

# Investing for Success

## Under this agreement for 2016

**ALDRIDGE STATE HIGH SCHOOL will receive**

**\$623,133\***

### This funding will be used to

- Retain student relative gain in Reading, Writing & Numeracy NAPLAN test from Year 7 to Year 9 to be at/or above State & National levels.
- Maintain NAPLAN means in Reading, Writing & Numeracy at State level.
- Increase the percentage of students achieving a 'C' standard or above in Mathematics and English from Term 1 to Term 4 in Years 7, 8 and 9.
- Target student attendance - Maintain the attendance gap between indigenous & non-indigenous students at less than 6%, whole of school attendance over 91%.
- Maintain the percentage of students in the NAPLAN upper two bands (U2B) in Reading, Writing & Numeracy above 15% or increase from previous testing juncture.
- Maintain percentage of students in OP 1 – 15 range above 80%
- Increase the percentage of Year 12 students attaining a Queensland Certificate of Education (QCE) from 94% in 2015 to 95% in 2016.
- Enhance student connectivity with their learnings programs and with the school as measured by "Effort" data on One School Reports (A & B above 75% across the school).
- Support the learning of students in flagship academic subjects (Extension English, Maths C, Physics, Chemistry) to achieve at a VHA level (>50% students in these subjects awarded VHA's or HA's).
- Provide additional challenge to Gifted & Talented students through engagement with ICAS testing, Science & Engineering Challenge, Public Speaking & Debating.
- Support successful transition from Primary to High & from High to work/further education/training (<15% 2016 Year 12 cohort unemployed at mid-February 2017, >50% of 2017 Year 7 cohort engaged with one of the elements of the 2016 Transition program).
- Assess literacy program effectiveness through PATR pre & post testing (< 15% students in 7, 8 & 9 awarded D's & E's for English).

### Our initiatives include

#### Preamble:

Student engagement with school and learning is highly impacted by the perceptions of relationship, relevance and purpose.

Where schools are able to enhance a student's self-perception about the value of attending school and allow them to feel the school is interested in them as an individual, achievement and potential will be more closely aligned.

Aldridge's use of I4S funding aims to support students across the ability spectrum.

#### Unpacking the Strategies:

#### **Professional Development through Coaching & Mentoring of staff - \$30 000**

- Teaching staff released to view other practitioners & fellow teachers released to provide feedback to teachers.

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A number of researchers (eg: Hattie) have noted the effect that can come with peer to peer mentoring & coaching programs.

This action looks to support the release of mentee teacher nominated peers (or additional time on site if part time teachers) to provide feedback around pedagogy, student engagement & relationship building, teaching of specific concepts etc in a non-threatening, supportive environment.

Teachers who feel confident about their craft feel less threatened by constructively critical feedback & more prepared to critically reflect on their own practice.

## **Professional Development through Professional Inquiry - \$50 000**

- Teachers released/financially supported to research & note findings about specific pedagogical issues they are encountering. These findings reported back to whole of staff gatherings.

The purpose of this strategy is to develop site based responses to specific issues around engagement and pedagogy. These identified issues, directed actions, resultant outcomes/findings & suggestions for future direction will be reported back to staff.

## **Provision of additional Ancillary support for: - \$226 113**

- English & Maths faculties
- SOSE & Home Economics faculties
- VET program
- Learning Support programs
- Transition of students from school to work
- Specific target groups (ie: Indigenous students)
- Student Health & Well Being
- Marketing Officer
- Technician support for Laptop Program (15hrs/week)

### English & Maths faculties

Teacher-aides in the English & Maths faculties have been upskilled to provide classroom teachers with diagnostic data around learning gaps in the classes they teach (particularly Year 7, 8 & 9). These gaps are identified both through systemized testing (NAPLAN) and school generated data (One School reports, Maths Mate, PATR and adhoc formative assessment).

In 2016, over 70 hours of teacher aide support per week will be available for use to support the Learning Support program. A significant portion of this is funded through the I4S initiative.

