

Ripley Valley State Secondary College

School review report

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to Elders past, present and emerging, for they hold the memories, the traditions, the culture and the hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.



The Landscape of Learning

The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from elders, teachers and the land itself.

The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Ripley Valley State Secondary College** was conducted from **26 to 30 November 2020**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2020 review was identified as N/A and the college enrolment was 154 with an Indigenous enrolment of 9% and a student with disability enrolment of 30.3%.

The key improvement strategies recommended in the review are listed below:

- Evaluate and monitor implementation of the pedagogy framework to ensure that priority classroom practices enhance student outcomes and achieve or exceed stipulated Level of Achievement (LOA) targets. (Domain 8)
- Identify and implement signature pedagogical practices relating to the teaching of literacy and numeracy. (Domain 8)
- 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. (Domain 7)
- Implement a college-wide process to collect, assess, action and review student academic achievement data that encourages teacher accountability for individual student improvement. (Domain 2)
- Develop and enact a systematic approach to quality assurance of all college improvement priorities. (Domain 1)
- Strengthen staff members' understanding of and commitment to Positive Behaviour for Learning (PBL), and quality assure the implementation of agreed behaviour practices and procedures across the college. (Domain 3)

Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Ripley Valley State Secondary College** from **16 to 18 April 2024**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#). It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

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

Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

School context

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

Education region:	Metropolitan South Region
Year levels:	Years 7 to 12
Enrolment:	1050
Indigenous enrolment percentage:	8%
Students with disability percentage:	27%
ICSEA value:	993

Review team

Anthony Lanskey	Principal, Reviews, SRR (review chair)
Jo Diessel	External Reviewer
Ray Johnston	External Reviewer
Wayne Troyahn	External Reviewer

Contributing stakeholders



4 reviewers



161 participants



60 school staff



82 students



9 parents and carers



10 community members and stakeholders

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.

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Consolidate consultative processes for stakeholder input into the next strategic plan to foster ownership and a unified approach to the college's future direction.

Domain 8: Implementing effective pedagogical practices

Prioritise opportunities for collaborative teacher inquiry to inform the development of a shared language about, understanding of, pedagogy.

Domain 7: Differentiating teaching and learning

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.

Domain 5: Building an expert teaching team

Collaboratively develop and enact a professional learning plan to support the capability development of all staff.

Domain 1: Driving an explicit improvement agenda

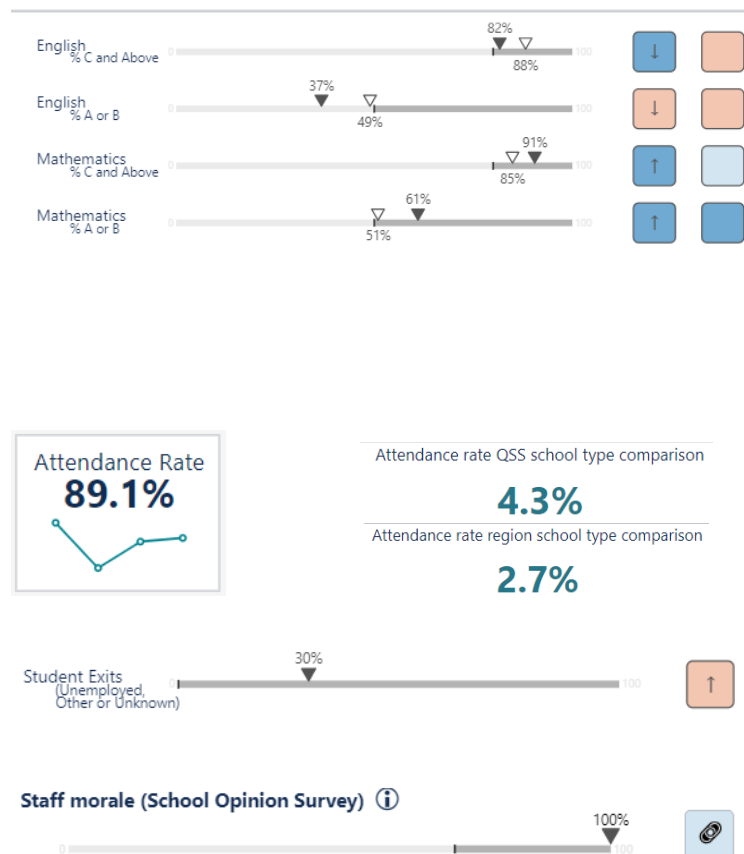
Broaden school AIP targets to include a focus on increasing the percentage of students achieving 'A or B' LOAs.

