Ripley Valley State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

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 School** from **29 October** to **2 November 2020.**

The report presents an evaluation of the school's performance against the nine domains of the _National School Improvement Tool_. It also recommends improvement strategies for the school to implement in consultation with its regional office and school 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

Scott Curtis	Internal reviewer, EIB (review chair)
Andrew Walker	Peer reviewer
John Wessel	External reviewer
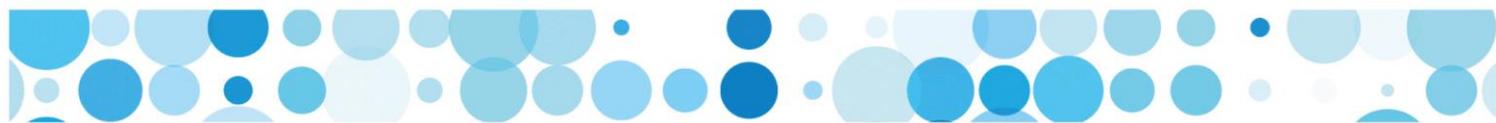
1.2 School context

Location:	Botany Drive, South Ripley
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	347
Indigenous enrolment percentage:	7.2 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: 19.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	nil assigned in 2020
Year principal appointed:	July 2019

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department (HOD) – Student Services, HOD– Curriculum, Business Manager (BM), three administration officers, 21 teachers, five teacher aides, Defence School Mentor (DSM), chaplain, schools officer, five cleaners, 45 students and 26 parents.

Community and business groups:

- Parents and Citizens' Association (P&C), coordinator Hall Thorpe Outside School Hours Care (OSHC), Mission Australia and liaison for Okeland Community Hub.

Partner schools and other educational providers:

- Principal Ripley Valley State Secondary College.

Government and departmental representatives:

- Division 1 Councillor Ipswich City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School pedagogical framework
Investing for Success 2020	School improvement targets
OneSchool	School budget overview
Professional Development plan 2020	Curriculum planning documents
School pedagogical framework	Capability Development Framework
School data plan	School newsletters and website
School 2020 curriculum framework	Responsible Behaviour Plan for Students
Student Empowerment & Enhancement framework	School reading framework

2. Executive summary

2.1 Key findings

'Empowering Future Excellence' **is the proud motto of the school.**

The motto supports the school's vision to have *'A community committed to collaborating in a safe and supportive environment to empower successful learning for life'*. The school motto and vision are prominent features throughout the school site. Over the past three terms, there has been a concerted effort to embed the vision for the school that is apparent through conversations, processes and structures within the school. The ethos of the vision is highly valued by staff members, students and the community.

The principal and staff members have undertaken work to establish a culture of high expectations.

The school promotes and maintains an environment that is safe, respectful, tolerant, and inclusive. School leaders indicate they are committed to establishing a climate that is based on building and maintaining positive and caring relationships. Students acknowledge the best thing about the school is the teachers. Staff members speak positively regarding their commitment to student learning. Support staff articulate they are included as members of the school teaching team.

School staff members express a commitment to implementing curriculum units aligned to the expectations of the Australian Curriculum (AC).

Staff undertake the design of locally relevant and contextualised curriculum units, in conjunction with the design and writing of summative assessment tasks aligned to the AC. Teachers articulate that they are developing their knowledge and skills in relation to writing assessment tasks. Members of the school leadership team identify that the continued capability growth regarding the design of school curriculum units and associated assessment tasks is an ongoing priority for the successful implementation of curriculum across the school.

The school has an established reading framework that outlines for staff the expectations regarding how reading is taught across the school.

This framework identifies the Big Six as underpinning the development of a repertoire of classroom teaching practice. The framework further details expectations regarding data use, literacy continuum and goal-setting expectations. Some staff and the leadership team indicate that the consolidation of the framework to achieve consistency of practice is yet to become apparent.

Collaborative teaching is a key feature of all teaching spaces.

Classrooms are designed to be open-planned flexible learning environments whereby classroom teachers through pedagogy expectations are encouraged to engage with their teaching partner in a collaborative arrangement. Most teachers in conjunction with the leadership team articulate the need to design a common understanding and associated expectations regarding what collaborative teaching looks like within the school.

The school has established a number of strong foundations that support staff and students, in addition to preparing for future enrolment growth.

Foundations include the use of data, Student Empowerment and Enhancement (SEE), the reading framework, collaborative teaching as a pedagogy, visible learning, walls of excellence, goal setting and school team structures. The leadership team articulates a view that as the school continues to grow with staff, student and stakeholder complexity evolving, there will be a need to develop systems and processes that support the Quality Assurance (QA) of current practices to self-reflect and continually adapt.

'Hives' are key team structural features across the school.

Hives support teaching, leadership and paraprofessional staff as key members of each hive. Covering curriculum, SEE, wellbeing and Positive Behaviour for Learning (PBL), this structure supports the collective establishment, detailing, action planning and driving of school frameworks, systems and expectations. Teachers indicate they value the collaborative decision-making opportunities offered through the Hive structure. School leaders acknowledge the strong ownership and commitment that is apparent within each Hive.

A formal vision statement regarding inclusive education practices is included in the SEE framework.

The staff SEE handbook states the school is an inclusive school. Roles and responsibilities are clearly defined for members of the SEE team. SEE team members work collaboratively, predominantly in classrooms, beside classroom teachers. SEE teachers articulate their classroom roles include coaching, mentoring, supporting teachers, and assisting students with various adjustments to enable students to successfully access the curriculum in the classroom.

All teachers have commenced the process of developing learning goals for students in reading, writing and mathematics.

A range of strategies is being utilised across classrooms to establish and implement student goal setting with a view to developing a consistent school-wide approach. Some students are able to clearly articulate their goal and the purpose for using these goals. Teachers are utilising a range of lesson support structures and feedback methods with students to support the establishment of the 10 Mindframes, a key component of the school's pedagogy.

2.2 Key improvement strategies

Refine and further develop the current focus of capability growth regarding the design of school curriculum units and associated assessment tasks.

Consolidate teacher understanding of the school reading framework enabling teachers to deliver consistency of practice.

Promote through professional learning and collegial engagement approaches the expected repertoire of practice in the delivery of high-yield pedagogies.

Investigate collaboratively, locally relevant arrangements or processes that support QA of school systems and practices to self-reflect and continually adapt into the future.