QCE attainment requires dedicated time & effort being expended on the accurate & timely submission of student credits. Liaising with Registered Training Organisations (RTO's) to access and input completed modules and Certificates can be time consuming. A good deal of administrative function also lies around the Internal & External Audit processes and associated report writing. Support time has been allocated to ensure all administrative functions from the Training sector that can impact on QCE completion are met.

Work Experience, along with School Based Traineeships & Apprenticeships, are key avenues to show the direct link between school and the world of work. To enhance student participation in these activities a dedicated School to Work Liaison Officer with key links to the local business and trade sector has been appointed.

The school has a significant indigenous population (over 100 students representing 8% of the school population). To ensure all opportunities that exist for these students are made available it is important to

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have a dedicated officer keeping students and families informed. One day per week of CEC time is funded through EQ funding with the additional 4 days funded through the I4S.

As more students require individual Health plans and immediate & expert First Aid response is needed to address student injury & illness from trained staff who can then follow up directly & personally with parents, the need for a Health & Wellbeing Officer has been highlighted. The placement of such an officer aligns with the schools desire to have students feel that their health & well being is of paramount importance to the school.

## **Focus on Upper Two Band Strategies with students/staff - \$5 000**

A number of students with explicit and directed assistance could progress from the top of the mid-range NAPLAN bands into the upper two bands. This strategy will engage staff or older students to work with smaller groups of students in Year 7 to 9 on explicit strategies focusing on higher order skills.

## **School Ambassador Program - \$4 000**

Identification of present and past students and staff to promote the school in the local community and within the school itself. Student perception about the school they attend can be significantly impacted upon by the messages they are receiving about their school. Consistent, positive messages about this school will assist students to develop/maintain a positive view of the school & this can enhance their engagement with their activities while at school.

## **Support for Student Case management - \$5 000**

Moving the Senior school to multi-level Home Group set up with the Home group teacher having a Case management role requires additional funding support to ensure staff feel appropriately skilled to do the role well.

## **Reading Program - \$105 000**

In 2015 the school received a grant (CIF) to implement a Reading program at Aldridge & in some of the primary feeder schools that service Aldridge. These monies will be expended by the end of Term 2 2016.

These I4S funds are to ensure program continuity through until at least the end of 2016.

## **Leadership Camps - \$20 000**

Servicing a low-SES community requires the school to understand that at times high cost activities although highly valued may not be taken up because of funds availability at home.

The Leadership programs across all years form a significant plank of our approach to enhancing whole of school tone & culture.

## **Additional highly skilled support for cusp students - \$5 000**

This strategy aims to target those student who have a degree of ability but need directed and individual assistance to move from good to very good (ie: High to Very High Achievement or from upper part of middle 2 Bands to Upper 2 Bands).

## **Motivate & Challenge More Able Students – \$42 000**

- ICAS tests in Year 7, 8 & 9 (& selected Senior School) - \$5 000
- Human Powered Vehicles - \$5 000
- Science & Engineering Challenge - \$5 000
- Creative Writing Program & Super Scribblers group - \$5 000
- Additional support for Excellence Programs (Volleyball - \$15 000, Academic - \$5 000)

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- Public Speaking & Debating - \$2 000

These programs seek to engage & motivate students in a variety of ways. The UNSW (ICAS) tests also allow the school to track relative gain from year to year and along with PATR & NAPLAN tests permit informed discussion around program effectiveness for Literacy & Numeracy.

## **Targeting Attendance - \$25 000**

Attendance in 2015 dropped from previous years to sit below 90% for the first time in 6 years. This funding will allow for additional admin support to liaise with home.

## **Parent Engagement Programs - \$5000**

These funds will be used to support organization, venue & catering costs etc for programs where parents are an integral part of the event.

