# Fortitude Valley
## State Secondary College

# Strategic Plan

Creating a culture where we are all good at learning and good at life.

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# Fortitude Valley
## State Secondary College

# 2026

# 2026–2029 Strategic Plan

**Fortitude Valley State Secondary College**

Fortitude Valley State Secondary College is a dynamic inner-city learning community built on five pillars: Welcome, Choice Words, Do No Harm, It's never too late to learn, and Best School in the Universe. We welcome every student and family so each person is known, valued and connected, and we use choice words to build respectful relationships where feedback and growth are normal. We do no harm by prioritising safety, wellbeing and care for one another and our shared spaces. With high expectations for learning, we develop strong literacy and numeracy, critical thinking, and real-world capabilities through engaging, inclusive teaching. Grounded in the belief that it's never too late to learn, we create pathways and opportunities that help every student thrive and contribute—every day, in pursuit of being the best school in the universe.

**Vision and values**

Vision: Create a community of agile learners who are bold, resilient and kind.
Purpose: Create a culture where we are all good at learning and good at life.
Values: Bold. Resilient. Kind.

## Educational achievement | Belonging and engagement

- **School improvement strategies**
- Domain 6: Further refine moderation processes at multiple junctures to incorporate feedback to students and strengthen alignment between curriculum, teaching, learning and assessment.
- Domain 8: Consolidate the work of college action teams and leaders in collaboratively quality assuring, identifying and sharing effective pedagogies to maximise student achievement, engagement and wellbeing.
- Domain 5: Formalise school-wide processes for engaging teachers in peer observations, mentoring and coaching to strengthen individual professional learning needs and learn from each other's practices.
- Domain 4: Clarify the roles and responsibilities of leaders, aligned with college priorities, to ensure all staff understand middle leadership roles to meet students' needs.

- **Reduction of red tape in day-to-day work, planning and processes include:**
- Reduction of red tape in day-to-day work, planning and processes include:
- Streamlined planning templates and assessment documentation aligned to agreed pedagogical and moderation expectations.
- Clear role statements and decision-making protocols for leaders and action teams.
- Shared digital access to three levels of planning in a whole of college curriculum plan, moderation exemplars and pedagogical resources to reduce duplication.
- Coordinated observation/coaching schedules and feedback tools to minimise administrative load and maximise impact.