Initial data insights

Informing data sets

- C and above LOAs for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDAs) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- School Opinion Survey (SOS) data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

Data trends of interest



Data-informed inquiries

- Years 7–9 'C and above' LOAs in English and Mathematics are above the state-wide target.
- Years 7–9 'A or B' LOAs in Mathematics are above state-wide targets and relative comparison data.
- Years 7–9 'A or B' LOAs in English are below state-wide targets and relative comparison data.
- Semester 1 attendance rate is 89.1%
- Student exit rate is higher than the state-wide target.
- Staff morale is 100%.
- Strategies and practices to support students achieving 'A or B' in English and Mathematics.
- Factors contributing to student attendance rates.
- Pathways and programs for students transitioning out of the school.
- Factors relating to high staff morale.

Improvement strategies summary

Domain 1: Driving an explicit improvement agenda

- **Consolidate consultative processes for stakeholder input into the next strategic plan to foster ownership and a unified approach to the college's future direction.**
- Review and strengthen line-of-sight practices across the leadership team to achieve greater precision in driving college improvement.
- Broaden school Annual Implementation Plan (AIP) targets to include a focus on increasing the percentage of students achieving 'A or B' LOAs.

Domain 2: Analysing and discussing data

- Develop and enact routine practices for disaggregating data for priority groups to inform teaching practices and interventions that meet diverse student academic, wellbeing and engagement needs.

Domain 3: Promoting a culture of learning

- Systematically enact ongoing PBL training for new and current staff to promote a shared understanding and consistent implementation of agreed behaviour support practices.
- Broaden staff and students' cultural awareness to implement practices that are responsive to the diverse needs of students and families.

Domain 4: Targeting school resources

- Collaboratively review and refine leadership structures to provide sustainable effective support for staff and students.

Domain 5: Building an expert teaching team

- **Collaboratively develop and enact a professional learning plan to support the capability development of all staff.**
- Sharpen leadership development opportunities for key staff to build the capability and impact of current, future and aspiring leaders.

Domain 6: Leading systematic curriculum implementation

- Formalise processes for regularly reviewing and refining curriculum options to respond to student learning needs, interests, and backgrounds.

Domain 7: Differentiating teaching and learning

- **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.**
- Strengthen leaders' and teachers' understanding of Nationally Consistent Collection of Data on School Students with Disability (NCCD) processes, including requirements for recording evidence of adjustments, to inform inclusive practices and resourcing.

Domain 8: Implementing effective pedagogical practices

- **Prioritise opportunities for collaborative teacher inquiry to inform the development of a shared language about, understanding of, pedagogy.**
- Create opportunities for teachers to collaboratively discuss and determine pedagogies to enhance student learning experiences, particularly through the purposeful use of digital technology.
- Systematically enact processes for classroom observations and feedback to support teachers to reflect on and refining their teaching practices.

Domain 9: Building school-community partnerships

- Strengthen community partnerships that support student and staff wellbeing, cultural awareness, and staff development to enhance learning opportunities, support and resources. Consolidate links between the college and primary schools to advance mutual collaboration in areas of curriculum, learning and teaching.
- Formalise processes for documenting, monitoring and reviewing key partnerships to evaluate the ongoing sustainability, mutual benefit and impact for students.

