Fortitude Valley State Secondary College
School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by Reviews and School Improvement (RSI) through community consultation.

Acknowledgement of Country

We acknowledge the Jagera and Turrbal peoples, the Traditional Owners of the lands where the College is located.

About the school

Education region	Metropolitan North Region
Year levels	Years 7 to 12
Enrolment	837
Aboriginal students and Torres Strait Islander students	3.1%
Students with disability	18.8%
Index of Community Socio-Educational Advantage (ICSEA) value	1086

About the review

4 reviewers from 26 to 27 August 2025

9 community members

60 school staff

103 students

9 parents and carers

13 staff and student forums

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and RSI validation.

Domain 6: Leading systematic curriculum implementation
Further refine moderation processes at multiple junctures to incorporate feedback to students and strengthen alignment between curriculum, teaching, learning and assessment.

Domain 8: Implementing effective pedagogical practices
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: Building an expert teaching team
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: Targeting school resources
Clarify the roles and responsibilities of leaders, aligned with college priorities, to ensure all staff understand middle leadership roles to meet students' needs.

Key affirmations

College leaders and staff emphasise they prioritise student wellbeing, as part of their collaborative efforts, to ensure all students achieve personal, social, academic, and career success.

The principal describes the college-wide vertical house structure as a foundational feature, designed so that students feel welcome, have a sense of belonging, feel supported, and to know they have a 'home' at the college. Teachers, Education Support Officers, specialist support staff and administrative staff describe participating in action teams that place students at the heart of their efforts through the lens of Educational Achievement and Inclusion or Wellbeing and Engagement. Parents compliment leaders and teachers for their commitment to ensuring students feel safe and for taking a strong interest in their child's wellbeing.

Staff and leaders highlight their collective responsibility in supporting the wellbeing, engagement and learning needs of all students.

Staff and leaders emphasise how the college vision and values foster unity for positive impact, and their commitment to 'creating a culture where we are good at learning and good at life'. Leaders voice their unwavering commitment to improving the quality of teaching and learning, providing a responsive future focused curriculum and meeting the wellbeing needs of all. Students value the caring and respectful relationships they have with their teachers and the strong sense of connection to their house and college. Parents appreciate the role of college staff and the wider community in supporting their child's successful transition through the college and to their desired future pathway.

College teachers promote a culture of empowerment fostered by an environment of autonomy, trust, collaboration and collegiality.

Teachers highlight how a collaborative, autonomous and collegial culture enables their engagement in curriculum design and teaching practices. Leaders and teachers describe how bespoke curriculum provisions and structures across the school strengthen opportunities to engage students meaningfully and drive high levels of professional and personal job satisfaction. Teachers celebrate high levels of leadership support for innovation, encouraging teachers to implement creative and contextually relevant approaches to teaching. They value the wealth of highly accessible community locations and community resources in contributing to authentic, locally contextualised learning experiences. Teachers describe how prioritising empowerment, collaboration, and innovation ensures they are supported and inspired to lead with excellence, contributing to a dynamic and progressive educational environment.

The college leadership team highlight their deep commitment to using evidence-informed practices, drawing on a wide range of research that guides and supports strategic, whole-school approaches.

College leaders emphasise their moral imperative to stay abreast of contemporary research on systems and effective teaching practices. They describe aligning these approaches with contemporary thinking and learning to foster inquiry, creativity, and innovation. Teachers comment how these strategies stimulate and encourage learning and empower students to engage meaningfully with their education. College leaders articulate these approaches are deliberately implemented to support the college vision of '*being good at learning and being good at life*', ensuring students develop as 'agile learners' harnessing the skills, mindset, and resilience needed to thrive both academically and personally in an ever-evolving world.

Teachers and leaders remark how an evolving and dynamic whole school approach to pedagogy aligns to curriculum delivery and the needs of the learners.

Teachers and leaders value processes that support pedagogical approaches based on research and enacted in an intentional manner. They outline college staff continuously reflect, revise and refine how the school communicates about, and implements pedagogies, through the Educational Achievement sub-group, to meet the learning needs of the students. They discuss how this has evolved into the Agile Approach to Pedagogy, reflecting the values and purpose of the college. Leaders and teachers describe how the college AGILE Approach to Pedagogy forefronts effective teaching practices and strategies that engage and challenge students, and fundamentally supports all teachers to continuously improve their teaching. The team responsible for leading this work articulate a clear focus on the next steps, focusing on language and consistency, and model best practice in determining and employing effective pedagogy. They convey this process is dynamic, responsive and based in evidence. Students appreciate the range of teaching strategies and responsiveness of their teachers to engage them in their learning.

College leaders and staff express a shared determination to nurture student agency, a love of learning, and a sense of belonging in and out of the classroom.

Parents and students speak appreciatively about the academic and non-academic supports provided, noting how individualised supports cater to a diverse range of student needs. Student representatives affirm leaders consider their input in decision making about the strategic direction of the school. Students and parents recognise The Fortitude Champions Mentoring Program as supporting their future aspirations, which is valued by community mentors for its mutual benefits. Parents, students and staff praise the local area excursions as a way to enrich learning through real-world contexts and strengthen connections to the local area.

Queensland Government