

School Priorities

School Strategic Plan - 1. Effective and Inclusive Pedagogy

Long-term targets/desired outcomes

- Embedded consistent pedagogical approaches across whole school
- All curriculum areas aligned to Australian Curriculum, QCAA and ASQA standards for all students
- Increased staff capacity and data literacy leading to successful outcomes for all students

AIP targets/desired outcomes

- Minimum 85% of all students in Years 7-10 achieving C rating or higher in all subjects
- Minimum 95% of all students in Years 11-12 achieving a Satisfactory standard or higher in all subjects
- Minimum 45% of all students in Years 7-10 achieving a B or higher rating in all subjects
- Tier 2 Academic Strategies implemented aligned to Multi-Tiered Systems of Support (MTSS)
- 100% of staff are engaged in professional development aligned to the College's shared pedagogical approaches
- 100% of teaching staff are trained in the College's Curriculum Alignment Process
- 100% of curriculum areas participating in Quality Assurance of Curriculum Alignment Artefacts
- 100% of staff engaged in College's agreed Coaching Processes and Setting Professional Goals (SPG)
- NAPLAN results comparable or exceeding to Queensland State Schools (QSS) in all tests.

School Strategic Plan Strategy:	Embed a culture of evidence-based, innovative, shared pedagogical approaches to improve student learning.	
Actions	Responsible Officer(s)	
Establish a Pedagogy Committee to lead professional development, coaching and feedback cycles with staff	Deputy Principal	
Initiate staff training to support the implementation of shared pedagogical approaches	Deputy Principal, HOD	
Continue quality assurance processes and feedback cycles (walk throughs, staff spotlights, SPG, Collegial Observations) to ensure shared pedagogical approaches are implemented	Deputy Principal, HOD	
School Strategic Plan Strategy:	Build capacity of staff to implement digital pedagogies to enhance teaching and learning	
Actions	Responsible Officer(s)	
Establish consistency in digital pedagogies to support engagement and inclusive practices	Deputy Principal, HOD	
Initiate staff training to support the implementation of digital pedagogies	HOD	
Implement effective and innovative practices that improve College efficiency	Deputy Principal, HOD	
Implement NAPLAN as per National Schedule	Deputy Principal, HOD	
School Strategic Plan Strategy:	Continue to implement data-informed Multi-Tiered Systems of Support that are responsive to best practices	
Actions	Responsible Officer(s)	
Review and refine Multi-Tiered Systems of Support (MTSS) to include academic interventions	Deputy Principal, HOD	
Implement, monitor and review Tier 2 Academic Intervention strategies	Deputy Principal, HOD	

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Monitor ICP and PLP processes to ensure all students have access to required supports	Deputy Principal, HOD
Continue staff training to support the implementation of Tier 1 (Universal) Supports	Deputy Principal, HOD
School Strategic Plan Strategy:	Review and refine Years 7-12 curriculum to ensure alignment to Australian Curriculum, QCAA and ASQA programs.
Actions	Responsible Officer(s)
Maintain internal and establish external Quality Assurance Processes for school-wide curriculum planning	Deputy Principal, HOD
Maintain currency of staff knowledge to embed a systematic approach to curriculum delivery	Deputy Principal, HOD
Embed V9 Australian Curriculum in all learning areas	Deputy Principal, HOD
Embed 2024 Applied Syllabuses and implement 2025 General Syllabuses as per QCAA guidelines	Deputy Principal, HOD
Maintain RTO status by ensuring VET Certificate Courses continue to meet ASQA standards	HOD
School Strategic Plan Strategy:	Build capacity of staff to know their learners and adapt to their diverse needs
Actions	Responsible Officer(s)
Leverage data conversations to monitor and measure the evidence of impact through analysis of disaggregated data	Deputy Principal, HOD
Build staff capacity to implement Tier 2 (Targeted) and Tier 3 (Intensive) strategies within the classroom environment	Deputy Principal, HOD
Build staff knowledge and understanding about the needs of diverse learners and learning differences based upon whole school data	Deputy Principal, HOD

School Strategic Plan - 2. Collaborative Pathways and Partnerships

Long-term targets/desired outcomes

- Curriculum pathways are responsive to industry and community needs
- Positive transitions through all stages of students learning journey
- Strong partnerships with business, industry and community to maximise student outcomes
- Continued professional development and growth for all staff

AIP targets/desired outcomes

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- Ripley Valley State Secondary College complies with ASQA regulations and maintains RTO status
- 100% of year 12 students achieve QCE/QCIA
- 100% of year 9 students and parent/carer have completed a Pathway Preparation Plan (PPP)
- 100% of year 10 students and parent/carer have completed a SET (Senior Education and Training) Plan
- 100% of students exiting school with a positive post-school pathway
- Next Steps Destination outcomes are above stage average for students entering employment and further study.
- 100% of students have engaged in work placements by the end of year 12
- Retention of positive and mutually beneficial partnerships with signed and reviewed MOU agreements
- Growth and expansion of academy programs with greater than 20% of students enrolled in enrichment programs
- Increased number of students in Semester 1 of year 11 who are on track for their QCE at QCE reviews and do not require subject or pathways changes.
- Greater than 85% retention of resident students from year 6 feeder primary schools
- Cancellation of enrolments for at risk students is below that of like schools.
- 100% of staff can identify a network/mentor that is external to Ripley Valley State Secondary College

