<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00</td>
<td>Arrival, Tea &amp; Coffee</td>
<td></td>
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<tr>
<td>08:05</td>
<td>1. Minutes from last Meeting **</td>
<td>Paul</td>
</tr>
<tr>
<td>08:15</td>
<td>2. Business arising from Minutes</td>
<td>Paul</td>
</tr>
<tr>
<td>08:30</td>
<td>3. Correspondence</td>
<td>Kirsti</td>
</tr>
<tr>
<td>08:35</td>
<td>4. Report on Meeting with Director General</td>
<td>Kirsti</td>
</tr>
<tr>
<td>08:40</td>
<td>5. Principal’s Report</td>
<td>Ross</td>
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<tr>
<td></td>
<td>2014 Data</td>
<td></td>
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<tr>
<td></td>
<td>2015 Day 8</td>
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<td></td>
<td>Strategic Directions (Quadrennial Plan &amp; 2015 AIP)**</td>
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<td></td>
<td>Enrolment Management Plan Update</td>
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<td></td>
<td>Great Schools Guarantee funding expenditure **</td>
<td></td>
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<td></td>
<td>ASAA Accreditation</td>
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<td></td>
<td>Year 12 Key Outcomes 2014</td>
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<td>Master Teacher</td>
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<td></td>
<td>Effect of State Election on IPS</td>
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<td></td>
<td>Biographies of Council members</td>
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<tr>
<td>08:50</td>
<td>6. Financial Report</td>
<td>Cynthia</td>
</tr>
<tr>
<td>09:00</td>
<td>7. Curriculum, Teaching &amp; Learning Report</td>
<td>Jackson</td>
</tr>
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<td></td>
<td>ASHS Statement of Purpose (The Aldridge Way)**</td>
<td></td>
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<td></td>
<td>Professional Inquiry model</td>
<td></td>
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<tr>
<td>09:15</td>
<td>8. Workforce Report</td>
<td>Jim</td>
</tr>
<tr>
<td>09:30</td>
<td>9. Year 7 Update</td>
<td>Therese</td>
</tr>
<tr>
<td>09:40</td>
<td>10. General Business</td>
<td>Paul</td>
</tr>
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<td></td>
<td>Footpath/Nature Strip Maintenance</td>
<td></td>
</tr>
<tr>
<td>09:50</td>
<td>11. Student Report</td>
<td>Elara</td>
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<tr>
<td></td>
<td>Feedback on Overseas trip</td>
<td></td>
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<tr>
<td></td>
<td>General impressions re: Year 7’s &amp; start off to the year</td>
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<tr>
<td></td>
<td>Other issues</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>12. Staff Awards Feedback</td>
<td>Liz</td>
</tr>
</tbody>
</table>

** endorsement required
### AGENDA ITEM: 1 & 2

**Topic:** Minutes from last meeting & Business Arising from the minutes.

**Facilitator:** Paul

**Content:** Council will have the opportunity to formally endorse previous meeting minutes and deal with any business arising from these.

**Intended Outcomes:** 1. Endorsement of previous meeting minutes.

**Documentation:** 1. Minutes of previous meeting attached.

**Status:** Open
Aldridge State High School  
Council Meeting  
27 October 2014

MINUTES

PRESENT:  (VOTING MEMBERS)  Ross Higgins; Robert Garland; Tracey Vicic; Liz Carter; Paul Tucker; Elara Crook; Lindsey Massey

(OBSERVERS/REPORT PROVIDERS)  Cynthia Jones (Finance/Facilities); Jackson Dodd (Curriculum); Therese Dixon (Year 7 Transition); Jim McKee (Workforce)

APOLOGIES:  Gayle Parker; Kirsti Kee

1. **Minutes from the Last Meeting** Moved: Robert; Seconded: Tracey  Endorsed

2. **Business Arising**  
Letters for Triple S and building in under D block not required as projects were able to be progressed without them.

3. **Correspondence**

4. **Financial Report**  Endorsed

- Triple S – Through to second round and expect to know final outcome by end of November.
- 2014 – 2015 MAR – nearly all work completed.
- Fire Compliance – work on 45 000 litre tanks near Softball Grounds should be complete by years end.
- Investments – approval given to invest $1 M

5. **Flying Start**

- Therese reported all in hand. Five of the new staff would be at school for most of the second last week.
- Planning for split lunch for most of the week to settle students & set some parents minds at rest.

6. **Workforce Report**

- Promotion Panels (HOD – Junior Secondary, HOSES). Process due to be completed & confirmed by Week 7.
- 2015 Enrolment & Staffing Update – planning for around 1180 students with an additional 10 teachers.
- BYO device is an option in 2015. Will still be looking to extend One to One program as well.
- Japan Trip – Jim noted what a positive experience this was & especially noted the assistance of the parents when the trip was extended by 3 days due to volcanic activity.

7. **Curriculum, Teaching & Learning Report**

- Currently believe four Certificate II courses will go ahead in 2015.
- NZ trip highly valuable PD opportunity.
- Slide show featuring each school & Visible Learning and University of Auckland.
- Key Features:
  - Ability of students to speak cohesively about their own learning & where their progress stood.
  - Relationship building in multi age “mentor” groups
8. **Principals Report**

- Quadrennial School Review Update (ASAA) occurring this week. Purpose is to get constructive feedback for reflection as the school charts the next 4 years & also to gain ASAA Accreditation Status.
- NAPLAN Report 2014 – school performed at State & above Like schools
- Congratulations Elara – Exchange Program success.
- 2014 Annual Improvement Plan Progress on Targets & Term 3 School Report provided to Council.
AGENDA ITEM: 3

Topic: Correspondence Out & In

Facilitator: Kirsti

Content: Correspondence out and in will be tabled for Council approval/awareness.

Intended Outcomes: 1. All Council members aware of formal Council communication.

Documentation: 1. Tabled at meeting if required
Report on Meeting with Director General

Intended Outcomes: Allow all Council members to be aware of the discussions with the Director General.

Documentation: No documentation required
AGENDA ITEM: 5

Topic: Principals Report

Facilitator: Ross

Content:
- 2014 Term 4 Report/AIP Outcomes attainment
- 2015 Day 8
- Strategic Directions (Quadrennial Plan & 2015 AIP)**
- Enrolment Management Plan Update
- Great Schools Guarantee funding expenditure**
- ASAA Accreditation
- Year 12 Key Outcomes 2014
- Master Teacher
- Effect of State Election on IPS
- Biographies of Council members

Intended Outcomes: 1. Council awareness of core School performance measured against key targets.
2. School Foci 2015
3. Endorsement of 2014 AIP and Great Results Guarantee funds usage

Documentation: 1. Draft 2015 AIP
2. Draft 2015 – 2018 4 Year Plan
3. Great Results Guarantee proposal
4. Term 4 2014 Report
5. AIP Key Outcomes Report
6. School Governance Model
1. 2015 Annual Improvement Plan and 2015 – 2018 Four Year Plan**
   Key targets remain as per 2014.
   Structure of plan based on ASAA Domain areas as ASAA returns each year to do a mini-review of the school to allow us to retain ASAA Accreditation status.
   Domain Leaders have been self identified to take carriage of specific areas & several staff members have joined these groups.

2. 2014 Data (including Key Year 12 Outcomes) & Term 4 Report Card
   - Highlights OP 1 – 15’s at 80% (15% above State)
   - QCE attainment at 91% - highest ever & again above State average (RED letter)
   - QTAC offers above 90% with only 4 not receiving first preference.
   - 3 student returning to complete QCE (no charge) and a fourth returning to redo Physics (accepted in Airforce as a pilot on proviso of B for Physics)
   - Daily Referral Average for the year concerning. Vast difference between I comparison to past years between classroom behavior ratings & Daily Referrals.

3. 2015 Day 8
   - 1140.8 students (4 Senior 0.2’s noted above) which meant loss of 1.3 FTE on initial staffing. This resulted in downsizing the number of drafts in Year 8 core areas.
   - 191 Year 7’s & 147 Year 8’s.
   - Largest number of new to school teachers on Day 1 for many years.
   - 148 students with the Learning Enhancement Centre

4. Strategic Directions
   - Continue to promote the school as a place where academically able students are well supported.
   - Need to enhance links with USC, USQ, UQ & Griffith Universities.
   - Governance – need to have available clear outline of school structures, how the school as a whole is managed & decisions made as well as noting how the Faculty areas are run & who has specific responsibilities within them. Need to promote our staff, where they have come from to get to ASHS & what they may offer the school (bios).
   - Five years of pre-work have culminated in getting the middle management group to a stage to take on significant leadership across the school (Domain area leadership).

