

**City of  
Ipswich**

- **1. Presentation - Ripley Valley State Secondary College**  
Attachment 1 Presentation - Ripley Valley State Secondary College: Ignite ..... 3

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# Ripley Valley State Secondary College Ignite Excellence Academy

**Sustainability Programs and  
Curriculum Integration**

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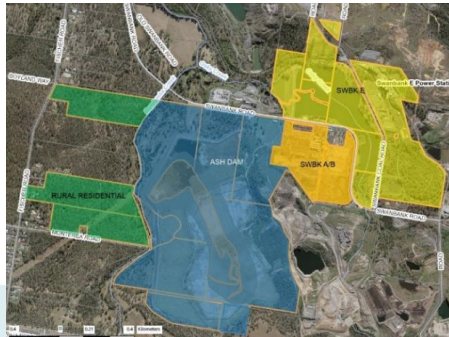


## Ignite Excellence Program

**A STEM program for high potential and gifted students which includes:**

- **A focus on 21<sup>st</sup> century skills such as communication and problem solving**
- **Cross-curricular learning**
- **Opportunities to engage in real-world experiences**
- **External partnerships with community, education and business groups**

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## SWANBANK FUTURE ENERGY PRECINCT

### Swanbank Precinct Summary



cleanCO<sup>®</sup>  
queensland



### Net zero

Play a key role in supporting Queensland's energy transformation to net zero.

### Sustainability

Capitalise on the location and existing critical infrastructure for sustainable connection to the site, its surrounds and the region.

### Renewable energy

Deliver renewable energy solutions that support and attract industries of today and the future.

### Community prosperity

Give the community a precinct that celebrates the past, enhances the environment, and supports the ongoing prosperity for the region.

### Flagship precinct

Demonstrate a flagship energy precinct that matches customer needs and outcomes.







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- **Creation of a RVSSC-piloted riparian restoration project for implementation as part of a school curriculum or as an extra-curricular group**



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<b>Unit: Community Engagement</b>	<b>Title: BCA Riparian Restoration Project</b>
<b>Year Level: 7, 8, 9</b>	<b>Time Frame: 5 structured lessons + field work</b>

<b>UNIT DESCRIPTION</b>	<p><b>UNIT description</b></p> <p>Students will be working with Bremer Catchment Association to undertake a riparian restoration project in waterways near to Ripley Valley State Secondary College. By the end of the project, the students will have identified an area of concern within a local waterway, researched endemic plants and animals, created site safety plans, undertaken a range of water and soil testing as well as field surveys of plants and animals present on-site, created and implemented an action plan, and subsequently created a plan to monitor the ongoing success of the site restoration.</p>
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## Riparian Restoration Project

### Goals and Success Factors

- **Goals:** To create a proof of concept able to be rolled out at other schools to engage students with waterway care and management; To undertake a riparian restoration project and ongoing monitoring.
- **Success Factors:** V9 alignment to priority area; passionate and knowledgeable people – RVSSC and BCA; documented and thorough; social media and community presences; aligns well with grant application or funding.

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## Riparian Restoration Project

**Version 9 Australian Curriculum  
aligned for immediate implementation**

- **Cross Curriculum Priorities: Sustainability; Aboriginal and Torres Strait Islander Histories and Cultures**
- **General Capabilities: Critical and Creative Thinking; Digital Literacy; Ethical Understanding; Intercultural Understanding; Personal and Social Capability**
- **Year 7-9 Curriculum: Science; Geography**

