

School plan 2018-2020

Ryde Secondary College 8415



School background 2018–2020

School vision statement

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

School context

Ryde Secondary College (7–12), with enrolments close to 1080 students, including 75% students (EAL/D), is a co-educational high school with an academically selective cohort, an additional gifted and talented class, and mainstream classes in each cohort. The College also has a large Support Unit and an active Learning and Support Team. It has a strong focus on quality teaching, wellbeing, social justice programs and a creative and positive future focused learning environment. The College has extensive whole school, extracurricular, sporting and community partnership programs to develop each child's academic, social and sporting potential.

School planning process

- An extensive process of consultation was undertaken in addition to executive review of school programs and processes. This process included:
- Data analysis using NAPLAN, VALID, RAP, HSC, SCOUT
- Analysis of DE CESE research
- Staff and parent feedback through consultation meetings
- Student feedback through SRC and larger group planning focus groups
- School educational management and faculty reviews including Assessment and Extra Curricular Activity review.
- Analysis of school based wellbeing, attendance and discipline data and Mind Matters feedback
- Analysis of Tell Them From Me surveys and internal survey data including library usage, communication strategies, tutoring, parent engagement.
- Consideration of international and national research from ACEL conference 2017 and Selective Principals meetings
- Review of the School Excellence Framework Self Assessment tool, SELFSAS

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student achievement through futures–focused learning and teaching

Purpose:

To maintain and further develop the skills and capabilities required by students to be critical and creative problem solvers through explicit and evidence–based teaching.

STRATEGIC DIRECTION 2

Student engagement and belonging

Purpose:

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

STRATEGIC DIRECTION 3

Enrichment through powerful partnerships for learning

Purpose:

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

Strategic Direction 1: Student achievement through futures–focused learning and teaching

Purpose

To maintain and further develop the skills and capabilities required by students to be critical and creative problem solvers through explicit and evidence–based teaching.

Improvement Measures

(1) Improved value adding of students in literacy and numeracy from Years 9 to 12 reflected in external and internal assessment measures.

(2) All new and existing staff are regularly participating in opportunities to learn about formative assessment and differentiation

(3) 75% of staff trained in using Cultures of Thinking and Visible Thinking teaching and learning strategies.

People

Leaders

Deputy Principal, Head Teacher Teaching and Learning, Head Teacher Science

Staff

Head Teacher Maths, Head Teacher English, Head Teacher Secondary Studies

Students

Students provided with extensive options for knowledge acquisition and skill development

Parents/Carers

Parents will have the opportunity to understand school processes and practices through an improved communication process, including regular P&C meetings led by the executive and senior executive team, and be able to monitor progress through the reporting process.

Processes

Quality contemporary teaching and learning programs

Comprehensive PL about formative assessment and differentiation

Develop future–focused teaching and learning practice

Evaluation Plan

(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.

(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.

Practices and Products

Practices

(1) A school–wide review of teaching and learning programs, and assessment task, processes and practices to ensure that skills are scoped and sequenced across faculties and learning areas.

(2) In every classroom, formative assessment strategies are routinely used by all teachers in a systematic manner to inform and plan for differentiated learning activities that promote critical and creative thinking.

(3) Students regularly engage with and demonstrate the skills and values that allow them to solve real–world problems and make connections across learning experiences.

Products

(1) 100% of teaching and learning programs are clearly mapped to evidence–based skills developing, including the general capabilities, Literacy and Numeracy Progressions and curriculum outcomes and objectives.

(1) Cross–KLA common assessment tasks that encourage critical thinking, creativity and problem–solving, and are mapped to the skills and understanding outlined by the curriculum.

(2) All scope and sequences clearly identify assessment as, of and for learning strategies to provide entry and exit points for all students at all levels.

(2) Quality Teaching Rounds are used to develop teacher professional practice in formative and differentiation.

Strategic Direction 1: Student achievement through futures–focused learning and teaching

Practices and Products

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

(3) IBL/STEM, Cultures of Thinking/Visible Thinking Routines and growth–mindset strategies are embedded in all teaching and learning units and are reflected upon and reported to students and parents.

Strategic Direction 2: Student engagement and belonging

Purpose

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

Improvement Measures

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

People

Students

Students participate in Mind Matters seminars and projects, Management of Learning and Study Skills workshops, Student Leadership initiatives and co-curricular and extra-curricular activities.

Staff

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

Parents/Carers

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

Students

Students track their learning through goal-setting activities and participation

Processes

- Positive mindset for learning
- Student support and management
- Student engagement and belonging

Evaluation Plan

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

Practices and Products

Practices

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

Products

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

Strategic Direction 3: Enrichment through powerful partnerships for learning

Purpose

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

Improvement Measures

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

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

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

Higher levels of low SES student engagement in learning.

Higher levels of students involved in community service.

People

Students

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

Staff

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

Parents/Carers

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

Leaders

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

Networking in NS–EC promotes leadership

Community Partners

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

Processes

Centre of Excellence Projects

Partnerships in Learning

Student Voice Project

Evaluation Plan

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

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

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

Project collaborations assessed

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

Parent survey feedback used to evaluate levels of participation.

Practices and Products

Practices

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

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

Project collaborations and cross curricular projects within and across schools increase

Products

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

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