5. Enrolment Management Plan Update
   - Boundaries altered at the end of October to match bus routes. Thanks to Trevor Schulz (Regional Facilities Manager) for his assistance with this.

6. Great Schools Guarantee funding expenditure**
   - The school received $103 949 dollars under this program (Gonski) in 2014. As more schools have completed their National Partnership time, more funding has been made available to spread across the other schools.
   - In 2015 ASHS expects between $320 000 and $330 000. Plan to expend this money is attached.

7. ASAA Accreditation
   - Successful notification of school gaining accreditation occurred at the end of November.
   - Accreditation is reviewed annually.
   - ASHS became the first Regional centre to be accredited and the 7th school in the state to be accredited.
8. Master Teacher
- An initiative under the Great Results=Great Teachers banner.
- Alota Lima is ASHS Master Teacher.
- Action Research is key brief within the role.
- Role is a non-teaching one and Alota is closely linked with English HOD as her key focus is literacy linked.

9. Effect of State Election on IPS
- Ross attending an IPS meeting on Friday 13th February so may know more after that.
- Currently no communication has been received to say any changes/marking time to occur with the IPS initiative.

10. Biographies of Council members
- School Council now performs an important role within the school. The rationale that parents have a right to know a little about staff members applies just as readily to Council members.

![Great Results Guarantee](image)

**Snapshot Overview**

**Under the agreement for 2015**

Aldridge State High School will receive up to **$320,000**

**Our specific school strategies/ actions for 2015 include:**

- **Professional Development through Coaching & Mentoring of staff** - $10,000
  - Teaching staff released to view other practitioners & fellow teachers released to provide feedback to teachers.

- **Professional Development through Professional Inquiry** - $70,000
  - 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.

- **Provision of additional Ancillary support for:** - $150,000
  - English & Maths Faculties
  - VET Program
  - Transition of students from school to work
  - Specific target groups (eg. Indigenous students)

- **Additional highly skilled support for cusp students** - $5,000
  - Previous English HOD engaged to work 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 given intensive tutorial assistance for 10 weeks leading into NAPLAN test.

- **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)
  - Public Speaking & Debating - $2,000

- **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)** - $5,000
  - Science, Art, Volleyball, Music, Writing, UQ/USC/USQ trips, Work Experience, SAT etc.

- **Project Support for VET students** - $20,000
  - Set aside in case need to hire facilities from QTAMA.

- **Tutorial Support for High Level Senior School Maths & Physics students** - $5,000

- **PATR Pre & Post Testing** (assessing Relative Gain & Program Effectiveness Year 7 - 9) - $5,000
Aldridge State High School Governance Model

Leadership & Stewardship
- Ensuring Strategic Direction & Planning (through School Council)
  - Planning for succession & renewal
  - Overseeing Risk Management implementation & Internal controls.
- Delegating Authority
  - Allocating Responsibilities
  - Establishing Effective Accountability Mechanisms

Service & Fairness
- Promoting a culture of innovation and change and/or adaptation.
- Developing and training classified officers, career aspirants, teaching & non-teaching staff underpinned by Developing Performance processes.

Accomplishment & Measurement
- Monitoring & overseeing management at a Whole of School & Faculty level.
- Selecting Key Performance Measures for Council, Principal, Classified Officers and Key Staff members
- Provide Ethical Leadership
  - Acknowledge social responsibility.
  - Promoting Aldridge’s role as a good Community member.

Communication & Transparency
- Determining information flows and accessibility
- Reporting to key Stakeholder groups (parents, students & staff)
- Open access to curriculum plans, teacher background information and key school data.
<table>
<thead>
<tr>
<th>Target</th>
<th>Data Source</th>
<th>2014 Results</th>
<th>Performance Over Last 4 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 95% Year 12 students exit with a QCE, QCIA or VET Certificate</td>
<td>QSA</td>
<td>94% (91% QCE)</td>
<td>94</td>
</tr>
<tr>
<td>2. 20% OP’s 1 – 5, 65% OP’s 1 – 15 &amp; 20% QCS Test “A”</td>
<td>QSA</td>
<td>16.7%</td>
<td>17.3%</td>
</tr>
<tr>
<td>3. 50% A or B for Achievement on end of Term Reports Less than 15% D or E</td>
<td>One School</td>
<td>A &amp; B D &amp; E</td>
<td>Year: A/B 51.3 D/E 15.3</td>
</tr>
<tr>
<td>4. 85% A or B for Behaviour on end of Term Reports Less than 5% D or E</td>
<td>One School</td>
<td>A &amp; B D &amp; E</td>
<td>Year: A/B 80.2 D/E 4.8</td>
</tr>
<tr>
<td>5. 80% A or B for Effort on end of Term Reports Less than 10% D or E</td>
<td>One School</td>
<td>A &amp; B D &amp; E</td>
<td>Year: A/B 80.5 D/E 5.3</td>
</tr>
<tr>
<td>6. One School Daily Referrals less than 10.0 per day</td>
<td>One School</td>
<td></td>
<td>Year: A/B 77.5 D/E 7.4</td>
</tr>
<tr>
<td>7. Student Attendance above 91%</td>
<td>One School</td>
<td></td>
<td>Year: A/B 80.2 D/E 4.8</td>
</tr>
<tr>
<td>8. Staff Morale above 90%</td>
<td>School Opinion Survey</td>
<td>81, 93, 95, 83*</td>
<td>73*</td>
</tr>
<tr>
<td>9. Parent Feedback –</td>
<td>School Opinion Survey</td>
<td>80, 93, 95</td>
<td>73*</td>
</tr>
<tr>
<td>(a) Student Behaviour is well managed – 90% Agree</td>
<td>ASHS</td>
<td>76.0</td>
<td>84.7</td>
</tr>
<tr>
<td>(b) English (literacy) skills developed – 90% Agree</td>
<td>ASHS</td>
<td>92.5</td>
<td>91.8</td>
</tr>
<tr>
<td>(c) Maths (numeracy) skills developed – 90% Agree</td>
<td>ASHS</td>
<td>84.6</td>
<td>89.7</td>
</tr>
<tr>
<td>(d) My child is getting a good education at ASHS – 90%</td>
<td>ASHS</td>
<td>98.9</td>
<td>95.2</td>
</tr>
<tr>
<td>(e) Teachers care about student well being – 90%</td>
<td>ASHS</td>
<td>92.7</td>
<td>91.4</td>
</tr>
<tr>
<td>10. Student Feedback –</td>
<td>School Opinion Survey</td>
<td>91.1, 96.9, 91.2</td>
<td>76.1, 76.1</td>
</tr>
<tr>
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<td>ASHS</td>
<td>91.1</td>
<td>76.1</td>
</tr>
<tr>
<td>(b) My teachers care about me – 90% Agree</td>
<td>ASHS</td>
<td>86.0</td>
<td>84.6</td>
</tr>
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<td>(c) English (literacy) skills developed – 90% Agree</td>
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<td>91.2</td>
</tr>
<tr>
<td>(e) I am getting a good education at ASHS – 90%</td>
<td>ASHS</td>
<td>86.9</td>
<td>94.0</td>
</tr>
</tbody>
</table>
Term 4 2014 Comments & Data – Overall Rating for the Term

A+ - A & B's at 52.6% & D'/E's at 12.0% meets set AIP targets. Highlight is Year 11 A&B percentage sitting at 59.9%. In 7 of the last 8 termly reporting periods A/B % across the school has reached 50%. Target for an A+ rating would be 50% or higher for A’s & B’s and D’s/E’s at 15% or lower across all years. This was achieved. 4 of the 8 trend arrows moved in the preferred direction although two negative trends still fell within the target.

Cohort results:
- Year 12: A/B: No results
- Year 11: A/B: 59.9%; D/E: 4.4%
- Year 10: A/B: 53.4%; D/E: 15.4%
- Year 9: A/B: 47.8%; D/E: 12.4%
- Year 8: A/B: 51.8%; D/E: 13.5%

Arrives show comparison with previous Term.

Rating

B

A+ target for behaviour is 85% A/B and under 5% D/E. This term had 80.2% A/B with 5.7% D’s/E’s. Cohort Results: 8: A/B: 75.3%; D/E: 8.6%; 9: A/B: 77.9%; D/E: 6.2%; 10: A/B: 82.3%; D/E: 4.1%; 11: A/B: 89.3%; D/E: 1.9%; 12: No result.