**bold indicates key improvement strategy*

Domain 1: Driving an explicit improvement agenda

Affirmations

- The college's motto, '*Achieving Excellence Together*', highlights a focus on academic excellence, culture and wellbeing.
- Staff, students and parents emphasise that a culture of high expectations for student learning, behaviour and wellbeing underpins the school's approach to improvement. They describe dedication to excellence as central to the college.
- 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. Many staff and parents promote 'ANZAC Place' as an example of the important role the college plays in bringing the local community together.
- 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 variously describe the ELT as supportive, transparent, approachable, forward thinking and reflective learners.
- The principal celebrates recent SOS data that shows 94% of parents and 100% of staff agree with the statement 'This is a good school'.

Key findings

- The 2021–2024 Strategic Plan and 2024 AIP identify 'Four Pillars' with associated targets: Pedagogy, PBL, Pathways, and Partnerships. Leaders mention that an AIP infographic, developed to highlight the priority areas for staff and the community, supports the AIP document.
- Most staff reference 'Four Pillars' as the college's improvement priorities, and are able to identify one or more of the priorities. Many articulate the whole-college targets of achieving greater than 85% A to C LOAs, 95% A to C effort and behaviour, and 95% attendance, and how the targets translate to their individual classes. Staff understanding of the associated strategies varies.
- Leaders articulate the AIP includes a target of a minimum of 85% of all students in Years 7 to 10 achieving 'C or above' LOAs. Teachers express support for this target. They indicate there has been little emphasis on a target for 'A or B' LOAs.
- The ELT and Heads of Department (HOD) comment that Faculty Implementation Plans (FIP) are developed and monitored through a 'traffic light system' in regular line meetings.
- Many teachers identify classroom targets for improvement are set to align with the AIP, and they speak of their commitment to improving student achievement and wellbeing. They explain that class targets for student achievement and engagement are monitored during formal meetings with line managers.
- Leaders articulate the importance of robust quality assurance processes to achieve greater precision in school improvement. They acknowledge that some line-of-sight practices require further strengthening.
- Leaders and staff recognise the impact that predicted rapid growth over the next 4 years is likely to have on the college. They voice concern over maintaining a positive college culture. Many leaders and staff express a desire to ensure future improvement strategies, systems, processes and procedures remain responsive to the changing community to maintain a culture of high expectations.
- Leaders and staff members comment that community consultation for the 2025–2028 Strategic Plan has commenced. Staff, students and parents describe surveys completed to gauge input on where stakeholders see the college in 2029. They speak highly of the collaborative nature of strategic planning in the college.

Improvement strategies

- **Consolidate consultative processes for stakeholder input into the next strategic plan to foster ownership and a unified approach to the college's future direction.**
- **Broaden school AIP targets to include a focus on increasing the percentage of students achieving 'A or B' LOAs.**
- Review and strengthen line-of-sight practices across the leadership team to achieve greater precision in driving college improvement.

Domain 2: Analysing and discussing data

Affirmations

- Teachers discuss how they are actively involved in data analysis and goal-setting, referring to data reflection meetings during the first staff meeting of Terms 2, 3 and 4 each year. Teachers describe this process as a very positive experience.
- Leaders talk about how they actively engage in data discussions with teachers during faculty meetings.
- Members of the PBL data team explain that weekly reports are shared with all teachers and presented to students at parade. Teachers highlight the success of this work.
- Leaders, staff and teachers highlight the Excellence Morning Teas that are held in Terms 2, 3 and 4 to celebrate student success in academic results, behaviour and effort, and most improved outcomes.
- Leaders discuss a Whole School Data Plan that has been successfully implemented in recent years. Teachers express appreciation for the clear guidelines and expectations for using data.