## **Enhanced Access to Learning Facilities - \$3 000**

Aldridge services a low SES community. To enhance access to learning facilities that some of our parents can not afford the library is open every Sunday from 8.00am to 12 noon. Where necessary students can also pre-arrange to access other facilities at this time (eg: Film & TV equipment) where there are limited WH&S issues to consider.

## **Transition Programs (Primary to High & High to Tertiary/Workforce) - \$5 000**

- Science, Art, Volleyball, Music, Writing, UQ/USC/USQ trips, Work Experience, SAT etc

The Primary to High Transition programs vary in length from 2 weeks to 10 weeks and have previously involved well over 50% of the entry level student cohort. These programs aim to introduce students to a number of High School teachers while engaging in planned learning activities from differing subject areas as well as allowing students to become familiar with the geography of the site.

Tertiary associations are enhanced through actual visitations to these sites. Aldridge students will physically be on campus at USQ, UQ & USC during the course of the year & the school maintains a close association with the ETDS (Exceptional Teachers Disadvantaged Schools program) at QUT.

## **Project Support for VET students & Activities Week courses - \$20 000**

These monies are set aside to support certified trainings & activities during Senior Activities Week & associated costs when training delivered at school (eg: as part of activities week).

Investigation will occur to see if Chainsaw & Forklift courses can be made viable using this funding.

## **Support for High Level Senior School Maths & Science students - \$5 000**

Strategy would look to engage individuals (tertiary students/high performing past students) to work with Senior Chemistry, Physics, Maths C students particularly in the weeks leading up to exam period.

Additionally this funding is to provide support to students at the Year 10 level when first engaging fully with the higher level Maths & Science subjects (ie: Physics & Chemistry) to build confidence and to retain as many as possible in the study area.

## **PATR & other diagnostic Testing (assessing Program Effectiveness Year 7 - 8) - \$10 000**

This data is used to determine Literacy program effectiveness & support the Master Teacher's work. Costs are associated with accessing and assessing the test instruments.

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## Year 13 – \$13,000

- Action for targeted groups from Destination Data - \$2500
- VETiS fees - \$10,500

This funding is targeted towards the successful move from school to work/further studies.

## Murrie Celebration Day - \$5,000

With 8% of our student population identifying as Indigenous it is important for the school to look to ways these students can positively and proudly engage with their cultural backgrounds and promote this to the broader school community.

## Additional Maths Specific Support - \$12,250

- BKSB subscriptions - \$3,500
- School Stats - \$1,250
- IXL subscriptions - \$2,500
- Accessories Tablets - \$5000

Trialled in 2015, this self-paced Maths program showed significant potential to engage & motivate students to succeed. Students moving beyond Level 3 of the program meet the Numeracy standard for the QCE.

This funding notes a broader roll out across Year 9 and 10.

## WordFlyers - \$1,400

Formative assessment in the area of literacy often has a labour intensive quality to it. This program looks to provide scope for formative feedback while not taking up huge swags of teacher time & effort.

## Coding Counts Resourcing - \$10 000

This notes the school's preparedness to support system initiatives. For the last term of 2015, the school was in close contact with Linksprite to acquire a fit for purpose school kit.

## Supporting High Performing Sporting students for low-SES homes - \$5 000

Identify students/sporting teams in Year 11 and 12 to support where funds may be a determining factor around whether or not individuals engage with specific sporting opportunities. Criteria to be considered:

- if an individual is being supported – at least at Wide Bay level of representation
- if a team – in the top 3 in the State.