Areas for focus exist in lower level behaviours in Years 8 & 9.

Behavioural Referral data shows 2014 has been challenging. Yearly A+ target is for all months to have a Daily Average below 10 incidents per day (2 incidents per day per cohort). Results across the term sat at a C rating of 12.45 & across the year to date 15.1. Perennial pattern of Year 9’s beginning to improve but B’s drop off evident. Rating: C

C

Target for effort (A/B - <80%, D/E - >5%) but Year 12’s not included.
70.3% A/B is 0.3% down on Sem 2 but 10.3% D/E is down 0.3%. While the trend across the year has been positive there is work still to be done in this area. Rating: C

Cohort Results:
- Year 12: No result
- Year 11: A/B: 77.5%; D/E: 7.4%
- Year 10: A/B: 68.9%; D/E: 12.7%
- Year 9: A/B: 69.8%; D/E: 9.8%
- Year 8: A/B: 67.6%; D/E: 11.4%

Arrives show comparison with previous Term.

A

Aspirational Target for Attainment: 95%; AIP Target: 91%

Cohort Results: Year 8: 87.6 (89.92%); Year 9: 86.5 (90.17%); Year 10: 86.8 (89.73%); Year 11: 90.6 (94.23%); Year 12: 90.9 (96.34%). Significant difference between attainment patterns 8-10 vs 11&12.

Term 4 Result: 86.0 (92.71)

C

B
Aldridge State High School

Annual Improvement Plan

2015

Aldridge State High School

Annual Improvement Plan

Annual Improvement Plan Sign Off:

Ross Higgins
Principal
Endorsed at the School P&C Meeting Wednesday 11th February 2015

Raelene Allen
P&C President

Paul Tucker
Chair, ASHS School Council

Patrea Walton
Deputy Director General

Endorsed at the School Council Meetings Monday 16th February 2015
**Key Accountable Targets**

These targets have been highlighted as they provide useful reference frames to evaluate the school’s success in making our vision – a reality.

“Engaged students (3, 5, 7) learning with expert accountable staff (1, 2, 9b, 9c, 9d, 10b, 10c, 10d, 10e) in a calm, ordered caring environment (4, 6, 8, 9a, 10a)” –

<table>
<thead>
<tr>
<th>Target</th>
<th>Data Source</th>
<th>Explanation of Target Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 95% Year 12 students exit with a QCE, QCIA or VET Certificate</td>
<td>QCAA</td>
<td>It is essential to ensure as many students as possible exit Year 12 with some form of formal learning accreditation. This data gives the percentage of students exiting with certified learnings.</td>
</tr>
<tr>
<td>2. 20% OP’s 1 – 5, 65% OP 1 - 15 &amp; 20% QCS Test “A”</td>
<td>QCAA</td>
<td>The school has a specific goal around supporting and stretching higher ability students. This begins in year 8 and 9 when classes are formed based firstly on students NAPLAN results and then according to performance at Aldridge. Heads of Department have the specific brief to ensure that there is explicit &amp; differentiated curriculum learning contexts provided for students depending on their ability (ie: more able students do not simply do more of the same).</td>
</tr>
<tr>
<td>3 (a) 50% A or B for Achievement on end of Term Reports 3 (b) Less than 15% D or E</td>
<td>One School</td>
<td>This data gives a read on whole of school achievement levels &amp; when tracked across time will show if any traction has occur through the “like minded groupings” initiative &amp; through the implementation of the DoL.</td>
</tr>
<tr>
<td>4 (a) 85% A or B for Behaviour on end of Term Reports 4 (b) Less than 5% D or E</td>
<td>One School</td>
<td>This data provides a fell for the tone &amp; culture of the school as well as providing a measure for our social outcomes focus. In the last 3 years a move from the high 70’s to the low 80’s can be seen. The 85% target aligns to 85% of students receiving C’s or above for achievement.</td>
</tr>
<tr>
<td>5 (a) 80% A or B for Effort on end of Term Reports 5 (b) Less than 10% D or E</td>
<td>One School</td>
<td>Effort is an indicator of students being positively engaged n their learning program. In the last 3 years a move from the high 60%’s to low 70%’s to the mid 70%’s can be seen. This (80%) is an aspirational target.</td>
</tr>
<tr>
<td>6. One School Daily Referrals less than 10.0 per day</td>
<td>One School</td>
<td>One School Referrals relate to incidents that the teacher could not manage within the classroom. A decrease in the daily referral number is indicative of an enhanced class &amp; playground environment.</td>
</tr>
<tr>
<td>7. Student Attendance above 91%</td>
<td>ID Attend</td>
<td>The Everyday Counts initiative is a whole of department focus. Attendance has been a key priority for the school for the last 5 years. In 2007 the average attendance at Aldridge SHS was 86.8% for the last four years (2011 – 2014) it has sat in 90% - 91% range.</td>
</tr>
<tr>
<td>8. Staff Morale above 90%</td>
<td>School Opinion Survey</td>
<td>This is a further tone &amp; culture measure. The data collection protocols for the School Opinion Survey changed last year with the loss of the “neutral” (fence sitting) response.</td>
</tr>
<tr>
<td>9. Parent Feedback – (a) Student Behaviour is well managed – 90% Agree (b) English (literacy) skills developed – 90% Agree (c) Maths (numeracy) skills developed – 90% Agree (d) My child is getting a good education at ASHS – 90% (e) Teachers interested in my child’s wellbeing – 90%</td>
<td>School Opinion Survey</td>
<td>This data provides perception feedback from a parent’s viewpoint. 9a provides a feel around “calm, ordered environment” while 9b, c, d and e relate to “expert, accountable staff”.</td>
</tr>
<tr>
<td>10. Student Feedback – (a) Student Behaviour is well managed – 90% Agree (b) My teachers care about me – 90% Agree (c) English (literacy) skills developed – 90% Agree (d) Maths (numeracy) skills developed – 90% Agree (e) I am getting a good education at ASHS – 90% Agree</td>
<td>School Opinion Survey</td>
<td>This data provides perception feedback from a student’s viewpoint. 10a provides a feel around “calm, ordered environment” while 10b, c, d and e relate to “expert, accountable staff”</td>
</tr>
</tbody>
</table>
### GOVERNANCE

**Key Outcomes:**
- School Council/P&Cs
  - Maintain & build on effective & supportive relationship between School & Council
  - Roles and responsibilities of the School Council and Parents & Citizens Association to be clearly communicated to staff and parents.
- Aldridge Leadership Team
  - Maintain structure that allows classified officers to lead areas across the school
- Faculty Teams
  - Document and implement clear, consistent, decision making structures across all faculties.
- Whole of faculty targets set on a year level basis utilising data from the previous term

### CURRICULUM

**Key Outcomes:**
- Broad array of diverse curriculum offerings for the full range of students supported by flexible delivery options.
- Maintain a wide range of high quality co-curricular and extra-curricular programs.
- Continued strong partnerships with community and business organisations to support student pathways.
- Current and relevant Curriculum, Teaching and Learning Plan.
- Specialist programs exist for staff and students to assist with the transition to secondary school and to post school options.
- The Junior Secondary curriculum in English, Mathematics, Science and SOSE supports the learning needs of a wide range of student ability levels
- Literacy and Numeracy priority supported through the allocation of dedicated curriculum time to deliver specialist programs.
- Alignment exists between the curriculum framework and unit plans with Australian and Queensland curriculum documents, the school’s Statement and pedagogical framework.
- Consistency exist in Unit planning across all faculties areas.
- Curriculum delivery and assessment reviewed regularly in response to student learning data.

### LEADERSHIP

**Key Outcomes:**
- “The Aldridge Way” drives the Improvement Agenda around student engagement, staff development & a discipline learning environment.
- Career Aspirant program identifies specific training, mentoring & opportunities for staff to act in leadership roles.
- Target setting underpins the explicit improvement agenda for student learning and behavioural (social) outcomes.
- Strong focus on strategic decision making, planning & improvement.
- School Priorities focussed on as part of DPF process.
- Formalised process Staff recognition exists.
- All levels of school community involved in decision making (where appropriate).
- Collegial sharing of practice (mentoring/coaching) key aspect of professional learning.

