

# Ripley Valley State Secondary College

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Ripley Valley State Secondary College acknowledges the shared lands of the Yagera nation and the Yagera people of the Yagera language region.

### About the school

Education region	Metropolitan South Region
Year levels	Years 7 to 12
Enrolment	1050
Indigenous enrolments	8%
Students with disability	27%
Index of Community Socio-Educational Advantage (ICSEA) value	993

### About the review

 <p>4 reviewers from 16 to 18 April 2024</p>	 <p>161 participants</p>	 <p>60 school staff</p>
 <p>82 students</p>	 <p>9 parents and carers</p>	 <p>10 community members and stakeholders</p>

### Key improvement strategies

<b>Domain 1: Driving an explicit improvement agenda</b> Consolidate consultative processes for stakeholder input into the next strategic plan to foster ownership and a unified approach to the college's future direction.
<b>Domain 8: Implementing effective pedagogical practices</b> Prioritise opportunities for collaborative teacher inquiry to inform the development of a shared language about, understanding of, pedagogy.
<b>Domain 7: Differentiating teaching and learning</b> Collaboratively develop a whole-college approach to differentiated teaching and learning to strengthen staff understanding and capability to support all students to access the curriculum.  Prioritise the building of staff capability in differentiated teaching practices to better support the diverse range of students.
<b>Domain 5: Building an expert teaching team</b> Collaboratively develop and enact a professional learning plan to support the capability development of all staff.
<b>Domain 1: Driving an explicit improvement agenda</b> Broaden school AIP targets to include a focus on increasing the percentage of students achieving 'A or B' Levels of Achievement (LOA).

### Key affirmations



**Staff, students and parents emphasise that a culture of high expectations for student learning, behaviour and wellbeing underpins the school's approach to improvement.**

The college's motto, 'Achieving Excellence Together', highlights a focus on academic excellence, culture and wellbeing. Leaders, staff and community members identify the college as a 'hub of the community' that provides students, parents and community members with a 'sense of belonging' and connection. Staff, parents and community members praise the significant work of leaders and staff over the last 5 years to 'bring the college into being'. Staff members describe the Executive Leadership Team (ELT) as supportive, transparent, approachable, forward thinking, and reflective learners.



**Staff, parents and students describe a culture of community and belonging, where diversity is embraced, students are expected to learn, and success is celebrated.**

Student and staff wellbeing is a priority, and a comprehensive Wellbeing Framework is implemented through an action plan, committee and staff wellbeing champions in each staffroom. Staff morale and student attendance rates are consistently high. Leaders, staff and students describe a culture of reflection and feedback. Leaders model continuous professional growth through ongoing learning and capability development. Their commitment to continuous improvement guides decision-making across the college. A range of social and emotional interventions are provided by a student services support (SSS) team to foster student wellbeing and engagement. Students and parents speak highly of the SSS team.



**The college enjoys high levels of trust and support from parents and the community.**

College leaders are overseeing the ongoing establishment of a multifaceted range of partnerships for the benefit of students and the wider community. The college priorities of 'Pathways' and 'Productive Partnerships' are manifested in a wide array of documents, practices and forward planning. Parents attest to the active engagement of the Parents and Citizens' Association (P&C) in the life of the college and with the wider community.



**Staff, students and community members praise the quality of the college facilities and express confidence in further improvements as student enrolment grows.**

Leaders have developed a clear set of processes for school budgeting. Teacher representatives from each faculty are involved in a well-established Finance Committee and speak positively about the outcomes of the committee process. Leaders identify college facilities are regularly used by community groups for a wide range of activities. Community partners express appreciation for access to these facilities.