School Strategic Plan Strategy:	Monitor curriculum pathways to be responsive to industry requirements and emerging career opportunities	
Actions	Responsible Officer(s)	
Research and investigate current and emerging industry and workforce trends to identify future pathways for student employment and training.	Deputy Principal, HOD	
Annual review of curriculum offerings in order to be responsive to current and emerging industry and workforce trends.	Deputy Principal	
Ripley Valley SSC retains RTO status and complies with all ASQA regulations through systematic auditing of VET programs.	Deputy Principal, HOD	
School Strategic Plan Strategy:	Enhance transition outcomes at all stages of students' educational journey to maximise equitable opportunities	
Actions	Responsible Officer(s)	
Increased parental and stakeholder engagement of Career expo with parent information sessions regarding PPP, SET plan and QTAC processes for all year 9, 10 and 12 students.	Deputy Principal, HOD	
Continued career planning conversations occurring at important junctures (Year 9 - PPP, Year 10 - SET planning, Year 11 - QCE review, Year 12 - Next Step Strategies)	Deputy Principal, Guidance Officer, HOD	
Work Experience Program aligned to student preferences for industry placements and compliant with DOE policies and procedures.	HOD	
Establish and implement an academic coaching program within Career Education lessons to support student welfare and post-school pathway planning. (IFS Funding utilised to support this action).	Deputy Principal, HOD, Year Coordinator	
Foster and strengthen relationships with feeder primary schools to facilitate student transition, sport and academic programs and learning into secondary school.	Deputy Principal, Guidance Officer, HOD	
Next Step Strategy meetings held with all year 12 students regarding QTAC offerings and employment support prior to exiting RVSSC.	Deputy Principal, Guidance Officer, HOD	
School Strategic Plan Strategy:	Refine and enhance external partnerships to maximise student pathways	
Actions	Responsible Officer(s)	
Collaboratively develop long-term community and business partnerships to provide pathways to employment and further education.	Deputy Principal	

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Promote Select Entry Excellence programs to community and run trial days leading to the enrolment of resident students.	HOD
Annual review of MOU agreements for all partnerships in consultation with stakeholders.	Principal, Deputy Principal, HOD
School Strategic Plan Strategy:	Leverage and expand cluster networks for collegial collaboration and Teaching & Learning development
Actions	Responsible Officer(s)
Investigate opportunities to build upon cluster networks to support the continued development of Teaching and Learning initiatives.	Deputy Principal, HOD, HOSES
Implement and promote processes to support collegial collaboration and observations.	Deputy Principal
School Strategic Plan Strategy:	Enhance opportunities and refine processes for professional growth and support of all staff
Actions	Responsible Officer(s)
Staff induction processes are implemented and reviewed annually for all new employees to RVSSC.	Deputy Principal
All staff are actively engaged in the SPG process and opportunities exist for staff to engage in professional development related to their role and career progression.	Deputy Principal, HOD

School Strategic Plan - 3. Culture of Excellence and Engagement

Long-term targets/desired outcomes
<ul style="list-style-type: none"> Embedded culture of continuous improvement to foster excellence and engagement and improve student outcomes Embedded culture that values inclusion and wellbeing and is responsive to the diverse needs of all students Engaged parents, carers and community to promote collective efficacy and improve student outcomes
AIP targets/desired outcomes
<ul style="list-style-type: none"> 100% of staff engaged in professional development relating to improved engagement and inclusive practices 95% student attendance (Explained) 95% of students attaining A - C for Effort and Behaviour 95% of parents agree that there is a strong sense of community (School Opinion Survey) Increased Tier 2 and Tier 3 supports to improve SDA and student behaviour data Improved outcomes for vulnerable groups through increased support and interventions Improved student and staff engagement with positive reward processes Improved % of students reporting a high sense of belonging at the school (QEW Survey) Improved % of staff reporting satisfaction with general wellbeing (SWNA Survey)

School Strategic Plan Strategy:	Monitor and review behaviour, effort, attendance and academic data to celebrate excellence and enact supports and interventions
Actions	Responsible Officer(s)
PBL Committee to promote weekly engagement data with staff and students and celebrate success	Brad Perren, Daniel Pym, David Turner
PBL Committee to develop and enact Solutions Plans focussed on issues identified in Big 5 data trends	Deputy Principal

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Year Level Teams to review student data at fortnightly meetings and enact support and interventions as needed	Deputy Principal, Guidance Officer, HOD, HOSES, Year Coordinator
Embed whole school electronic rewards system through Daymap	Deputy Principal, Year Coordinator
Celebrate excellence through Tiered Rewards Program	Deputy Principal
School Strategic Plan Strategy:	Build staff capacity through training and professional development to promote engagement and meet the diverse needs of all students
Actions	Responsible Officer(s)
Building staff capacity to support First Nations students through cultural awareness training	Cristy Baldwin, Daniel Pym
Delivery of staff professional development focussing on student engagement and inclusive practices	Deputy Principal, Guidance Officer, HOD
Identify students at risk through analysis of disaggregated data	Deputy Principal
School Strategic Plan Strategy:	Consolidate consultative processes with stakeholders to foster collaboration and enhance outcomes for all students
Actions	Responsible Officer(s)
Promote opportunities for parents/carers to engage in College events and support student outcomes	Deputy Principal
Seek regular feedback from students, staff, parents/carers and the wider College community	Principal, Deputy Principal
School Strategic Plan Strategy:	Promote student and staff wellbeing to foster a sense of belonging and a positive environment for all members of the College
Actions	Responsible Officer(s)
Promote student and staff wellbeing through SSS led initiatives and support groups	Guidance Officer
Enhance facilities to create safe and inclusive spaces throughout campus	Principal, Deputy Principal, Guidance Officer

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.


Principal


P and C / School Council


School Supervisor