### EFFECTIVE TEACHING

**Key Outcomes:**
- Develop a culture of accountability in which teachers access and analyse data to make informed decisions and document differentiated teaching and learning practices
- Reshape Data Collection Plan into a Data use Plan that guides classroom teaching practice to meet the needs of individual students
- Implement a consistent pedagogical language across the school
- Standardise assessment task sheets to ensure consistency across school
- The Aldridge Learning Model remains a current, clear, well documented, research-based framework for teaching and learning.
- Clear expectations and processes for student management lead to a positive learning environment.
- All teachers engage in individual data conversations with their Line Manager once a term to set class targets for improvement.
- A classroom culture exists whereby collegial sharing through classroom visits is welcomed.
- Teachers differentiate teaching practice at a whole class level.

### MANAGEMENT

**Key Outcomes:**
- Maintain a highly strategic agenda focusing on providing facilities, equipment and human resources relative to the needs of the school community.
- The Data Management Plan is used to inform improvement.
- Student wellbeing, management and attendance are effectively managed through the Student Services centre.
- High expectations remain for the performance of all staff through the use of My Performance Plans.
- Communication Strategy is reviewed and where appropriate retains a range of tools including text messaging, staff discussion boards, school website, podcasts and social media.
- Clear Alignment exists between the school’s Professional Development Plan and the Annual Implementation Plan ensuring a focus on pedagogy.
- Development and implementation of a school Marketing Plan.
- Collaborative & cyclical review of all policies, procedures and practices exists utilising Executive management, ALT meeting structures & where appropriate staff, parent & student forums/input.
- Budgeting procedures transparent & well known/understood by middle management staff.

### IDENTITY

**Key Outcomes:**
- The school has a collaboratively developed statement of purpose referred to as “The Aldridge Way”.
- The school has a Marketing Plan focussed on promoting:
  - High expectations
  - Student success
  - Aldridge as a school for all
- Maintain an unrelenting focus on school improvement
- Effective two (2) way communication is in place representing staff, student, parent and community engagement with the school.
- Enhance the physical image of the school

### LEARNING OUTCOMES

**Key Outcomes:**
- Year 9 NAPLAN results remain above like schools.
- Student attendance above 90% for all year levels.
- Individual program of support and guidance for OP students extended to all students.
- Tracking and monitoring of student progress identifies students in need of additional support in Mathematics, Science, English and SOSE through Years 7–9.
- The school maintains a calm and ordered environment that supports student development.
- Assessment aligned with QCAA requirements by tracking the progress of every student through formative assessment.
- Differentiated student support provided to ensure that every student achieves learning mastery in all curriculum areas, across all year-levels.
- Establish Senior School achievement targets that leverage the improved profile of Year 9 NAPLAN results.
- Build on current well-being strategies to ensure a safe environment, particularly for Year 7 students.
- Targets set at a class, faculty & Whole of School level.

**LEADERSHIP**

**Key Outcomes:**
- "The Aldridge Way" drives the Improvement Agenda around student engagement, staff development & a discipline learning environment.
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**IDENTITY**

**STRATEGY FOCUS & ACTIONS**

- Statement of Purpose (SOP) aligns with actions
- SOP regularly updated to reflect data trends
- ‘The Aldridge Way’ (TAW) underpins most Strategic Planning & Decision making.
- ‘The Aldridge Way’ communicated through various forums
- Regular review of Statement of Purpose /’The Aldridge Way’
- Marketing Plan developed by end Term 1 2015

**PERFORMANCE MEASURES**

<table>
<thead>
<tr>
<th>PERFORMANCE MEASURES</th>
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<tbody>
<tr>
<td>EQ School Opinion Survey Data</td>
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<tr>
<td>EQ School Opinion Survey – (Parents)</td>
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<tr>
<td>(a) S2001 (90%)</td>
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<td>(b) S2006 (90%)</td>
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<tr>
<td>(c) S2007 (90%)</td>
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<tr>
<td>(d) S2012 (90%)</td>
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<td>(e) S2014 (90%)</td>
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<td>(f) S2023 (90%)</td>
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<td>(g) S2024 (90%)</td>
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<td>(h) S2032 (90%)</td>
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<td>(i) S2033 (90%)</td>
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<td>(j) S2035 (90%)</td>
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<tr>
<td>EQ School Opinion Survey – (Students)</td>
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<td>(a) S2036 (90%)</td>
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<td>(b) S2038 (90%)</td>
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<td>(c) S2044 (90%)</td>
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<td>(d) S2046 (90%)</td>
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<td>(e) S2060 (90%)</td>
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<td>(f) S2068 (90%)</td>
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<tr>
<td>EQ School Opinion Survey – (Employees)</td>
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<td>(a) S2069 (90%)</td>
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<tr>
<td>(b) S2071 (90%)</td>
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<td>(c) S2074 (90%)</td>
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<td>(d) S2077 (90%)</td>
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<td>(e) S2080 (90%)</td>
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<td>(f) S2084 (90%)</td>
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<td>(g) S2086 (90%)</td>
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<tr>
<td>(h) S2094 (90%)</td>
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<td>(i) S2106 (90%)</td>
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</table>

**TARGETS**

- TAW endorsed as the school’s statement of purpose at Term 1 School Council 2015
- Professional inquiry complete by end Semester 1 2015
- Marketing Plan endorsed at Term 2 2015 School Council
- Strategic Plan, AIP and Budget endorsed at Term 1 2015 School Council Meeting.
- Plans reviewed in Term 4 and endorsed at the next School Council meeting in Term 1
- **ENGAGEMENT and ACHIEVEMENT**

**HIGH STANDARDS**

**SCHOOL PERFORMANCE**

**COMMUNICATION**

- Communication strategies (within & beyond the school) explored and refined
- School ambassadors drawn from parents and alumni

**SCHOOL IMPROVEMENT FOCUS**

- Facilitate student success as described in Learning Outcomes
- Celebration of success:
  - Student
  - Staff
- Embed Developing Performance Framework processes
- Implement Professional inquiry process
- Further the engagement of students with school both socially and academically
- Embed the systematic review of curriculum, assessment and teaching strategies in response to student success
- Review and refine student management processes in response to data.
- Further promote the necessity for an environment of positivity, optimism and ongoing improvement.
- Further develop processes which reflect accountability and transparency
- Strategic Planning documents developed in consultation with stakeholders.
- Key plans are in place and reviewed annually

**SCHOOL IMAGE**

- Continue improvements to:
  - Grounds
  - Facilities
  - Litter management

**MARKETING PLAN**

- Investigation of like schools with powerful identities to glean effective strategies
- Develop & publish a Marketing Plan

**STRATEGIC PLANNING**

- Development & publication of a Strategic Plan with action plans.
- Monitoring of the Strategic Plan by triangulation of student samples / unit data, student surveys / EQ School Opinion Survey Data.
- Regularly updated to reflect data trends
- SOP aligns with the school’s Statement of Purpose
- SOP regularly updated to reflect data trends
- SOP regularly updated to reflect data trends
- SOP regularly updated to reflect data trends
- SOP regularly updated to reflect data trends
- SOP regularly updated to reflect data trends
### GOVERNANCE

- **School Council/P&C**
  - Roles & responsibilities noted on Website & Council Chair address staff on SFD’s.
  - Constitution reviewed annually.
  - Student engagement identified from those with noted leadership capacity & preparedness to voice opinions.
  - Maintain Council (and P&C) role in endorsing key school documents (AIP, RBPS, Workforce Plan, Curriculum, Teaching & Learning Plan)
  - Council agendas & minutes to be available on Website.

