisfaction

A survey of the community was not conducted in 2010 but will be a priority in 2011.

Professional learning

A total of \$36,219 was spent on teacher professional learning (TPL) to support teachers in meeting the college targets for 2010. TPL expenditure is in seven areas and the payments for 2009 in each area are listed below.

Beginning teachers - \$937

ICT Teaching and Learning - \$2,128

Literacy and numeracy - \$1,910

Quality teaching - \$7,999

Syllabus implementation - \$5,811

Career development – \$10,720

Welfare and equity - \$6,714

School development 2009 – 2011

The Ryde Secondary College Management Plan for 2009 to 2011 outlines three main priority areas on which the college community will focus over that time. The following targets relate to these priorities.

Targets for 2011

Target 1

Increase the number of students displaying higher order literacy skills.

Strategies to achieve this target include:

- Establish a cross-curriculum team to trial inter-faculty 'rich tasks' incorporating higher

order thinking skills and embedding literacy strategies and consistency of teacher development.

- Development of school-wide pedagogy practices in scaffolding writing and explicit teaching of literacy.
- Train staff in specific literacy skills to achieve higher bands in external examinations.

Our success will be measured by:

- Evidence of literacy strategies embedded in programs.
- Positive evaluation of the project by staff.
- Performance and engagement of students in 'rich task' and positive student evaluation of task.
- Student achievement in literacy in external examinations.

Target 2

Increase the accessibility to digital technologies for all students

Strategies to achieve this target include:

- Increase the number of interactive whiteboards (IWBs) across the College.
- Increase the number of wide screen data projectors to ensure KLAs have multiple teaching spaces with IWB capacity.
- Distribute DER laptops to all teachers for use in teaching, learning and administration.
- Establish small cross-curriculum groups of teachers to develop project-based learning units incorporating ICT (including Web2.0 tools).
- Increase and promote professional learning opportunities in using digital technologies in the classroom to teachers in Years 9 to 11.
- Expand the use of 'Moodle' to all KLAs.

Our success will be measured by:

- Installation of IWBs and wide screen data projectors.
- All teachers using laptops for teaching, learning and administration.

- Units of project-based learning developed and trialed collaboratively across several KLAs.
- Teachers sharing best practice in using digital technologies.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Stephen Ramsey – Deputy Principal

Warren Reardon – Deputy Principal

Jan Lonie – Head Teacher Welfare

Karl Farag – Head Teacher Administration

Katie Zito – Head Teacher Science

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>