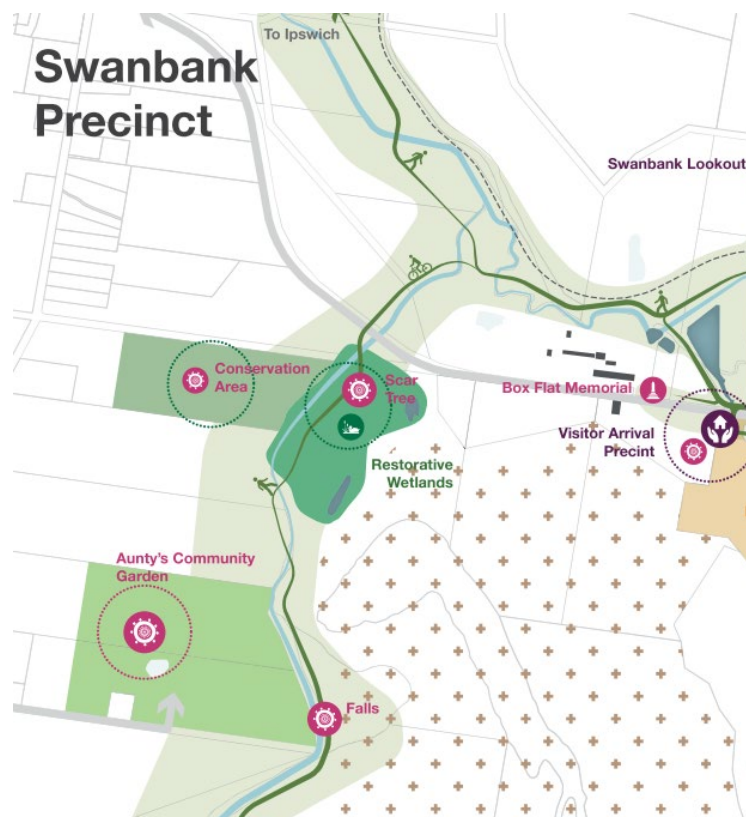
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STAGE	LEARNING GOALS (declarative or procedural knowledge from CCP/GC)	SUCCESS CRITERIA (leads with a cognitive verb)	TEACHING SEQUENCE (indicate resulting work for stage) (incl. Differentiation Strategies and Resources)	
PRE			Liaison to visit and explain project to students <ul style="list-style-type: none"> <li>• Clear identification of expectations around end of project and time frame for implementation – Will the project be implemented immediately? Is it a multi-year project?</li> </ul>	<i>Preparation by teacher and liaison for site visits, photograph permissions and other documentation should be initiated in this phase to ensure timely completion.</i>
1			Brainstorming <ul style="list-style-type: none"> <li>• What does this topic mean to you?</li> <li>• What initial visualisations etc come to mind?</li> <li>• Can you think of any significant problems that might arise from this project?</li> </ul>	
2			Constraints <ul style="list-style-type: none"> <li>• What rules or limitations have been put in place for this project? Consider costs, locations, laws.</li> <li>• Cost vs benefit considerations</li> </ul>	<i>Permissions for site visits should be sought from families at this point (depending on timeline for project).</i>
3			Research <ul style="list-style-type: none"> <li>• Follow up key concepts identified during brainstorming</li> <li>• Weigh up options in the context of project constraints and cost/benefit</li> </ul>	
PROJECT			Students undertake field work required for completion of project in collaboration with liaison	<i>Social media engagement across all parties' platforms should occur at this point for wider community visibility.</i>
4			Presentation of results <ul style="list-style-type: none"> <li>• Provide scaffolding of expected presentation style (report, <u>powerpoint</u>, etc)</li> <li>• Identify external audience</li> </ul>	
5			Sharing presentations <ul style="list-style-type: none"> <li>• Present work to class and liaison</li> <li>• Consider and incorporate feedback as required</li> </ul>	
POST			Follow up project to see results and report back to students to create connection with project Ongoing monitoring of project and outcomes including updates to wider community	<i>Social media engagement should occur at this point to reinforce project, highlight successes and encourage future engagement.</i>



## Current Proposal

### Monitoring and restoration of the waterhole along Bundamba Creek on CleanCo's Swanbank land



- Currently sitting with Natasha Shaw and legal department to ensure access and WHS rules are suitable for students to attend site
- Looking positive
- Small group extra curricular activity
- Transport to site by school's bus
- Students are invested in project and are keen to proceed

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## Questions or comments?

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