### Faculty Governance

- Within faculty key responsibilities roles (Year curriculum co-ordination, QCAA Subject etc) publicised to faculty staff & on website.
- Regular faculty staff gatherings planned.
- Review of Faculty target achievement occurs at least 4 times per year.
- Succession Planning – staff & Strategic documents

### Developing Performance Framework & Professional Standards for Staff

- Promote Visioning statement to engage all staff with a common & broadly owned vision of preferred future

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### STRATEGY FOCUS & ACTIONS

- **Aldridge Leadership Team**
  - School Improvement Agenda
    - All staff to have “FUN” – Focus on key issues (Literacy/Literacy/Social Outcomes), Unrelenting quest for Improvement, No excuses Mentality
    - Annual policy review/alignment check
    - Produce strategic planning documents (Four Year Strategic Plan, Improvement Plan and Budget) with regular reviews focussed on a broad range of outcomes and strategic initiatives.
    - Focus on A3 schematic representation of the School Improvement Agenda/Pedagogical Platform
    - Produce plan/overview of staff roles/responsibilities & faculty decision making processes.
    - Systemic & school based data collection processes, sufficiently differentiated to cater for the range of abilities & subject areas, designed to inform decision making & target setting to focus attention on key priorities & initiatives.
    - Build a personal and interpersonal environment where characteristics of a high functioning team include:
      - All staff trust, and feel supported by, school leaders
      - School is an ego free zone where constructive critiquing is sought and collegiality is demanded
      - Interpersonal issues addressed at the staff member level & rarely need Admin input.
      - Maintain processes/ protocols for resource allocation (physical, human and financial)
      - Annual Review of the Workforce Plan based on data supporting student outcome attainment including:
        - Student services support
        - GP
        - Indigenous programs
        - Teacher aide allocation
        - Level Staffing balance
      - PD for Executive team focussing on how other systems monitor & enhance individual student & school performance ($31 700 funded through negotiation with Central Office & may include International travel (Educational Leaders Summit in Singapore, visits to schools in other states or other countries & QSPA Conference)
      - Build confidence in staff to be involved in whole of school initiatives/planning.
      - Investigate how best to gain opportunities for two way communication especially around key strategic & operational matters

- **Production of Whole School Professional Learning Plan**
  - All staff involved in DPF plan process
  - Monitor alignment of PD with AIP & DPF
  - Formalised Beginning teacher program for new to school or new to KLA teachers
  - Formalised Mentoring program
  - All teaching staff engaged with DoL &/or Art & Science of Teaching with links to Unit Planner tool

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### PERFORMANCE MEASURES

- **School Opinion Survey Data**
  - EQ School Opinion Survey – (Parents)
    - S2014 (School well maintained)
    - S2023 (Responsive to enquiries)
    - S2025 (Kept well informed)
    - S2029 (Useful Information Online)
    - S2031 (School Well Organised)
    - S2035 (Good School)

- **EQ School Opinion Survey – (Students)**
  - S2036 (Like being at this school)
  - S2046 (School well maintained)
  - S2068 (Good School)

- **EQ School Opinion Survey – (Staff)**
  - S2084 (Staff Morale positive)
  - S2085 (DPF helps improve)
  - S2087 (Access necessary information)
  - S2095 (School Well Organised)
  - S2105 (Strong sense of community)
  - S2109 (Working at this school is rewarding)

- **EQ Internal Auditors Systems Reports**
  - Teaching & Learning Audit Report
  - Discipline Audit Report
  - Systems Audit Report

- **External Quality Assurance**
  - ASAA Accreditation status

- **School Council**
  - Minutes posted on Website, One Note
  - Constitution Reviewed at least every 2 years
  - Staff aware of role & brief of Council
  - Minuted endorsement through Council of key Strategic Documents (4 Year Plan, AIP, Curriculum Teaching & Learning Plan etc)
  - Roles & Responsibilities available on the Web

- **Aldridge Leadership Team**
  - Responsibilities of classified officers noted & available to all school community members.
  - Level of activity of Domain Leaders
  - “Visibility” of HOD’s at staff briefings, Vodcasts, ALT meetings.

- **Faculty Teams**
  - Key within faculty responsibilities available to all.
  - Meeting regularity of faculty group
  - Relative achievement & effort growth across KLA
  - Staff active engagement with faculty initiatives, DPF and target setting at a class, cohort & faculty level

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### TARGETS

<table>
<thead>
<tr>
<th>EQ SOS – (Parents)</th>
<th>Target</th>
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<tbody>
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<td>S2014 (90%)</td>
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<td>S2023 (90%)</td>
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<td>S2025 (90%)</td>
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<td>S2029 (90%)</td>
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<tr>
<td>S2031 (90%)</td>
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<tr>
<td>S2035 (90%)</td>
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<thead>
<tr>
<th>EQ SOS – (Students)</th>
<th>Target</th>
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<tr>
<td>S2036 (90%)</td>
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<td>S2046 (90%)</td>
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<td>S2068 (90%)</td>
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<tr>
<th>EQ SOS – (Staff)</th>
<th>Target</th>
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<tr>
<td>S2084 (90%)</td>
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<td>S2085 (90%)</td>
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<td>S2087 (90%)</td>
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<td>S2095 (90%)</td>
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<td>S2105 (90%)</td>
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<td>S2109 (90%)</td>
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<table>
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<tr>
<th>EQ Internal Systems Reports</th>
<th>Target</th>
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<tbody>
<tr>
<td>High &amp; above</td>
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<tr>
<td>High &amp; above</td>
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<thead>
<tr>
<th>External Quality Assurance</th>
<th>Target</th>
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<tr>
<td>Fully Accredited ASAA School</td>
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<thead>
<tr>
<th>School Council</th>
<th>Target</th>
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<tbody>
<tr>
<td>Minutes available two weeks after each meeting</td>
<td></td>
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<tr>
<td>Current Constitution on Web</td>
<td></td>
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<tr>
<td>Council Chair briefs staff at the beginning of each year.</td>
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<tr>
<td>Endorsements noted in Minutes.</td>
<td></td>
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<tr>
<td>Roles, Responsibilities &amp; biographies of Council members accessible through School Website.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Aldridge Leadership Team</th>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td>Responsibilities of classified officers noted &amp; available via G drive &amp; web.</td>
<td></td>
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<tr>
<td>ALT meetings, staff briefings &amp; Vodcasts feature planned opportunities for Domain leaders to note Domain activity, future options &amp; guided opportunity for staff/community feedback.</td>
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<table>
<thead>
<tr>
<th>Faculty Teams</th>
<th>Target</th>
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<tbody>
<tr>
<td>Key within-faculty responsibilities noted on G drive &amp; Web.</td>
<td></td>
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<tr>
<td>Regular faculty meetings minuted.</td>
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<tr>
<td>Future Workforce planning evident in all faculties.</td>
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<tr>
<td>100% of Staff actively engaged with DPF and target setting at a class, cohort &amp; faculty level</td>
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<tr>
<td>LEADERSHIP</td>
<td>STRATEGY FOCUS &amp; ACTIONS</td>
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</tr>
<tr>
<td><strong>Aldridge Way</strong></td>
<td></td>
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<tr>
<td>• Promote Vision statement with both staff and student body to improve ownership and clarity</td>
<td>School Opinion Survey Data</td>
</tr>
<tr>
<td>• Ensure improvement agenda items are tied to engagement, professionalism and/or learning environment</td>
<td></td>
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<tr>
<td>• Strategic planning around continued improvement</td>
<td></td>
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<tr>
<td>• Ethical decision making linked to Values and Beliefs statement</td>
<td></td>
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<tr>
<td><strong>Fostering Staff Leadership Capacity</strong></td>
<td></td>
</tr>
<tr>
<td>• Continue to promote Career Aspirant program to all staff to increase leadership density</td>
<td></td>
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<tr>
<td>• Investigate a ‘Stepping Stone’ Program - mentoring and work shadowing of people in key positions (YLCs etc) as key aspect of training for aspirants</td>
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<tr>
<td>• Strengthen alignment with staff DPF processes and Faculty Improvement Plan (and therefore AIP)</td>
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<tr>
<td>• Professional Development for staff in key leadership positions focussing on systems to improve school performance and enhance student outcomes. Including:</td>
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<tr>
<td>o GSPA conference</td>
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<td>o INTASE conference</td>
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<tr>
<td>o ASAA study tours</td>
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<tr>
<td>o Local collaboration</td>
<td>EQ School Opinion Survey – (Staff)</td>
</tr>
<tr>
<td>• Develop processes to help create culture of collegial sharing and development of Professional Learning Communities (PLC’s)</td>
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<td>o PLC/Mentor groups of 3 (funding support through GRG)</td>
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<tr>
<td><strong>Promote &amp; Recognise Staff Excellence</strong></td>
<td>Other Data</td>
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<tr>
<td>• Create structures to formalise staff recognition on a regular basis.</td>
<td></td>
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<tr>
<td>• Review of Teacher Awards process</td>
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<tr>
<td><strong>Monitoring &amp; Targeting Student Progress</strong></td>
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<tr>
<td>• Ensure target setting provides context for DPF processes.</td>
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<tr>
<td>Set target ➔ develop strategy ➔ review ➔ reset</td>
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<tr>
<td><strong>Transparency in Decision Making Process, Structure &amp; Individuals Involved</strong></td>
<td></td>
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<tr>
<td>• Council, ALT, Faculty process &amp; key personnel information openly available</td>
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<tr>
<td>• Provide effective framework for Student Leaders to contribute to decision making processes</td>
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<tr>
<td>• Establish Agenda Structures for all key meetings (Council, ALT, Faculty/Cluster)</td>
<td></td>
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<tr>
<td>• P&amp;C and Council Meeting Minutes available to school community.</td>
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<tr>
<td>• Staff training, background &amp; experience available to school community.</td>
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<tr>
<td>• Both consultative and collaborative processes used where relevant</td>
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</tbody>
</table>

