



ALDRIDGE- 2008 SCHOOL ANNUAL REPORT

(Updated June 2009)

Aldridge State High School is a co-educational 8 to 12 school located in Boys Avenue Maryborough, (PO Box 3061 Pallas Street). Current enrolments are rapidly increasing (40% growth since 2001), with enrolment during 2008 being 1014.

My name is Ed Manley and as Principal of Aldridge State High School I take pleasure in presenting this report to you.

We aim for a caring but assertive environment for our students. An environment where the bar for academic and behavioural outcomes is set high, but where there is ample support to help our students reach that height.

Our curriculum, teaching and timetable are built up from an understanding of how students learn. Please read the article on our School Curriculum/Teaching Design towards the end of this report.



Our school is well resourced with attractive highly maintained grounds. Features include a school farm, numerous large shaded areas, a school pool, a very comprehensive computer infrastructure with strong student access and a large multi use Hall.

We believe that academic, vocational and social achievement stem from our motto:

"Success through Effort"



Regards

ED MANLEY

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PRINCIPAL'S FOREWARD

This year 2009, marks the beginning of our next three year planning cycle 2009-2011.

2006 to 2008 saw our school concentrating on reforms for Year 10, 11 and 12. In particular we worked hard to drive reforms to make our senior school more engaging for all students. Student achievement in vocational skills and vocational certificates was a key objective of reforms.

2009 objectives include:

- Supporting 30 teachers to gain their ICT's pedagogical licences as they develop engaging computer based units of work
- Embedding VIRTUES into subject area content. Developing and implementing a comprehensive Social and Emotional Learning program that supports VIRTUES. To begin a program of Student Service where students can "do" VIRTUES.
- Reducing "unexplained" and general absence figures to ensure that our students are here and learning
- Extending out Literacy Reading program to include Literacy Writing
- To develop a strong NAPLAN program to maximise student achievement in the test for 2009 and 2010
- To develop new ways to celebrate student and school success
- Continue to develop our Curriculum, Assessment and Reporting Framework
- Implement the Developing Performance Framework in all classified positions and teaching staff

Highlights of 2008 include:

- Enrolment of Year 11 and 12 students in TAFE Certificate programs at both Maryborough and Hervey Bay TAFE's (80 students)
- OP 1-15 results place us as a top performer in the District and the Region. This is the second year our high performance has been noted at District.
- Individually interviewing, (30 minutes), every Year 10 family re senior study pathways
- Embedding and further developing the extensive school TAFE connections
- Implementing VIRTUES across the life of the school
- Each subject area developed Junior Work programs that integrated the Essentials, Assessment, Reporting, Information Communication Technologies (ICT's) and Literacy strategies
- Staff professional development to facilitate teaching staff gaining the ICT Certificate (80% of teaching staff)

DISTINCTIVE CURRICULUM OFFERINGS:

(Those beyond normal high school offerings)

We carry a broad and increasing range of senior subjects including OP academic subjects, non-OP vocational studies (SAS's) and an extensive range of Certificate courses available at TAFE and Aldridge. The TAFE courses are run on Mondays and Fridays and are an integral part of the timetable. Aldridge is the only Maryborough School that offers Agriculture related subjects in the junior and senior schools. (Maryborough SHS offers Marine Science related subjects as opposed to Agriculture.) Aldridge offers only Japanese as junior and senior subjects. Maryborough High offers German for those students who particularly wish to study this language. We routinely accept large numbers of students from Primary schools that do not study Japanese- the curriculum offered at Aldridge causes little or no issue in relation to this. The school has a Special Education Program, which offers a range of inclusion from full main stream to individualised specialist assistance classes. Students with disabilities and Learning Difficulties are catered for at both Aldridge State High and Maryborough State High schools. Our school offers a Nursing program that incorporates study at USQ and automatic articulation into Nursing at University after successful completion. The school also offers a Work Placement program with ERGON Energy which prepares students for work in the industry. Creative Industries in a recent addition to our

Performing Arts Certificate courses. Outdoor Studies is a recent Certificate 2 inclusion for students wanting training in outdoor tourism pursuits like Climbing, snorkelling etc.