## Our school will improve student outcomes by

- **Professional Development through Coaching & Mentoring of staff (DPF support) - \$30 000**
  - Teaching staff released to view other practitioners & provide collegial feedback to each other.
- **Professional Development through Professional Inquiry - \$50 000**
  - Teachers released/financially supported to research & note findings about specific pedagogical issues (eg: teaching problem solving in Maths). These findings reported back to whole of staff gatherings.
- **Professional Development through Higher Level study - \$10 000**
  - Support staff doing Honours & PhD courses associated with Education.
- **Provision of additional Ancillary support for Faculties/Targeted Programs: - \$226 113**
  - English & Maths faculties
  - SOSE & Home Ec faculties
  - VET program

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- Learning Support programs
- Transition of students from school to work
- Specific target groups (ie: Indigenous students)
- Student Health & Well Being
- Marketing Officer
- Technician support for Laptop Program (15hrs/week)
- **Focus on Upper Two Band Strategies with students/staff - \$5 000**
  - Program purchase, staff PD & student identification
- **School Ambassador Program - \$4 000**
  - Ambassador payments & promotion of program
- **Support for Student Case management - \$5 000**
  - Case management support (24 form teachers)
- **Reading Program - \$105 000 (continuation of CIF project)**
  - Engagement of additional teacher aide time to support reading skill enhancement.
- **Leadership Camps - \$20 000**
  - Subsidisation of Year 7 – 12 Leadership camps
- **Additional highly skilled support for cusp students - \$5 000**
  - Targeted intervention with HA Band 8 – 10 students in Year 12 with goal to translate to VHA students.
  - Year 9 students who were middle 2 bands at Year 7 NAPLAN who show potential to move to Top 2 Bands identified and give intensive tutorial assistance for 10 weeks leading into NAPLAN test.
  - External provider support for targeted Year 10's
- **Motivate & Challenge More Able Students – \$44 000**
  - ICAS tests in Year 7, 8 & 9 (& selected Senior School) - \$10 000
  - Human Powered Vehicles - \$5 000
  - Science & Engineering Challenge - \$5 000
  - Creative Writing Program & Super Scribblers group - \$5 000
  - Additional support for Excellence Programs (Volleyball - \$20 000, Academic - \$5 000)
  - Public Speaking & Debating - \$2 000
  - Registration costs for competitions & challenge activities (ie: Chess, Yr 8 Maths) - \$2 000
- **Targeting Attendance - \$25 000**
  - Additional admin support to liaise with home
- **Parent Engagement Programs - \$5000**
  - Involvement with GenR8, School Open Days, Meritorious Certificate ceremonies
  - Parent/teacher Nights & meet & greets
- **Enhanced Access to Learning Facilities - \$3 000**
  - Library Weekend Opening (8.00am – 12.00noon every Sunday)
- **Transition Programs (Primary to High & High to Tertiary/Workforce) - \$15 000**
  - Science, Art, Volleyball, Music, Writing, UQ/USC/USQ trips, Work Experience, SAT etc
- **Project Support for VET students & Activities Week courses - \$20 000**
  - To meet delivery costs of Certificate II programs.
  - Defray some costs associated with RGA, RSA, Barista course & to potentially allow chainsaw or forklift courses.
- **Supporting High Level Science/Maths students - \$2 000**
  - Science Comp's, Science & Engineering PCYC, Aurecon Gladstone Bridge Build
  - Tutorial support (Tertiary student or appropriately skilled past student)
- **PATR & other diagnostic Testing (assessing Program Effectiveness Year 7 - 8) - \$10 000**

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- Data used to determine Literacy program effectiveness & support Master Teacher's work
- Year 13 – \$13,000
  - Action for targeted groups from Destination Data - \$2500
  - VETiS fees - \$10,500
- **Murrie Celebration Day - \$5,000**
  - Engagement of artists and student dancer
- **Additional Maths Specific Support - \$12,250**
  - BKSB subscriptions - \$3,500
  - School Stats - \$1,250
  - IXL Subscriptions - \$2,500
  - Accessories Tablets - \$5000
- **WordFlyers - \$1,400**
  - Self paced literacy diagnostic/development tool
- **Coding Counts Resourcing - \$10 000**
  - Purchase of kits & training of staff to support System initiative
- **Supporting High Performing Sporting students for low-SES homes - \$5 000**
  - Identify students/teams in Year 11 and 12 to support who may not take up higher honours sporting opportunities without additional assistance.

