

Ripley Valley State Secondary College

Executive Summary





Contents

1. Introduction.....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Ripley Valley State Secondary College** from **26 to 30 November 2020**.

The report presents an evaluation of the college's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the college to implement in consultation with its regional office and college community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
John Thornberry	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Cnr Providence Parade and Parkway Avenue, Ripley Valley	
Education region:	Metropolitan Region	
Year levels:	Year 7 and Year 8 – 2020	
Enrolment:	154	
Indigenous enrolment percentage:	9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.1 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	30.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	nil assigned in 2020	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, three Heads of Department (HOD), guidance officer, Business Manager (BM), seven teachers, five teacher aides, two administration officers, facilities officer, grounds officer, tuckshop operator, Defence School Mentor (DSM), Speech Language Pathologist (SLP), chaplain, Information Technology (IT) technician, four cleaners, 31 students, five parents and president of Parents and Citizens' Association (P&C).

Community and business groups:

- Providence Community Development Officer.

Partner schools and other educational providers:

- Principal of Ripley Valley State School, principal of Deebing Heights State School, principal of Amberley District State School and representative from University of Southern Queensland (USQ).

Government and departmental representatives:

- Councillor for Division 1 Ipswich City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	College data analysis and analysis plan
Investing for Success 2020	Strategic Plan 2021-2024
OneSchool	School newsletters and website
Professional learning plan 2020	Student Code of Conduct (2020-2023)
School budget overview	Curriculum planning documents
School pedagogical framework	School-wide Wellbeing Framework
School Inclusive Schooling Practices document.	Headline Indicators (October 2020 release)
College Handbook	



2. Executive summary

2.1 Key findings

Located in a master-planned community in the rapidly growing Ripley Valley Priority Development Area within the Providence Estate, the college opened its doors in January 2020 to 134 students.

Enrolments are expected to rise to at least 1600 students by 2025. Leaders and teachers are united, and are committed to building a culture that celebrates success, encourages innovation, and embraces inclusion. Executive leaders are establishing high expectations for achievement, behaviour, engagement and attendance. Students value the quality, state-of-the-art facilities on offer. Phase two of the building program will ensure facilities match the curriculum requirements of future students.

Parents, students and community members articulate the belief that the college has a body of expert teachers that are committed to providing the diverse range of students with an education that will prepare them for their chosen pathway for the future.

Staff members express an absolute commitment to the college and its students, and understand the importance of continuous improvement of their teaching practice. The principal places a high priority on attracting and developing the best possible teachers with a commitment to the college and an understanding of its culture.

Teachers have high expectations of students, and feedback from students indicates they enjoy the level of challenge in learning activities.


Students identify receiving feedback following summative assessment and through the drafting process. They report that the feedback they receive from teachers is helpful in improving their learning and they acknowledge the care and concern of teachers to meet their learning needs.

Leaders recognise that highly effective teaching is the key to improving student learning throughout the college.

College leaders are aware of contemporary research regarding effective teaching practices and have established a whole-school pedagogical framework. Staff are able to identify the pedagogical priority for 2020 and are less certain about how each of the four pillars of the pedagogical framework are to be enacted in the future. Some teachers identify a need to sharpen the pedagogical focus in 2021 to enhance student learning outcomes and meet the EIA targets for student achievement. Signature practices that provide an explicit and college-wide approach to developing literacy and numeracy skills are still being developed.

The college is committed maximising outcomes for all students through identification, support and reduction of barriers to learning.

There is a belief across the college that every student will learn and achieve when provided with time and the appropriate support. Teachers acknowledge that students will progress at different stages in their learning and at different rates. Early intervention to maximise student



attendance, behaviour, engagement and achievement is apparent. The college strategic plan indicates a range of aspirations including building a culture that celebrates success, having high expectations in schoolwork, and striving to live by the motto of '*Achieving Excellence Together*'. Some staff members indicate an interest in developing a common understanding of these concepts to guide a coordinated effort to maximise learning outcomes.

The leadership team views reliable and timely student data as essential to the effective leadership of the college.

A data collection and analysis plan with timelines and responsibilities outlines the range of data to be compiled each semester. Targets for attendance, student behaviour, Level of Achievement (LOA), and School Disciplinary Absences (SDAs) are clearly articulated in the Annual Implementation Plan (AIP). Most staff are clear regarding the targets. They are less certain regarding how the college is tracking to meet these targets. Some processes regarding the collection and analysis of data to track attendance and the student awards system are already apparent at a whole-college level. Practices regarding analysing data and implementing strategies that inform changes to pedagogy, curriculum and assessment are yet to be consistent.

The principal articulates that the college vision statement, together with its motto, '*Achieving Excellence Together*', provides the focus for curriculum, teaching and learning, and aligns with the core values of '*Respect, Responsibility and Perseverance*'.

A four-year strategic plan – 2021-2024 for the college is developed and identifies four improvement priorities of pathways, pedagogical framework, Positive Behaviour for Learning (PBL), and productive partnerships. The principal recognises the importance of lines of sight and the need for rigorous practices that drive a strong performance agenda and guide implementation of all college priorities.

Positive and caring relationships are apparent between students, parents and teachers.

Students articulate a sense that they are cared for and supported at the college. Teachers work actively to establish an understanding of students' backgrounds and their learning needs. College leaders emphasise the importance of parents as partners in the education of students, and are committed to exploring strategies to further engage parents and caregivers. The college has clear strategies to promote appropriate behaviour in all settings. PBL is being implemented, with a behaviour expectations matrix, ongoing analysis of data, fortnightly behaviour focus reinforced by lessons, recognition and rewards for positive behaviour. Classroom artefacts promoting positive behaviour are apparent. The principal identifies the challenge ahead as collaboratively building and maintaining a positive culture for learning and wellbeing whilst continuing to induct new students and staff into the growing college community.



A strong priority is given to the effective use of technology, with every student participating in a 1:1 laptop program.

Students describe the use of these computers in class to support learning. They indicate they access curriculum information, resources, and daily notices through Daymap, in addition to uploading assessment items and receiving annotated feedback through this platform. Families are able to complete online enrolment for new students and undertake virtual tours of the campus through technology. Staff members report these are particularly popular with Australian Defence Force (ADF) families that are posted to the area.

The college is held in high regard by students, staff members, parents, and the wider community.

Parents and representatives of external groups providing input into the review comment on the college's inclusive philosophy, forward vision, eagerness to build partnerships, and quality facilities. Productive partnerships are established with parents, families, feeder primary schools, community groups and agencies, universities and the wider community to improve opportunities and outcomes for students.



2.2 Key improvement strategies

Evaluate and monitor implementation of the pedagogy framework to ensure that priority classroom practices enhance student outcomes and achieve or exceed stipulated LOA targets.

Identify and implement signature pedagogical practices relating to the teaching of literacy and numeracy.

Collaboratively develop a common understanding of the terms 'success', 'high expectations' and 'excellence' in the context of learning outcomes to guide teachers' differentiation for maximising achievement for all students.

Implement a college-wide process to collect, assess, action and review student academic achievement data that encourages teacher accountability for individual student improvement.

Develop and enact a systematic approach to Quality Assurance (QA) of all college improvement priorities.

Strengthen staff members' understanding of and commitment to PBL, and quality assure the implementation of agreed behaviour practices and procedures across the college.