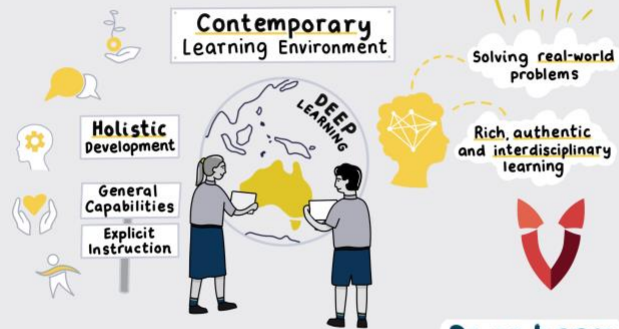


Products



Our Vision
Create a community of agile learners who are bold, resilient and kind.

People



Welcome

Do no harm

It's never too late to learn

Philosophies

Culture of Excellence

3 Expectations

- 1 Take care of yourself.
- 2 Take care of each other.
- 3 Take care of this place.

Our Values

Bold Kind Resilient

We value high standards and expectations.



Choice words

Best school in the universe

Processes

Future-ready Competencies

A pedagogical approach guided by:

Agency Agility Accessibility

Achieve a contemporary learning experience

Positioning



FORTITUDE VALLEY

STATE SECONDARY COLLEGE

Purpose

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

Strategic Plan 2022-2025

Department of Education Strategic Plan

ACER National School Improvement Tool

Evidence-based Research

Partners

QUT and other education and training institutions

Parents and families

Local businesses

Community Organisations

Partnerships based on purposeful relationships

2025 FORTITUDE VALLEY STATE SECONDARY COLLEGE ANNUAL IMPLEMENTATION PLAN

EQUITY AND EXCELLENCE - EDUCATIONAL ACHIEVEMENT AND INCLUSION

AIP Priority: A whole school approach to curriculum and pedagogy which supports students' achievement, wellbeing and engagement. **FVSSC Strategic Plan Links – Purpose, Philosophies, Products, Processes, People, Partners**

Strategies	Actions	Target/Success Indicators
1. Alignment of the FVSSC Signature Practices and the three levels of planning as required by the P-12 CARF	- Embedding Learner First Practices through a range of workshops for teachers (measuring academic and social outcomes using a strengths-based approach. - Implementation of FVSSC Pedagogical approach (Agency, Agility and Accessibility) and Signature Practices - Curriculum approach which is focussed on the holistic development of the child, solving real-world problems and rich, authentic, interdisciplinary learning. - Teachers engage in moderation conversations after each phase of learning.	- Signature Practices at FVSSC aligned with the Australian Curriculum and evidenced in classroom practice. - Learner First/Lead Learner workshops and associated activities completed and measured with a focus on improving the percentage of students achieving A-B in English and Mathematics. A-C Achievement Data >85% student in all subjects and year levels: 2024 Semester 1 – 90% 2024 Semester 2 – 90% A-C Effort and Behaviour 95% student data in all subjects and year levels: 2024 Semester 1 – Effort – 92%; Behaviour 97% 2024 Semester 2 – Effort – 93%; Behaviour = 9%
Strategies	Actions	Target/Success Indicators
2. Implementation of agreed practices for sharing/analysing data to inform teaching and learning.	- Implementation of the whole school data plan. - School-wide process to collect, assess, action and review student academic achievement data that encourages teacher accountability for and reflection on student achievement. - Support staff to collate data to provide to Student Support and teaching teams for analysis and action.	- School leaders work with teams to review achievement data relating to their areas. - Teaching staff are using data to inform planning, teaching and learning.
Strategies	Actions	Target/Success Indicators
3. Implementation of “Collaborative Capability Development: Setting Professional Goals” and Whole-school Professional Learning Plan	- CEF implemented to enhance a culture of continuous professional improvement including mentoring and coaching opportunities for all staff. - Develop and implement a Whole-school Professional Learning Plan informed by individual PDPs and aligned to the FVSSC improvement strategies. - Implementation of “Collaborative Capability Development: Setting Professional Goals” using the AITSIL standards for teaching staff and the Learning Capabilities Framework for Support Staff - Early Career and Pre-Service teachers supported through induction, mentoring and coaching. - Professional learning through regular Collegial Cafés - Scheduled time for collaborative unit and lesson design	100% of staff have a completed APDP and a clear set of (self-identified) professional learning goals for 2024. - Whole-school Professional Learning Plan developed and implemented. Maintain improvement in positive Staff School Opinion Survey Data: - Staff “have access to relevant professional development” at 88% (2023 90%) “This school encourages coaching and mentoring activities” at 79% (2023 85%) “I receive useful feedback about my work at this school” at 82% (2023 85%)

Strategies	Actions	Target/Success Indicators
4. Further development and implementation of the FVSSC Inclusion Framework	- Inclusion Framework which outlines the legislative underpinnings, Inclusive Education Policy and a range of support processes to support learning for every student. "Accessibility" Learning Principle embedded across the school to enable learners to excel in their personalised learning pathway in an environment that champions safety, well-being and inclusion. - Use learner data to inform professional development and explicit learning opportunities. - ESOs participate in professional learning to enhance their understanding of support processes for students.	- The FVSSC Inclusion Framework is fully developed and evident in classroom practices. - Teachers and ESOs are confident in implementing differentiated approaches to support students.

EQUITY AND EXCELLENCE – CULTURE, WELLBEING AND ENGAGEMENT

AIP Priority: Maintain a culture where we are all good at learning and good at life in an environment that champions safety, wellbeing and belonging. **FVSSC Strategic Plan Links – Purpose, Philosophies, Positioning, People**

Strategies	Actions	Targets/Success Indicators
Enact the "Culture of Achievement" pillars for all members of the FVSSC community: <i>Welcome, Choice Words, Do No Harm, It's never too late to learn, Best School in the Universe.</i>	- Develop a culture based on actions, traditions, symbols, ceremonies and rituals that align to our vision. - Continued implementation of the Health, Safety and Wellbeing Plan (HSWP) - Action Team to review Happy Schools modules for staff and lead rollout to full school implementation. - Transition to students and staff to design meditation sessions to deliver an engaging and relevant experience. - Build staff capacity to implement Restorative Practices in classroom management. - Engage appropriate online tool for staff to provide and receive feedback and to monitor and support staff wellbeing.	Maintain improvement in positive Staff School Opinion Survey Data: "Wellbeing of employees is a priority for this school" at 86% (2023 90%) "This school's culture supports people to achieve a good work-life balance" at 84% (2023 91%) "I feel this is a safe place in which to work" at 93% (2023 96%) Maintain improvement in positive Student School Opinion Survey Data: "I feel safe at my school" at 81% (2023 22%) Maintain Student School Opinion Survey data: "The expectations and rules are clear at my school" at 80% (2023 91%) Improve Student School Opinion Survey data: "Teachers at my school treat students fairly" from 71% to 80% (2023 71%) "Student Behaviour is well managed at my school" from 56% to 80% (2023 62%) Improved Staff School Opinion Survey data: "The expectations and rules are clear at my school at 88% (2023 90%) "Students are treated fairly at this school" at 95% (2023 91%) "Student Behaviour is well managed at my school" at 80% (2023 72%)



Sharon Barker, Principal
27 February 2025



Claire Power, P&C President
27 February 2025