  
Ross Higgins (Principal)

**Aldridge SHSI**

  
Paul Tucker (School Council Chair)

**Aldridge State High School**

## Investing for Success (I4S) — School Funding Planner

- 1 Indicative 2016 Base amount is calculated using 2015 February enrolments. The actual 2016 Base funding amount will be finalised using Day 8 2016 data (Refer the FAQs).
- 2 Principals can update their estimated 2016 I4S funding by entering Estimated Actual 2016 Day 8 enrolment total in the red box. The updated Estimated Actual funding amount should inform planning and may be used on the school's 2016 Investing for Success Agreement. Click the "Reset 2016" button to clear Estimated Actual enrolment data.
- 3 The 2016 Loadings inputs have been fixed using Semester 1 2015 enrolment data and will not change. Details about loadings calculations can be found in the FAQs.
- 4 Schools can enter forecast 2017 enrolment information (in highlighted red boxes) to assist with longer-term planning. Click the "Reset 2017" button to clear forecasts.
- 5 2017 I4S Loadings will be determined using enrolment information from Semester 1, 2016. An updated planner will be released in Semester 2 2016 to provide these data.

School name:	2015 GRG	2016 Indicative Funding		2016 Estimated Actual		2017 Forecast		
<b>Aldridge State High School</b>	\$320,613	\$614,377		\$623,133		Forecast		
[Enter school name or select from dropdown list]								
Funding component	Rate	Indicative Students/Condition	2016 Indicative Funding	Est. Actual Students/Condition	2016 Est. Actual Funding	Forecast Students/Condition	2017 Forecast Funding	
<b>Base</b>		<b>Indicative 2016 Base</b>		<b>2016 Estimated Actual Base</b>		<b>2017 Forecast Base</b>		
Per-student; all year levels and all school types	\$220	1138.6	\$250,492	1178.4	\$259,248		\$0	
				[Enter estimated Day 8 enrolments]				
<b>Loadings</b>		<b>2016 Loadings</b>		<b>2016 Loadings</b>		<b>2017 Forecast Loadings</b>		
Low SES—per student; IRSED Quintile 1	\$400	617.2	\$246,880	617.2	\$246,880		\$0	
Low SES—per student; IRSED Quintile 2	\$225	316.2	\$71,145	316.2	\$71,145		\$0	
Indigenous enrolments—per student	\$300	86.2	\$25,860	86.2	\$25,860		\$0	
SWD—per student; mainstream; Quartiles 3 & 4	\$300	59	\$17,700	59	\$17,700		\$0	
SWD—per student; special schools	\$200	0	\$0	0	\$0		\$0	
EALD—per student; non-refugee; below "C"	\$2,300	1	\$2,300	1	\$2,300		\$0	
EALD—per refugee student; 3rd year	\$6,250	0	\$0	0	\$0		\$0	
Location—per student; very remote	\$70	0	\$0	0	\$0		\$0	
Location—per student; remote	\$35	0	\$0	0	\$0		\$0	
Location—per student; outer provincial	\$15	0	\$0	0	\$0		\$0	
School size—primary enrolments 600–800 (Yes/No)	\$26,627	No	\$0	No	\$0		\$0	
<b>Top-up support</b>		<b>Indicative Top-up support</b>		<b>Est. Actual Top-up support</b>		<b>Forecast Top-up support</b>		
To minimum of \$5,000		No	\$0	No	\$0	Yes	\$5,000	
To match 2015 GRG		No	\$0	No	\$0	Yes	\$315,613	
		<b>Total:</b>	<b>\$614,377</b>	<b>Total:</b>	<b>\$623,133</b>	<b>Total:</b>	<b>Forecast</b>	
<a href="#" style="color: red; text-decoration: none;">Reset 2016</a>						<a href="#" style="color: red; text-decoration: none;">Reset 2017</a>		



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*\* Funding amount estimated on 2015 data. Actual funding will be determined after 2016 enrolment data are finalised.*

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