**PERFORMANCE MEASURES**

**STRATEGY FOCUS & ACTIONS**

**LEADERSHIP**

**PRINCIPAL (Staff)**

**LEADERSHIP AND PERFORMANCE**

**TARGETS**
## MANAGEMENT

### Workforce
- Production of Whole of School Professional Development Plan, whereby all staff are involved in DPF Plan process, aligned to AIP.
- Beginning teacher program for new to school or new to KLA teachers
- Formalised mentoring program
- All staff engaged with the pedagogy platforms and Albridge Learning Model with links to Unit Plan Template.
- Promote visioning statement to engage all staff with a common & broadly owned vision of preferred future.
- Maintain processes/protocols for human resource allocation.
- Monitor and review staff attendance trends utilising MY HR Reporting.
- Annual review of Workforce Plan based on supporting data.
- Annual Staff recognition or both.

### Communication
- Maintain and investigate additional communication strategies with parents – text messages, newsletters, facebook, website, parent teacher evenings.
- Continue with the staff communication tools – staff discussion boards, vodcasts, ALT meetings, Management Meetings, Ancillary Staff Meetings, Subject area meetings, year level co-ordinator meetings, One Note, LCC.
- Maintain regular meetings for School Council and P & C, encouraging participation by the community and staff.
- The development of a School Marketing Plan around school image and achievement.

### School Policies and Procedures
- Development by management on a cyclic review of school policies and procedures, to be reviewed in consultation with faculties, staff and parent forums.
- Maintenance of a central, up to date register for school policies and procedures.

### Resources
- Continue to focus on providing well maintained facilities, up to date equipment, and student resources.
- Annual review of facility plan to address key focus areas for the school.
- Continue to promote community engagement through the shared use of facilities.
- Promote security procedures and expectations to staff to ensure resources are secured and have longevity of life.

### School Budget
- Maintenance of existing highly managed budget process and reporting.
- Presentation of an overall budget allocation document to School Council and ALT members for final review & endorsement.
- Continuation of budget position presentations to P&C and School Council.

## STRATEGY FOCUS & ACTIONS

### School Opinion Survey Data

<table>
<thead>
<tr>
<th>EQ School Opinion Survey – (Parents)</th>
<th>EQ School Opinion Survey – (Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2014 (This school is well maintained)</td>
<td>S2014 (This school is well maintained)</td>
</tr>
<tr>
<td>S2022 (Staff at this school are approachable)</td>
<td>S2022 (Staff at this school are approachable)</td>
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<tr>
<td>S2023 (Staff responsive to my enquiries)</td>
<td>S2023 (Staff responsive to my enquiries)</td>
</tr>
<tr>
<td>S2024 (This school asks for my input)</td>
<td>S2024 (This school asks for my input)</td>
</tr>
<tr>
<td>S2025 (This school keeps me well informed)</td>
<td>S2025 (This school keeps me well informed)</td>
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<tr>
<td>S2027 (Encouraged to participate in school activities)</td>
<td>S2027 (Encouraged to participate in school activities)</td>
</tr>
<tr>
<td>S2029 (Useful information online)</td>
<td>S2029 (Useful information online)</td>
</tr>
<tr>
<td>S2031 (This school is well organised)</td>
<td>S2031 (This school is well organised)</td>
</tr>
<tr>
<td>S2035 (This is a Good School)</td>
<td>S2035 (This is a Good School)</td>
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### EQ School Opinion Survey – (Staff)

<table>
<thead>
<tr>
<th>EQ School Opinion Survey – (Staff)</th>
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<tbody>
<tr>
<td>S2037 (I feel safe at my school)</td>
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<tr>
<td>S2043 (Students’ opinions taken seriously)</td>
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<td>S2044 (Student behaviour is well managed)</td>
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<td>S2045 (My school looks for ways to improve)</td>
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<td>S2046 (My school is well maintained)</td>
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<td>S2048 (My school encourages me to participate in school activities)</td>
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<td>S2065 (Encourages me to be a good community member)</td>
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<td>S2066 (School celebrates student achievements)</td>
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### Performance Measures

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQ School Opinion Survey Data</td>
<td>S20249 (90%)</td>
</tr>
<tr>
<td>EQ School Opinion Survey (Parents)</td>
<td>S20249 (90%)</td>
</tr>
<tr>
<td>EQ School Opinion Survey (Students)</td>
<td>S20249 (90%)</td>
</tr>
<tr>
<td>EQ School Opinion Survey (Staff)</td>
<td>S20249 (90%)</td>
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</tbody>
</table>

### Other Data
- Staff Initiated Survey (Deputy Principals, HOSES & Teachers)
- RADII Parent, Staff & student surveys
**CURRICULUM**

**Curriculum diversity & Flexibility**
- Monitor Year 13 pathways and implement a review of senior subject offerings in order to cater for student needs & growth areas in industry & community not what we have staff to teach.
- Maintain & grow external provider relations across OP and VET streams.
- Preparation & implementation of program for new system after OP.

**General Considerations & Outcomes**
1. OP stream / VET stream
2. Broad choice & clear pathways
3. Partnerships with community/industry business
4. Broad choice for all abilities
5. Streaming in Junior core subjects
6. Timetable functionality (before & after school, off site)
7. School based apprenticeships/traineeships

**Extra-Curricular Programs**
- Monitor and maintain current co-curricular/extra-curricular programs, look for new endeavours that would be beneficial to student needs
- Investigate opportunities to incorporate social-emotional learnings in to extra curricular activities/options

**Curriculum Partnerships Beyond Aldridge**
- Support and grow existing relationships/partnerships and look to broaden scope in order to meet student changes in demand, have a stake in community driven projects

**Curriculum, Teaching & Learning Plan**
The curriculum, teaching & learning plan is kept current & relevant through:
- Yearly Review by admin and all faculty areas
- Document availability to all staff
- Document amendments discussed with staff prior to implementation

**Transition to, and from, Aldridge (staff & students)**
- Task specific programs developed and delivered to students in order to create positive outcomes with regards transition
- Quality programs that ensure new teachers have information & support networks within the school from day 1
  - Beginning teacher program
  - New teacher induction program
  - Teacher Mentoring Teacher program

**Catering to the range of student abilities**
- Student data will be assessed and monitored in order to determine what level they are at and what level of support is needed to achieve learning outcomes in key curriculum areas. All faculty areas will implement & monitor strategies to cater for the range of ability levels.

**Literacy & Numeracy Focus**
- Literacy & Numeracy specialist programs will need to be embedded in the curriculum via prioritised & dedicated learning time & monitoring to ensure they are being delivered.
- Documented acknowledgement of the Literacy & Numeracy components in all delivered curriculum across all faculty areas

**Alignment between Aldridge and National Curriculum**
- Curriculum framework & unit plans will be reviewed and monitored in order that they align with federal/state curriculum documents, as well as the school statement & pedagogical framework

**Curriculum Planning & Delivery Consistency**
- Standardisation of the unit planning template across all faculty areas. Openly understandable & accessible to parents & students at all times across all faculties
- Curriculum delivery & assessment reviewed regularly in response to student learning data

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**STRATEGY FOCUS & ACTIONS**

**PERFORMANCE MEASURES**

**TARGETS**

<table>
<thead>
<tr>
<th>CCAA</th>
<th>• Senior Programs Accreditation status</th>
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<tbody>
<tr>
<td></td>
<td>• Level of Achievement attainment</td>
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<tr>
<td></td>
<td>• % of Year 11 cohort who begin studying a QSA Science subject</td>
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<td>• % of students who maintain their selection in Physics, Chemistry, Maths B &amp; C from Semester 1 Year 11 to end Year 12</td>
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<td>• % of students with QCE, QCIA or ATOF Certification</td>
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<td>• OP 1 – 15 %</td>
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<td>• QCS test Performance</td>
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<td>• % of students who finish Year 12 with a SAT</td>
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<td>• VET/SAS Internal &amp; External Reviews</td>
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<td>• Year 7 – 10 Programs available to school community through Website</td>
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<td></td>
<td>• Percentage of students exiting with VET qualifications</td>
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<td>• GTAC – percentage receiving offers</td>
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<td>• Number of students involved in Activities Week</td>
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<td>• Destination Survey - % in work, TAFE &amp; Uni</td>
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<td></td>
<td>• UNSW (ICAS) Credits &amp; Distinctions</td>
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<td>• T&amp;L Audit &amp; ASAA feedback</td>
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<td>• Sampling of student work &amp; planning</td>
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**NAPLAN**
- % students who sat test at Band 10 level
- % students in Top 2 Bands R, W & N
- Means for Reading, Writing & Numeracy
- Relative Gain