EXTRA CURRICULA ACTIVITIES:

The school offers a vast range of student activities including:

- Dance as classes or as extra curricular
- School Performance events- musicals, theatre restaurants and the like
- A very strong Volleyball program
- Human Powered Vehicle teams
- Broad range of sporting teams
- Instrumental Music and Performance
- Visual Arts Night
- Strong participation in Public Speaking, Debating and OptiMinds
- Strong participation in academic competitions
- Chaplain related activities
- Photography Club
- A strong Robotics club

HOW COMPUTERS ARE USED TO ASSIST LEARNING:

Aldridge has a strong computer infrastructure. Students access computers via:

- One of the many computer classrooms in the school (6 currently)
- Science Foyer computers where classes and part classes make continual use during normal lessons
- Mobile wireless laptop computers- 4 lots of 10 currently in the school
- Numerous individualised classroom and subject arrangements
- Data loggers and specialised graphical calculators in Maths and Science
- Extensive use of 3D modeller in graphics and full graphics computer room for use during graphics lessons
- Internet research, electronic assignment production are the norm
- Mobile wireless laptop computers in Mathematics including emerging use of “learning objects”.
- Mobile wireless laptop computers in Performing Arts

2009 will see an additional 240 computers in the school and the start of 6 exciting Lighthouse Projects that involve teaching changes to integrate computer use across a broad range of subjects and year levels.

STAFF PROFESSIONAL DEVELOPMENT PRIORITIES INCLUDED:

- ICT's and Literacy Reading
- QCAR- Qld Curriculum, Assessment and Reporting framework
- Developing Performance Framework

SOCIAL CLIMATE- SCHOOL TONE AND STUDENT SUPPORT:

Our school vision statement characterises the tone and culture of the school:

Innovative teaching, exciting learning- in a calm, ordered and caring school.

The balance of providing a calm ordered environment so that exciting learning can occur is a fundamental value of the school. It would be fair to refer to the school as a “strict” but caring school. We are a strong uniform school and this is highly regarded and supported by our community. We support our students through caring teachers, form meetings, Year level Masters,

7 to 8 Head of Department, Year 9 Head of Department, Guidance Officer, additional Guidance support, School Nurse, ATSI support workers, external Alternative Programs Officer, Chaplain, specific targeted student development programs, Youth Support Officer, community organisations and institutions and Meritorious Certificate days. Our VIRTUES program is now embedded into the life of our school.

Students rate our School Climate similarly to like schools with parents rating School Climate as significantly higher than like schools at 2.92 (Like schools at 2.52)- as per DET survey results.

PARENT PARTICIPATION:

The school employs many strategies to enable parents to participate in the life of the school. These include:

- P&C, School Events eg. Awards Night, Performances, Culminating Year 8 tasks, Year 8 afternoon, Year 9 afternoon, three Parent Teacher nights a year, four reports a year, subject events like "corn -fest", four subject selection nights, EQ surveys, Newsletters, Volunteer work as LAP tutors, Tuckshop etc
- We currently employ an officer to increase communications home and to allow greater celebration of student and school achievements.

WE HAVE DEVELOPED A NEW WAY OF TEACHING OUR JUNIOR SCHOOL STUDENTS:

Curriculum, teaching and learning innovations at



*Innovative teaching, exciting learning-
in a calm, disciplined and caring school*

Above all - we seek to develop fine young men and women.

Young people who strive for academic success through individual effort - to gain the highest OP, vocational and special education program scores they are capable of. Each student contributes to the richness of our school. We have a consistent academic emphasis regardless of a student's ability or the subject studied - our community reputation is very strong and is central to our school. By positively affecting the way our students live their school life we enrich the way they will live in our community.

"Innovative teaching and exciting learning", is at the heart of our school. We only allow our teachers to teach a maximum of five different classes at any one time, (as opposed to 6). This enables them to concentrate their preparation and their relationship building with students. We anticipate holding class size maximums to between 22 and 25/26 throughout the school.



Our junior students enjoy a core of subjects in year 8 with an ever - broadening range of choice subjects, approaching 100% choice, in late year 10. Increasing opportunities for students to choose some learnings, builds student engagement, interest and effort. Accelerated extension groupings, like-minded groupings and use of discretionary units, are the routine - not the exception. Mathematics and

English are studied continuously through Years 8 and 9- with more specific studies during Year 10.

We restrict Year 8 and 9 students to studying a maximum of 6 subjects at any point in time. Young minds find it easier to concentrate on fewer different topics/ subjects at once - but we get them to work very intensively, (almost once a day), on these subjects. This allows us to strive for quality in class work and assignments - not just quantity. Six subjects with only six different teachers at any one time aids student transition from Primary to Secondary. We hold our class sizes down to allow our teachers to better cope with individual difference. Transition from year 10 to 11 is eased through sampling/ academic preparation for year 11 subjects in semester 2 year 10.