Key findings

- Leaders discuss how they collect feedback from staff, students, and parents through surveys to review the progress of whole-college initiatives. They describe establishing a dedicated email address to enable staff to provide feedback at any time. Leaders speak of analysing, reviewing and responding to feedback.
- Teachers express confidence in developing data placemats at the beginning of each year from class dashboard data on OneSchool. They explain this process helps them to know their students and supports their teaching practices. Some teachers indicate the ongoing use of data placemats to inform teaching practices varies across the school.
- Teachers and leaders indicate that disaggregation of student outcome data for priority groups is yet to be an established practice in the college. They note this would provide guidance on developing teaching practices for the full range of students.
- Leaders comment the Whole School Data Plan includes the use of standardised testing data. They indicate this is designed to better place students in Year 7 classes and support their learning. Most teachers are yet to develop an understanding of the use of these data sets. Leaders indicate an intention to review the place of standardised testing in the college.
- Some leaders outline the importance of using formative assessment data to guide teaching practice. They indicate these approaches are yet to be consistently implemented across the college.
- Leaders discuss the impact of using the results of the Queensland Engagement and Wellbeing (QEW) Survey to support staff and student wellbeing. They express a desire to extend this work in future years.

Improvement strategies

- Develop and enact routine practices for disaggregating data for priority groups to inform teaching practices and interventions that meet diverse student academic, wellbeing and engagement needs.

Domain 3: Promoting a culture of learning

Affirmations

- Staff, parents and students describe a culture of community and belonging where diversity is embraced, students are expected to learn, and success is celebrated. The 2023 SOS shows 95.3% of parents believe the college has a strong sense of community.
- 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.
- Student and staff wellbeing is prioritised, and a comprehensive Wellbeing Framework is implemented through an action plan, committee, and staff wellbeing champions in each staffroom. Student attendance rates are consistently high.
- Staff morale is high, with the 2023 SOS showing 100% of staff agree with the statement 'I feel that staff morale is positive at this school'.

Key findings

- A PBL framework underpins the expected standards for student behaviour at the college and support processes, including interventions. Students, staff and parents indicate behaviour expectations are clear and understood.
- Staff and leaders articulate that implementation of some agreed PBL processes and practices varies across the college. Leaders indicate a number of intended implementation strategies, such as the move to an electronic rewards system and staff Professional Development (PD) in areas such as trauma-informed practice, are yet to be fully implemented.
- Leaders and staff explain that year level teams meet fortnightly to analyse attendance, behaviour, achievement and wellbeing data and determine interventions and case-management processes. They comment that interventions are communicated electronically to all staff and recorded in OneSchool support provisions.
- Leaders and staff convey a desire to maintain the integrity and consistency of the college's PBL approach as enrolments increase. They acknowledge a need to continuously induct new staff into the PBL approach, and refresh existing staff members' commitment, understanding and skills in behaviour support to sustain the positive college culture.
- Leaders describe rapid enrolment growth and an increase in overseas, interstate and regional migration to the area with diverse cultural groups. Leaders describe plans to deepen student and staff cultural awareness and understanding to support practices that are responsive to the diverse needs of students and families.
- Students, staff and parents describe some initiatives implemented to celebrate cultural groups within the college, including an emerging First Nations focus. These include a range of dance and cultural activities for Harmony Day and National Aborigines and Islanders Day Observance Committee (NAIDOC) Week.
- A range of social emotional interventions are provided by the SSS team to foster student wellbeing and engagement, including providing a support group for LGBTQIA+ students. Students and parents speak highly of the SSS team.

Improvement strategies

- Systematically enact ongoing PBL training for new and current staff to promote a shared understanding and consistent implementation of agreed behaviour support practices.
- Broaden staff and students' cultural awareness to implement practices that are responsive to the diverse needs of students and families.

Domain 4: Targeting school resources

Affirmations

- Staff, students and community members praise the quality of the college facilities and express confidence in further improvements as student enrolment grows.
- Leaders explain they have developed a clear set of processes for budgeting. Teacher representatives from each faculty are involved in a well-established Finance Committee and speak confidently of the outcomes of this process.
- College facilities are regularly used by community groups for a wide range of activities.
- A 1:1 laptop program is established for students. Leaders proudly comment that 100% of students are involved in the program.