One School Reports Effort & Achievement data

**EQ School Opinion Survey – (Parents)**
- S2003 (Learning needs met)
- S2007 (Motivate to Learn)
- S2010 (School with parent to support learning)
- S2016 (Good Education)
- S2017 (English Skills)
- S2018 (Maths Skills)
- S2021 (Interested in child’s wellbeing)

**EQ School Opinion Survey – (Student)**
- S2038 (Motivate to learn)
- S2048 (Good Education)
- S2049 (English Skills)
- S2050 (Maths Skills)
- S2057 (Schoolwork challenges me to think)
- S2062 (Variety of Resources to help learning)

**EQ School Opinion Survey – (Staff)**
- S2136 (Students with disabilities receive the same educational opportunities as all other students at this school)
- % of students receiving Meritorious Certificates

**EQ School Opinion Survey – (Parents)**
- S2003 – 90%
- S2007 – 90%
- S2010 – 90%
- S2016 – 90%
- S2017 – 90%
- S2018 – 90%
- S2021 – 90%

**EQ School Opinion Survey – (Students)**
- S2038 (Motivate to learn)
- S2048 (Good Education)
- S2049 (English Skills)
- S2050 (Maths Skills)
- S2057 (Schoolwork challenges me to think)
- S2062 (Variety of Resources to help learning)

**EQ School Opinion Survey – (Staff)**
- S2136 (90%)

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<tr>
<th>DCAA</th>
<th>• All programs have current accreditation</th>
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<tr>
<td></td>
<td>• 50% exit with VHA/HA</td>
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<td>• 30% begin studying at least 1 Science subject</td>
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<td>• 75% of students beginning “marque” subjects complete 4 semesters</td>
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<td>• 95% exit with at least one of QCE, QCIA or VET (QCE – 90%)</td>
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<td>• 70%</td>
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<td>• 20%</td>
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<td>• Above like schools &amp; at State level</td>
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<td>• Completed &amp; meet requirements</td>
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<td>• By end of 2015 – all unit plans on Web.</td>
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<td>• Over 70 students</td>
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<td>• 75% at Uni, training or work</td>
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<td>• At least 15 in English &amp; Maths</td>
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<td>• ASAA Accreditation maintained</td>
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</table>

- 10% students Band 10 R, W & N
- 20% in Top 2 Bands R, W & N
- Means R, W & N at Old & above like
- Rig – At Old & Aust levels

Effort – A/B’s above 80%, D/E’s below 10%
Achievement – A/B’s above 50%, D/E’s below 15%

**Per Cent**
- % of students who sat test at Band 10 level
- % students in Top 2 Bands R, W & N
- Means for Reading, Writing & Numeracy
- Relative Gain

NAPLAN

- 10% students Band 10 R, W & N
- 20% in Top 2 Bands R, W & N
- Means R, W & N at Old & above like
- Rig – At Old & Aust levels
LEARNING OUTCOMES

NAPLAN
- Budget for top band NAPLAN students in Year 7, 8 and 9 to sit ICAS English & Maths tests
- Students in Year 7, 8 and 9 engage with Maths Mate program.
- Year 8 English students pre & post tested on PATR
- Specific one lesson per week literacy program for Year 7, 8 and 9
- Specific & directed teaching of Reading & Writing skills Year 8 and 9 (Spelling/reading strategies targeted in 2014 Literacy Program)
- Class groupings in core areas according to student ability Year 8 - 10
- Develop explicit curriculum in Year 7, 8 and 9 English & Maths programs to extend more able students
- Utilise Greater Results funding to continue employment of specifically trained Numeracy & Literacy teacher–aides

ATTENDANCE
- Continue to employ Home Liaison Officer and indigenous teacher aide to link with indigenous families and support and monitor students
- YLCs to continue follow up process of unexplained absences
- Continue to employ absentee officer to monitor attendance under 80%
- Warning of cancellation process to be maintained and reviewed

STUDENT SUPPORT
- Investigate vertical form class structure. Form teachers will become mentor for students over the 6 (or 3) year period for all students in their form, similar to existing mentor program with OP students.
- Embed differentiation of the curriculum across and within classes
- Teachers of PCP classes mentor students through SET plan and senior planning stage.
- Investigate Career pathways in earlier junior school- Post NAPLAN year 9?
- Maintain Industry links through continued engagement of a school to work officer
- Promotion of Trade related learning
- Senior Schooling Administrative support teacher aide to assist Senior School and VET HOD’s to monitor OP, QCE and QCIA progress
- Promoting partnerships with Higher Education, Training and Business
- Year 13 programs to be investigated
- Promoting partnerships with Universities

IDENTIFICATION OF STUDENT NEEDS
- Specific one lesson per week literacy program for Years 7, 8 and 9
- Utilise Greater Results Guarantee fund to continue employment of specifically trained Numeracy & Literacy teacher–aides
- Specific & directed teaching of Reading & Writing skills Years 7, 8 and 9 (Spelling/reading strategies targeted in 2014 Literacy Program)
- Monitor and embed data collection processes
- Employment of Master Teacher
- Weekly Maths Mate analysis
- Utilisation of One School Class Dashboard

CALM, ORDERED ENVIRONMENT
- SEL incorporated as part of Dimensions 1 and 5 of Aldridge Learning Model
- Promotion of Virtues postcard use with Staff via Briefing Vodcast & Staff Notices
- Continued evaluation and adaptation of BM structures and policies
- Further promotion of leadership group in vertical form classes

QCAA ALIGNMENT & TRACKING OF STUDENT PROGRESS
- Investigate strategies to incorporate into unit plans smaller formative assessment tasks to allow staff to monitor student progress to ensure students have required knowledge and skills before completing summative assessment, eg weekly homework tasks
- Use NAPLAN data in lower levels to set targets for results in Senior

STRATEGY FOCUS & ACTIONS

NAPLAN Data
- % students who sit test at Band 10 level
- % students in Top 2 Bands R, W & N
- Means for Reading, Writing & Numeracy
- Relative Gain

One School and ID Attendance Data
- Student attendance %
- Unexplained absence %

One School Data
- % of students with “A” for Effort
- % of students with “A & B” for Effort
- % of students with “D” for Behaviour
- % of students with “D & E” for Behaviour
- % of students with “A & B” for Achievement – English (Year 8 & 9)
- % of students with “D & E” for Achievement – Maths (Year 8 & 9)
- % of students with “A, B & C” for Achievement – Science (Year 8 & 9)
- % of students with “A & B” for Achievement – English (Year 8 & 9)
- % of students with “D & E” for Behaviour
- % of students with “A, B & C” for Achievement – Maths (Year 8 & 9)
- % of students with “A, B & C” for Achievement – Science (Year 8 & 9)
- % of students receiving Meritorious Certificates

PERFORMANCE MEASURES

EQ School Opinion Survey – (Parents)
- S2003 (Learning needs met)
- S2004 (Good Progress)
- S2005 (Expect child do best)
- S2016 (Good Education)
- S2017 (English Skills)
- S2018 (Maths Skills)
- S2021 (Interested in child’s wellbeing)

EQ School Opinion Survey – (Teachers)
- S2072 (Students encouraged to do best)
- S2081 (Teacher skills)

EQ School Opinion Survey – (Students)
- (a) S2035 (Like being at this school)
- (b) S2036 (Motivate to learn)
- (c) S2040 (Teachers provide useful feedback)
- (d) S2041 (Treated fairly)
- (f) S2048 (Good Education)
- (g) S2049 (English Skills)
- (h) S2050 (Maths Skills)
- (i) S2058 (Teachers challenge me to think)
- (j) S2059 (Teachers encourage me to do best)
- (k) S2060 (Teachers explain what is required)
- (l) S2062 (Variety of Resources to help learning)
- (n) S2063 (Teachers care about me)
- (o) S2064 (Participate in School)
- (e) S2065 (Good Community member)
- No. of Virtues postcards sent home
- Formal program links with Universities
- Vocation & Recreation linked training offered last week of Term 3 to Year 11 and 12 (Work Ed, Barista, Boat Licence, RSA etc)
- ICAS (UNSW) Distinction & High Distinctions data
- Student numbers accessing library on weekend