The application of current learning research has been critical in the design of our junior school. We concentrate on developing strong cognitive frameworks in each student. We use a common language across subjects to teach cognitive and thinking skills. Our lessons involve connecting students to the real world and applying knowledge. Our program of integrating computer pods into general classroom use continues to grow and stands alongside an already highly developed use of computer labs within the school.

We are proud of running a “*calm, disciplined*” school. *On a daily basis, we act to minimise the number and severity of disruptive events, by strongly engaging with bullying, refusal and similar negative behaviours.* We don’t get it right every time, but we consider that we have built a strong community reputation based on the manner in which we deal with reactive and pro-active discipline - our enrolments are consistently strong and growing. Uniform, presentation and strong effort in classrooms are all highly important to us- they are not optional in our school.

It is the quality of classroom teaching and learning experiences that drives us and that which makes a real difference in the lives of our students and staff. We are powered by an experienced staff who enthusiastically look for ways of achieving even stronger student outcomes and relationships.

“Success through effort”

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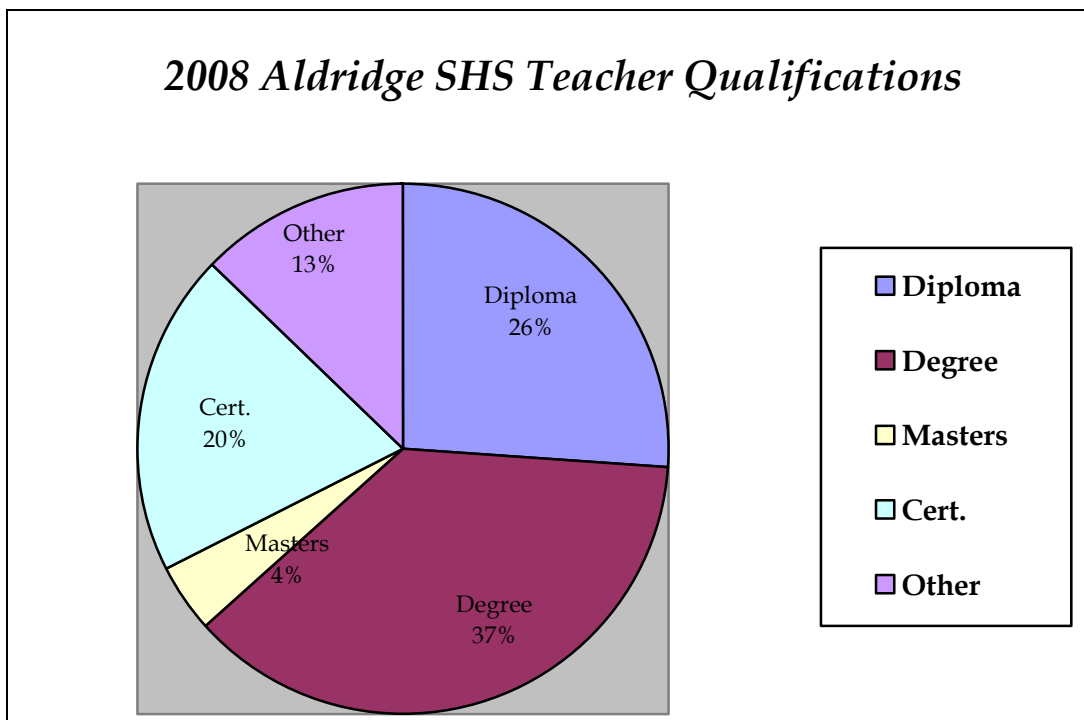
Above all - we seek to develop fine young men and women.

Our research and our experience have led us to change the way we offer and what we offer, to our senior school students. We understand that only approximately one third of our students are University bound and have worked hard to develop exciting and worthwhile opportunities and pathways for all our students.