Key findings

- The Business Manager (BM) describes processes for ongoing review of the budget and physical and human resources to ensure the best use of funds and to enable scalability for enrolment growth.
- Leaders highlight the challenges faced in resourcing for the projected growth in enrolment in coming years. They highlight a need for detailed planning to address current and emerging issues related to growth.
- Leaders have developed systems for allocating teacher aides to support student learning in classrooms, particularly for students who require additional support. Some teachers suggest a review of these allocations would be beneficial.
- Members of the P&C describe their work in fundraising to support college developments. They discuss how P&C funds have contributed to landscaping and the purchase of furniture for new buildings.
- The BM and principal indicate that a master plan for all infrastructure projects is established, and linked to the School Strategic Infrastructure Plan (SSIP). Some staff express satisfaction regarding their involvement in discussions about the design of facilities.
- Leaders discuss current approaches to workforce planning, including recent expansion of leadership structures. Some leaders express concerns regarding the sustainability of the current structure. They convey a desire for further collaborative planning to identify future human resource needs and opportunities as enrolments increase.
- The Student Resource Scheme (SRS) has been in place for several years. Leaders articulate plans to review the SRS through the lenses of equity, sustainability and impact. Some leaders express an intention to formalise ongoing asset replacement processes.

Improvement strategy

- Collaboratively review and refine leadership structures to provide sustainable effective support for staff and students.

Domain 5: Building an expert teaching team

Affirmations

- The ELT places a high priority on sourcing, attracting, welcoming and retaining staff to best meet the present and future needs of the college.
- Leaders discuss how they provide a purposeful induction for teachers and leaders who are new to the college, and teachers new to the profession.
- Leaders and teachers express appreciation for Annual Performance Development Plan (APDP) processes. They describe how these processes assist them to identify their professional learning goals, in collaboration with their line manager. They express a view that APDP monitoring and reviewing assures them of the authenticity of the process, and they discuss professional learning opportunities they have accessed that align with their APDP.

Key findings

- Teacher induction is scheduled at the end of the preceding year and repeated for those teachers who arrive during the year. Teachers new to the college praise the induction program, which includes overviews of the school vision, priorities and future direction.
- Non-teaching staff explain how they have a different induction process to teachers. Some non-teaching staff express a desire for a more systematic induction that includes whole-of-college information.
- Early career teachers express appreciation for the support they receive at the college. Leaders discuss how they have expanded this support beyond the first year of teaching to include preservice teachers and assistance with compiling portfolios in the second year.
- Many early career teachers indicate they have experienced formalised observations from their HOD or other colleagues. Some leaders acknowledge that lesson observations this year are yet to be enacted as per the induction schedule.
- Non-teaching staff describe variability in their engagement with APDPs. Some express a desire for more professional learning opportunities to be prioritised, resourced and facilitated.
- Teachers describe engaging in formal and informal professional learning. Some teachers speak of incidental learning from day-to-day interactions with their colleagues, especially in their own teams. Most describe more formalised collaboration occurs mainly during faculty meetings. Some teachers discuss networks they have formed across the college or with colleagues in other schools. A strategic, multifaceted approach to developing the expertise of all staff through collaborative capability development and planned professional learning is yet to be documented and systematically enacted.
- The ELT has implemented an aspiring leaders program to support staff to develop leadership skills. Members of the ELT explain they have also engaged external providers to provide professional learning about leadership for current leaders. HODs and deputy principals express appreciation for line management meetings as another avenue to develop as leaders. Some leaders express a desire for ongoing leadership opportunities to grow individually and as a team, to maximise professional challenge, creativity and collaboration.

Improvement strategies

- **Collaboratively develop and enact a professional learning plan to support the capability development of all staff.**
- Sharpen leadership development opportunities for key staff to build the capability and impact of current, future and aspiring leaders.