| School priority 1 | School priority 2 | School priority 3 | School priority 4 |
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| Further refine moderation processes at multiple junctures to incorporate feedback to students and strengthen alignment between curriculum, teaching, learning and assessment. | Consolidate the work of college action teams and leaders in collaboratively quality assuring, identifying and sharing effective pedagogies to maximise student achievement, engagement and wellbeing. | Formalise school-wide processes for engaging teachers in peer observations, mentoring and coaching to strengthen individual professional learning needs and learn from each other's practices. | Clarify the roles and responsibilities of leaders, aligned with college priorities, to ensure all staff understand middle leadership roles to meet students' needs. |
| **Strategies:**<br>• Establish a whole-school moderation cycle (pre-assessment, mid-unit and post-assessment) across learning areas.<br>• Use explicit success criteria, exemplars and common task design to improve alignment of curriculum, teaching, learning and assessment.<br>• Embed student feedback loops so moderation outcomes inform timely feed up, feedback and feed forward. | **Strategies:**<br>• Formalise action team charters aligned to the college vision, purpose and values (bold, resilient, kind).<br>• Use the FVSSC pedagogical approach (agency, agility, accessibility) to quality assure classroom practice and learning design.<br>• Create routines for sharing effective practice across teams using evidence from student achievement, engagement and wellbeing data. | **Strategies:**<br>• Implement a school-wide peer observation and feedback protocol aligned to the pedagogical approach and college priorities.<br>• Establish mentoring and coaching pathways for new, early career and experienced staff linked to professional growth goals.<br>• Build a culture of high-quality professional learning focused on practice, reflection and impact on student learning. | **Strategies:**<br>• Define and communicate role descriptions, responsibilities and decision rights for middle leaders aligned to strategic priorities.<br>• Establish leadership routines for tactical-to-strategic planning, monitoring and reporting of improvement actions.<br>• Build leadership capability through coaching, mentoring and performance development linked to student outcomes and team wellbeing. |
| **Performance Measures**<br>• Improved consistency of A–C judgments across subjects and year levels, evidenced through moderation records and sample audits.<br>• Increased proportion of students achieving A–C and improved growth in core subjects, alongside improved student understanding of success criteria.<br>• Strengthened educational achievement and belonging/engagement indicators through clearer expectations and more responsive feedback.<br>• Students can/will: describe what quality work looks like, use feedback to improve drafts/final submissions, and explain next steps in learning.<br>• Teachers can/will: co-design or use agreed task-specific standards, participate in scheduled moderation, and adjust teaching based on moderation evidence.<br>• ES Officers can/will support students to act on feedback, reinforce success criteria and organisational routines, and contribute observations of student progress.<br>• Leadership team can/will: monitor moderation quality and completion, provide exemplars/protocols, and ensure alignment with the college pedagogical approach.<br>• Moderation decisions are used to strengthen alignment and provide students with high-quality, actionable feedback that improves achievement and engagement. | **Performance Measures**<br>• Measurable improvement in student achievement, attendance/engagement and wellbeing indicators linked to action team priorities.<br>• Increased staff confidence and consistency in using agreed pedagogical practices across classrooms.<br>• Evidence of impact from action teams through implementation reviews, case studies and quality assurance snapshots.<br>• Students can/will: experience more consistent contemporary learning experiences that are accessible, engaging and connected to authentic learning.<br>• Teachers can/will: use and share effective pedagogies, trial improvements, and collaborate in action teams using evidence of impact.<br>• ES Officers can/will support implementation of agreed routines and inclusive practices that enhance student engagement and wellbeing.<br>• Leadership team can/will: set clear priorities for action teams, track impact, and build capacity and expertise through coaching, mentoring and quality assurance.<br>• Shared practice strengthens educational achievement and belonging/engagement while supporting a safe, supportive and inclusive environment. | **Performance Measures**<br>• Increased participation in peer observation, mentoring and coaching cycles across all faculties.<br>• Improved staff capability and confidence in agreed pedagogical practices and classroom routines.<br>• Positive movement in staff wellbeing, professional learning and capability indicators, with evidence of impact on student outcomes.<br>• Students can/will: experience more consistent teaching practices, clearer routines and improved access to high-quality learning in every classroom.<br>• Teachers can/will: engage in observation/coaching cycles, seek and apply feedback, and reflect on impact using student evidence.<br>• Teacher aides can/will support classroom routines and differentiated adjustments informed by shared practice and coaching goals.<br>• Leadership team can/will:<br>• Consider any additional positions based on local context. Instructional coaches / mentors (formal or distributed) support implementation and monitoring.<br>• Success criteria: Peer observation, mentoring and coaching are embedded as normal professional practice across the college.<br>• Professional learning is collaborative, evidence-based and visibly improves instructional practice and student learning experiences. | **Performance Measures**<br>• Increased role clarity and consistency in middle leadership practice across learning areas and portfolios.<br>• Improved implementation fidelity of school priorities, including moderation, pedagogy quality assurance and coaching systems.<br>• Stronger staff confidence in leadership support and communication, aligned to portfolios, contributing to engagement and a positive work environment.<br>• Students can/will: benefit from coordinated support, timely decisions and consistent expectations across subjects and year levels.<br>• Teachers can/will: understand who to go to for curriculum, wellbeing and operational support, and receive clearer communication from leaders.<br>• Teacher aides can/will work with clearly identified leaders to coordinate adjustments, supports and student follow-up.<br>• Leadership team can/will: operate with clear responsibilities, use common planning/reporting processes, and lead improvement work aligned to college priorities.<br>• Middle leadership capacity enables effective implementation of the strategic plan and responsive support for student learning and wellbeing. |