Some of our recent innovations include:

- Ensuring that students can gain essential job skills and careers information by ensuring that Work Education Cert 1 (for mainstream students) and Work Readiness (for Students With Disabilities) are offered throughout the school. Work Education is a compulsory subject in Year 10
- Holding individual family interviews with Year 10 families where goals, pathways, subjects and experiences are used to develop individual Student Education and Training Plans (SETP).
- Offering an increasing variety of TAFE Certificate courses as an integral part of students' timetables eg. doing a Cert 2 in Hospitality at TAFE as one subject in a students timetable
- Industry cooperative programs with local Engineers and ERGON
- Closer monitoring and interviewing of students based on Report Results

Qualifications of all Teachers:



Qualification	Doctorate	Masters	Bachelor degree	Diploma	Certificate	Other
Number of teachers	0	6	53	37	28	18

Expenditure on and teacher participation in professional development:

- a) The total funds expended on teacher professional development in 2008 was \$36977
- b) The major professional development initiatives in 2008 were:
 - 80% of staff gained their ICT Certificate
 - 3 further staff gained an ICT Pedagogical Licence
 - Stepping Out Reading
 - staff voluntarily trained in VIRTUES education
- c) The involvement of the teaching staff in professional development activities during 2008 was 85%. This was an increase of 5% from 2006.

Average Staff Attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008, (96% in 2007 also).

Proportion of staff retained from the previous school year

From the end of the 2007 school year, 94 % of staff were retained by the school for the entire 2008 school year, (92% in 2007).

Student Attendance

The average attendance rate as a percentage in 2008 was 88%, (2007 was 87%).

Key Outcomes

National Assessment Program- Literacy and Numeracy (NAPLAN) results

Results for Year 9 reading, writing, spelling, grammar and punctuation and numeracy are shown in the table below. These are compared against Queensland not Like Schools.

National Assessment Program – Literacy and Numeracy (NAPLAN) results			
Domain	Measures		Yr 9
Reading	Average score for the school		544
	Average score for Queensland		568.2
	For the school the percentage of students at or above the national minimum standard	2008	86%
Writing	Average score for the school		506
	Average score for Queensland		555.3
	For the school the percentage of students at or above the national minimum standard	2008	67%
Spelling	Average score for the school		540
	Average score for Queensland		567.8
	For the school the percentage of students at or above the national minimum standard	2008	76%
Grammar and Punctuation	Average score for the school		539
	Average score for Queensland		563.2
	For the school the percentage of students at or above the national minimum standard	2008	77%
Numeracy	Average score for the school		554
	Average score for Queensland		570.7

Apparent Retention rates Year 10 to Year 12:

Year 12 student enrolment as a percentage of the Year 10 student cohort is 60% (and 71% for 2009)

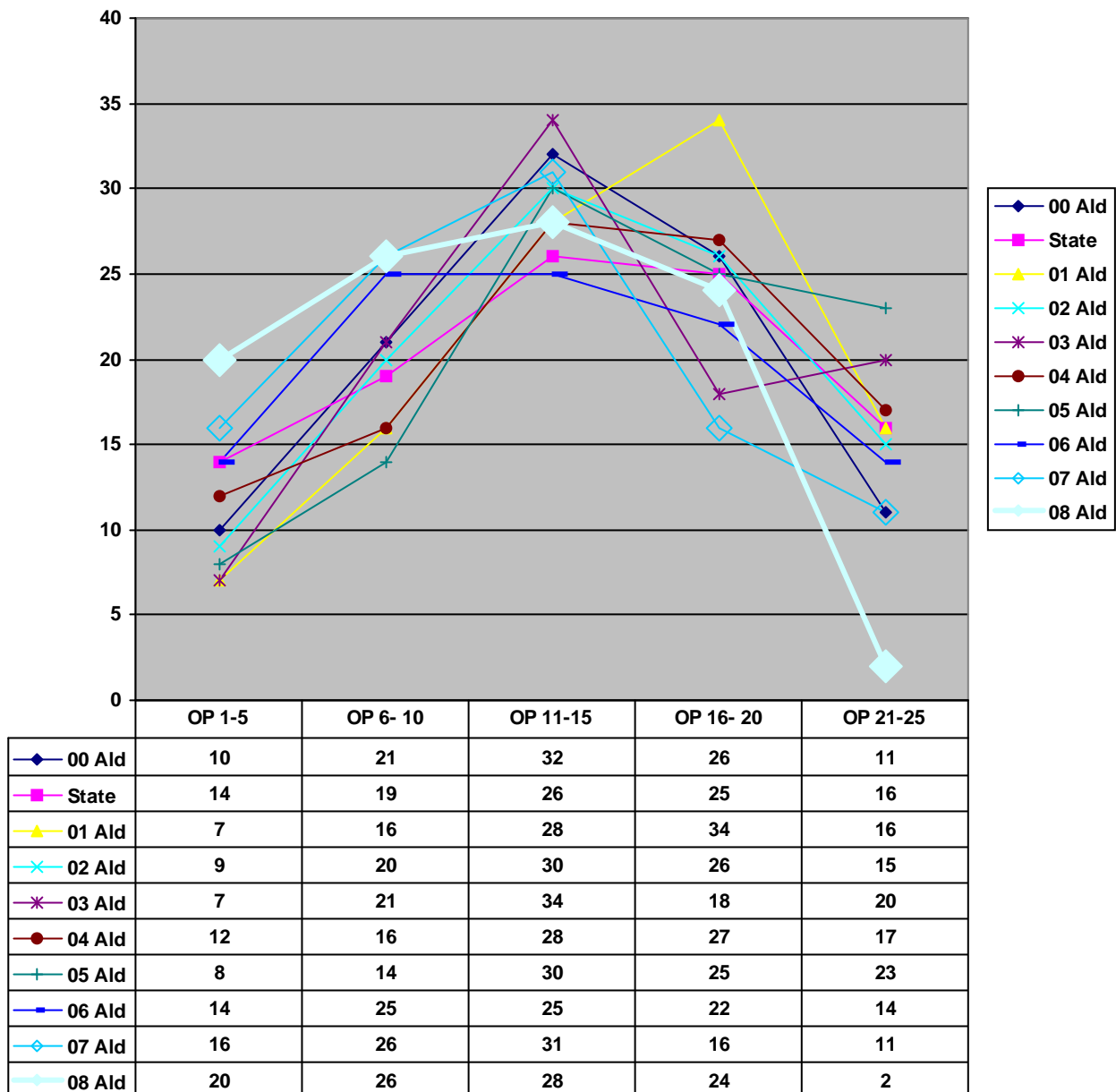
The figures do not measure the many alternative programs' students, who leave Aldridge to attend further learning- we view this as a successful outcome.