Domain 6: Leading systematic curriculum implementation

Affirmations	Key findings	Improvement strategy
• Leaders and teachers praise the significant work completed by staff in curriculum planning over the last 4 years. • Teachers and HODs express appreciation for the time provided to collaboratively plan. They describe how these opportunities support them to refine unit design and assessment practices, particularly as they prepare to implement the Australian Curriculum Version 9 (ACV9) and receive the first senior secondary cohorts. • Staff, students, parents and college partners praise leaders' work to establish purposeful student learning pathways supported by strategic partnerships with a range of training providers and community organisations. • Students, parents and community members articulate they highly value the wide range of curriculum offerings, including targeted Vocational Education and Training (VET) and academy programs. They express appreciation for the extracurricular opportunities provided by the college.	• Leaders share how 3 levels of planning are documented for Years 7 to 10 in all subjects. They explain an implementation plan for the ACV9 has been established, and provides a differentiated approach which considers faculty size, staff expertise, and curriculum delivery from primary and into senior secondary. • Many teachers and leaders praise the 'Academies' – locally developed and contextualised curriculum designed to support and foster the development of high-achieving students. Some staff express concerns about the impact of the Academies program, in particular, on-time allocations for delivering the Australian Curriculum (AC) in some core subjects in the junior school. They question the preparedness of students for those subjects in senior secondary. • Leaders identify Year 10 as the first year of senior secondary. Students are provided with opportunities to engage in a wide range of subjects aligned to the ACV9 to prepare them for Queensland Curriculum and Assessment Authority (QCAA) general or applied subjects and VET. They see implementing, formal systematic processes to review and refine the curriculum to identify impact on student engagement and learning outcomes as the next step. • Teachers, parents and students engage in Year 9 Junior Education and Training (JET) planning to identify future pathways and select appropriate subjects as students move into Year 10 and senior schooling. • Leaders and teachers describe a school-wide focus on moderation. Moderation meetings are built into the college's staff and faculty meeting schedule each term. Leaders acknowledge the juncture of moderation is determined by individual faculties. • Most teachers identify that formal and informal moderation occurs across varying junctures. Many highlight the strength of early juncture moderation practices using the Moderation Focus Tool (MFT). Some teachers speak of how the MFT helps to clarify their understanding of assessment expectations and aligning assessment to the curriculum. They further articulate the process assists them in identifying pedagogical approaches prior to teaching. • Parents praise the level of communication from teachers about their child's progress. Report cards are provided 4 times a year and parent teacher interviews occur twice each year. Leaders comment on the significant engagement of parents in the interview process.	• Formalise processes for regularly reviewing and refining curriculum options to respond to student learning needs, interests, and backgrounds.

Domain 7: Differentiating teaching and learning

Affirmations

- Leaders and staff convey a fundamental belief that all students have the capability to learn, and may do so at different rates.
- Staff communicate their commitment to a culture of inclusion that focuses on success for every student.
- Students speak highly of their participation in the Ignite Academic Excellence program. Staff and students describe innovative curriculum and pedagogy that enables them to accelerate knowledge acquisition and thinking in these subjects.
- Leaders, students, staff and community partners speak positively of initiatives to build a range of programs to support First Nations students. They describe collaborating with local Elders and Aboriginal groups to develop a First Nations languages program, dance group and a Reconciliation Action Plan (RAP), and to appoint a Community Education Counsellor (CEC).