<u>OUTCOMES FOR ALDRIDGE YEAR 12'S OF 2008</u>	<u>RESULT</u>
Number of students a Senior Statement	132 (122 last year)
Number of students awarded a Queensland Certificate Individual Achievement (QCIA)	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	103 (78%)
Number of students awarded one or more Vocational Education and Training (VET) qualifications	128
Number of students who are completing or completed a School- based Apprenticeship or Traineeship (SAT)	12
Number of students receiving an Overall Position (OP)	61
Percentage of OP- eligible students with OP 1- 15	74% (73% last year)
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, VET qualification	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	92% (91% last year)

Our new senior schooling model has very positively changed our 2007/8 results.

Our OP results for 2006 were the best since 2000. 2007 and 2008 results were better again. See below.

OP RESULTS 2000 TO 2008



The result clearly demonstrates that the school can deliver academic achievement at the very highest levels. Results included:

- an amazing 20% of students gaining an OP from 1 to 5 (on the crest of 16% in 2007)
- of local state and independent schools, Aldridge was ranked equal first with an independent school for its OP 1- 15 results in 2007. The 2008 results are even stronger.

The figures across the board show a very strong pattern of increase in certification of students.

POST- SCHOOL DESTINATION INFORMATION

At the time of publishing this School Annual report, the results of the 2008 Year 12 post- school destinations survey, Next Step- Student Destination report for the school were not available. Information about these post- school destinations of our students will be posted to our website by early September.

OTHER KEY OUTCOMES

VALUE ADDED

This information is contained throughout the body of the report, however last year and to date this year outstanding achievements include:

- Aldridge came second in Australia in the U15 Volleyball championships in Melbourne, 2008
- 7 dancers are currently performing in the State Creative Generations concert, 2009
- Aldridge student came second in Australia in a National Apex Public Speaking competition in 2008
- One of our cyclists will compete in Europe this year, 2009
- Over 100 students are actively involved in our school Volleyball program
- Over 50 students are actively involved in our in school and after school program

PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

PARENT SATISFACTION

Parent responses on the annual Education Queensland survey are very satisfying. In response to "that this is a good school" our mean of 3.14 is the highest result for the last 6 years and is well above Like school results (mean is 2.87). The percentage of parents who are Very Satisfied is 43% which is generally double the normal responses for the last 6 years.

School climate is seen by parents as being very strong e.g.

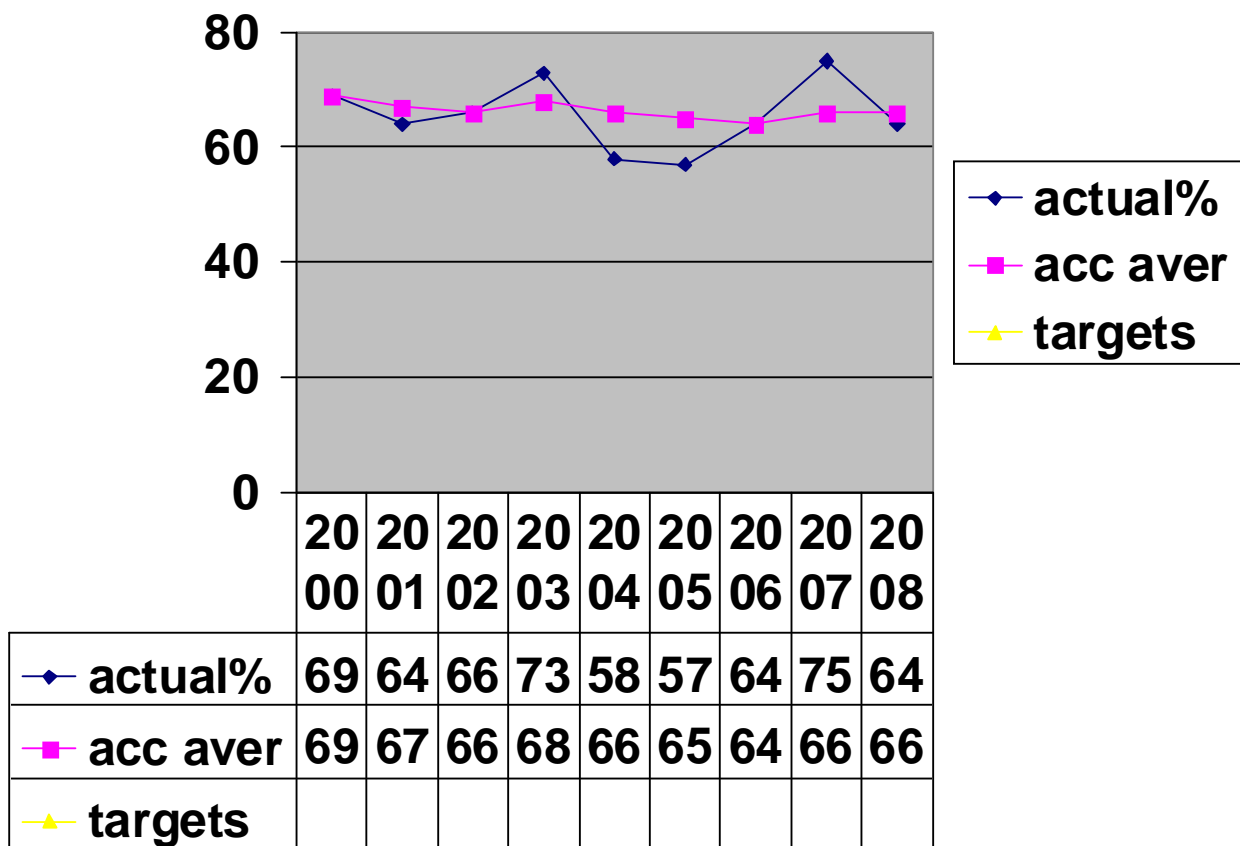
- "with student discipline in this school" mean of 2.83 (highest in last 6 years) Like school mean of 2.3
- "your child is safe at this school" mean of 3.14 (highest in last 6 years) Like school mean of 2.61. We are significantly above.
- "..treated fairly at this school" mean of 3.17 (highest in last 6 years) Like school mean of 2.72

Generally, the vast majority of parent responses are significantly above Like school means. This result is consistent with anecdotal feedback and strong enrolment growth.

Student Satisfaction

Student satisfaction results have remained strong. While results have dropped slightly this year they are still at the Like School mean. Student responses in relation to Learning Climate and particularly School Climate are invariably well above Like School means.

LE2.1S S110 Students "believe they get a good education"



The above graph demonstrates strong performance over an extended time period.

STAFF SATISFACTION

All dimensions of the survey which measure staff satisfaction (except "Support Resources and Training at level) show satisfaction levels above Like school means. "work Roles" was tagged as statistically "above" like school means for the second year running. The mean for staff morale was 2.87 with the like school mean being 2.74.

Our staff are keen to teach in our school.

Enrolment growth has been very strong and sustained, which we believe is reflected by very strong community support for our school. We anticipate continued growth next year.

Enrolment Trends - Total School Student Population for 2008