Key findings

- Leaders indicate an approach to inclusive education has been implemented with all students learning alongside their similar-aged peers. Leaders and some staff share varying levels of awareness and understanding for the rationale and direction for inclusion within the school.
- Many staff express a desire for clarity about inclusive education practices and processes. They indicate a need to improve the timeliness of implementing interventions and communicating information about adjustments to curriculum and assessment. Some staff express that a formalised approach to inclusive education would enhance enactment of the college vision of *'the individual at the centre of decision-making'*.
- The ELT indicates they have initiated steps to provide greater support for students and staff regarding inclusive practices. They indicate the recent appointment of 2 HODs – Diverse Learners provides an opportunity to review and implement a future-focused strategic approach to inclusion.
- Some leaders identify a range of staff expertise in inclusive practices and student support. Some leaders and teachers note that staff knowledge and understanding of differentiation and disability-specific pedagogies across the college varies. They advocate for the opportunity to build their knowledge of inclusion and explore external networks and observations of innovative practice.
- Leaders and most teachers indicate differentiation strategies are included in curriculum planning and modifying assessment. Some teachers express a desire build their understanding and application of differentiated teaching approaches and practices to better support the diverse range of students.
- Many teachers mention the benefit of the 10-week review process for Personalised Learning Plans (PLP). They indicate this provides time to discuss with colleagues and leaders and gain feedback on adjustments for individual students, and inform NCCD processes.
- Some staff describe a variable understanding of the rationale for recording adjustments, evidence and supports. Leaders and staff indicate work has been undertaken to review and tighten processes for the NCCD and Personalised Learning Records (PLR) to ensure all staff are familiar with the expected processes and their responsibilities.

Improvement strategies

- **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.**
- Strengthen leaders' and teachers' understanding of NCCD processes, including requirements for recording evidence of adjustments, to inform inclusive practices and resourcing.

Domain 8: Implementing effective pedagogical practices

Affirmations

- Leaders recognise that effective teaching is key to improving student outcomes. They describe a commitment to supporting the teaching team to continuously refine and develop their professional practice.
- Leaders express a belief that exploring current research on effective teaching positively contributes to building a culture of inquiry and innovation, and promotes student engagement.
- Students praise staff members for providing focused feedback on drafts of their work through digital comments and emails. They describe the positive impact the feedback has on their learning.
- Parents express appreciation for open communications with teachers regarding their child's learning progress.

Key findings

- Leaders describe the school's pedagogical approach as the 'Four Pedagogical Pillars' (4PP) of Explicit Instruction (EI), Metacognitive Skills, Accessibility of Learning and Modelling Expert Learning. They explain the overarching philosophy of 4PP is to support both staff and students to become 'Expert Learners'.
- Teachers identify a range of approaches that inform and support their teaching practice, including Gradual Release of Responsibility (GRR) and Universal Design for Learning¹ (UDL). Leaders and teachers express a desire to review current pedagogical practices to build a shared language and understanding about the college's approach to pedagogy among teachers.
- Most teachers describe how the expectation that all units and lessons include learning intentions, success criteria and social goals informs their planning and teaching. These are posted on a digital platform for students, staff and parents to access. Many students remark that success criteria support them to monitor their own learning in lessons.
- Leaders identify student-focused walkthroughs – known locally as 'pulse checks' – are used to collect data and monitor the implementation of effective teaching practices. Pulse check data is shared with faculties for discussion with teachers. Some staff express a desire to expand collaborative capability development to include routine individual feedback on their teaching practice.
- Some teachers describe varying use of diagnostic assessment strategies to identify starting points for teaching and learning. Leaders identify that a review of diagnostic assessment across the college has commenced.
- Leaders and teachers describe how the Pedagogy Professional Learning Team (PLT) is engaging in collaborative professional learning by examining the latest research on pedagogical approaches. They express a desire to expand collaborative learning opportunities beyond the opt-in PLT to all faculties.
- Students and teachers describe using laptops in most classes to support teaching and learning. Some staff express a desire to build their capability in digital pedagogies to further engage and challenge students in their learning.

Improvement strategies

- **Prioritise opportunities for collaborative teacher inquiry to inform the development of a shared language about, understanding of, pedagogy.**
- Create opportunities for teachers to collaboratively discuss and determine pedagogies to enhance student learning experiences, particularly through the purposeful use of digital technology.
- Systematically enact processes for classroom observations and feedback to support teachers to reflect on and refining their teaching practices.

¹ Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.

Domain 9: Building school-community partnerships

Affirmations

- The college enjoys high levels of trust and support from parents and members of the community.
- College leaders discuss how they work closely with local community organisations to consolidate the college's position as a hub for the community. Community leaders express strong appreciation for this approach, attesting to college leaders' openness and positivity when approached with new ideas.
- College leaders explain they are overseeing the significant ongoing work of staff to establish a multifaceted range of partnerships that benefit students and the wider community.
- The college priorities of Pathways and Productive Partnerships are consistently reflected in a wide range of documents, practices and forward planning.
- Parents attest to the active engagement of the P&C in the life of the college and with the wider community.

Key findings

- Many partnerships have been established to support student learning and pathways. College leaders discuss how they consider local and state future employment trends to strategically identify potential key partnerships to support successful pathways and transitions for students. These include the West Moreton Health Hub, WesTEC Trade Training Centre (TTC), a careers expo, and emerging First Nations partnerships.
- Students routinely attest to the individual focus placed on their pathways through and beyond their schooling. College staff explain they provide work experience, vocational education and traineeship opportunities to promote successful transitions.
- Leaders discuss how the college is establishing strong partnerships with First Nations partners. Some parents from other cultural groups express their willingness to contribute to supporting diversity through cultural events. Leaders acknowledge ongoing opportunities to broaden partnerships to include a focus on wellbeing, cultural awareness, university pathways, regional expertise, inclusion and staff development.
- Primary feeder school principals discuss the systematic procedures supporting transitions to Year 7. They express appreciation for the helpfulness and professionalism of college staff. They, and college leaders, acknowledge a need to expand networking and collaboration in the areas of curriculum, learning and teaching.
- College leaders view parents as key partners in learning. Many parents express appreciation for communication between the college and home. They describe routinely receiving information from teachers about upcoming work, assessment and student progress.
- Staff indicate that parent-teacher evenings have significantly high levels of attendance. Some parents express a need for more timely information about these evenings and other school events to assist with family organisation.
- College leaders identify some partnerships are yet to be fully documented. They comment that further developing Memoranda of Understanding (MOU) for key partnerships could assist with monitoring partnerships for role clarity, sustainability and impact on student outcomes.

Improvement strategies

- Strengthen community partnerships that support student and staff wellbeing, cultural awareness, and staff development to enhance learning opportunities, support and resources. Consolidate links between the college and primary schools to advance mutual collaboration in areas of curriculum, learning and teaching.
- Formalise processes for documenting, monitoring and reviewing key partnerships to evaluate the ongoing sustainability, mutual benefit and impact for students.

ICSEA

993

Total Students

1,045

First Nations Students

80

Students With Disability

330

Students In Care

11

School

Ripley Valley State Secondary College

Student Performance

Actual

Relative

Governance

On Track For Success

Year 7 - 9

English
% C and Above

0

82%

88%

100

↓

English
% A or B

0

37%

49%

100

↓

Mathematics
% C and Above

0

85%

91%

100

↑

Mathematics
% A or B

0

51%

61%

100

↑

Attendance
(Semester1)

0

85%

87%

100

↑

SDA Rate

0

9%

10%

100

↓

Student Exits
(Unemployed,
Other or Unknown)

0

30%

100

↑

Ready For The Future

Year 10 -12

Actual vs Planned Expenditure as at 31/12/2023

64.2%

planned year to date
expenditure has occurred

\$1,090,000

planned expenditure still to
occur this year

\$268,000

funding provisioned for
expenditure in future years

\$1,380,000

in bank account

Allocated staffing resources used as at 31/12/2023

87.9%

Day 8 allocated teaching
resources used

FTE diff

66.7

58.6

-8.1

Day 8 FTE allocation
paid FTE

Staff morale (School Opinion Survey)

0

100%

100

Completion of annual safety assessment

YES

NO

01/03/2023

Student safety (School Opinion Survey)

0

74%

100

School audit rating as at 31/10/2023

Self Manage

Support

Priority Support

Utilisation rate as at 01/08/2023

<=60%

61%-80%

81%-94%

>=95%

Financial practices

Workforce practices

HSW

School mgmt.