TARGETS

NAPLAN Data
- % students at Band 10 level
- % students in Top 2 Bands R, W & N
- Means for Reading, Writing & Numeracy
- Relative Gain

One School and ID Attendance Data
- 91%
- Less than 10%

One School Data
- 40% of students with “A” Effort
- 75% of students “A & B” Effort
- 15% of students “D & E” Effort
- 25% of students “D & E” Behaviour
- 15% of students “A & B” Achievement
- 90% of students “D & E” Achievement
- 10% of students “A” for Achievement
- 75% of students “A & B” Achievement
- 50% of students “D & E” Behaviour
- 15% of students “A & B” Achievement
- 90% of students “D & E” Achievement
- 10% of students “A” for Achievement
- 75% of students “A & B” Achievement
- 50% of students “D & E” Behaviour
- 15% of students “A & B” Achievement
- 90% of students “D & E” Achievement
- 10% of students “A” for Achievement
- 75% of students “A & B” Achievement
- 50% of students “D & E” Behaviour
- 15% of students “A & B” Achievement
- 90% of students “D & E” Achievement
- 10% of students “A” for Achievement
- 75% of students “A & B” Achievement

EQ School Opinion Survey – (Parents)
- S2003 (90%)
- S2004 (90%)
- S2005 (90%)
- S2016 (90%)
- S2017 (90%)
- S2018 (90%)
- S2021 (90%)

EQ School Opinion Survey – (Teachers)
- S2072 (90%)
- S2081 (90%)

EQ School Opinion Survey – (Students)
- (a) S2035 (90%)
- (b) S2036 (90%)
- (c) S2040 (90%)
- (d) S2041 (90%)
- (f) S2048 (90%)
- (g) S2049 (90%)
- (h) S2050 (90%)
- (i) S2058 (90%)
- (j) S2059 (90%)
- (k) S2060 (90%)
- (l) S2062 (90%)
- (m) S2063 (90%)
- (o) S2064 (90%)
- (e) S2065 (90%)

At least 600 per year
- USC, USQ, UQ & OUT links
- Over 70 students engaged with differing aspects of the program
- At least 20 Yr 7, 8 or 9’s at Distinction or High Distinction
- 50 student visits per term.
### EFFECTIVE TEACHING

**Accountability & Data**
- Use DPF meetings to investigate how to best use student data to improve teaching strategies and learning practices with individual teachers (one class per teacher 2015 focusing on differentiation)

**Engagement Factors**
- Share the above findings/strategies with Cluster groups and publish on One Note as well as analyse the results at the next DPF meeting
- Investigate more effective staff and cluster meeting structures to ensure key AAAS recommendations and ALM remain the key focus
- Utilise Professional Inquiry as a key to Professional Learning (eg: 0.4 FTE Problem Solving in Maths in 2015)

**Differentiation**
- Continue streaming in core classes ensuring movement is flexible and attainable for students

**Data Plan**
- Investigate the development of a data Use Plan that all teachers can use and access easily (Prof. Peter Cuttance)

**Common Pedagogical Language**
- Highlight & promote the role of HOD’s accountability in leading their department and embedding pedagogical language in classes

**Standardised Assessment Tasks**
- Investigate the similarities and differences between existing task sheets and assess missing elements to develop common assessment task sheet features

**Promoting Engagement**
- Offering extra curricular opportunities (Creative Writing with USC, Science & Technology Challenge, Bridge Building competition, Volleyball Program)
- Year 10 preparation program for Senior
- Formal SDA Centre (9.00am – 11.00am) five days per week based at MSHS
- Curriculum Materials accessible through Website
- Regular contact with home to students failing to meet 90% attendance rate
- Strategic approach to implementation of the National Curriculum
- Life experience opportunities (Japanese Exchange Trip – Kasukabe, School Trip to Ski Fields, Expo Uni & College stay)
- Maintaining High Expectations Mantra
- Year 10 & 11 Co-ordinator positions

**Differentiation of the curriculum, across and within classes, achieved through:**
- Like minded groupings in junior years in core subjects.
- Provision of a pre- senior choice model in year 10
- Diverse range of subjects within senior school
- Development of pedagogy, across and within classes (informed by data), that supports differentiated instruction.
- Monitor SOS feedback around “Good Education” and “Good School”
- Monitor A, B, C, D and E in core areas in 8 and 9 and English and Maths in Year 10.
- Monitor 17 column table data & QCS performance
- Engagement of a Community Liaison Officer, Admin Support Officer & additional YLC’s focusing on attendance & communication with home (Funded through IPS & left over NP funds).
- Week-end library opening 8.00am – 12.00am on Sundays
- Regular contact with home to students failing to meet 90% attendance rate
- Map & report to school community on attendance against NAPLAN/KLA results to show relationship
- Continue the roll out of the Aldridge school wide pedagogical platform
  - a) Student Services/Support
  - b) Student Leadership
    - Provide a designated student leadership program at each year level
    - Responsible Behaviour Plan for Students
    - Reviewed annually

**Transition to High School & from High School**
- Continue program links with primaries & tertiary sectors

**Bullying Audit**
- Identification of victims & perpetrators with programs to support both
- Continue administering mid year Bullying Survey for Years 8 - 10

### TRACY BIRD

### STRATEGY FOCUS & ACTIONS

**Performance Measures**

EQ School Opinion Survey – (Staff)
- S2081 (Necessary skills)
- S2084 (Staff Morale positive)
- S2085 (DPF helps improve)
- S2086 (Access Quality PD)
- S2087 (Access necessary information)
- S2088 (Required skills)
- S2100 (Participate in Quality PD)
- S2103 (Encouraged Coaching & Mentoring)
- S2105 (Strong sense of community)
- S2108 (Working at this school is rewarding)
- S2110 (Knowledge of evidenced-based teaching and learning practices)
- S2111 (Confident applying evidenced-based teaching and learning practices)
- S2115 (Confident using curriculum support materials to enhance student learning)
- S2116 (Using student assessment data to improve student achievement)
- S2117 (Meeting learning needs of all students)
- S2118 (Engaging all of my students in learning)
- S2119 (Managing student behaviour)
- S2123 (Students have opportunities to experience different age appropriate responsibilities)
- S2125 (Teaching at this school is rewarding)

EQ School Opinion Survey – (Students)
- S2038 (Teachers motivate me to learn)
- S2040 (Useful feedback about school work)
- S2047 (Opportunities to do interesting things)
- S2048 (I am getting a good education)
- S2051 (I understand how I am assessed)
- S2061 (Teachers help with school work)
- S2062 (Variety of resources to help learn)
- S2063 (My teachers care about me)
- S2067 (Recommend my school to others).

### DEVELOPING PERFORMANCE PROCESS
- Staff engagement with DPFs process
- Identify explicit use of Pedagogical language in DPF and classroom observation sheet feedback/ discussion

### One School Data
- End of term data for identified class(es)

### OTHER MEASURES
- Student feedback/teacher feedback
- Meeting agendas/minutes
- Pedagogical language usage
- Student feedback
- Audit of task sheets across subjects

### TARGETS

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<thead>
<tr>
<th>EQ School Opinion Survey – (Students)</th>
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<tbody>
<tr>
<td>S2038 (80%)</td>
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<td>S2040 (90%)</td>
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<td>S2047 (90%)</td>
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<tr>
<td>S2048 (90%)</td>
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<tr>
<td>S2051 (90%)</td>
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<tr>
<td>S2061 (90%)</td>
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<tr>
<td>S2062 (90%)</td>
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<tr>
<td>S2063 (90%)</td>
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<tr>
<td>S2067 (90%)</td>
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*100% teacher engagement
* Line Managers check Lesson Obs. sheets with HODs re pedagogical language (PL)
* Language used in Unit Plans and student books aligns with PL

### One School Data
- All staff identified blind spots in data & action to address on a termly basis
Aldridge State High School

Council Meeting
16 February 2015

**AGENDA ITEM: 6**

<table>
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<tr>
<th>Topic:</th>
<th>School Financial Report</th>
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<tr>
<td>Facilitator:</td>
<td>Cynthia</td>
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<tr>
<td>Content:</td>
<td>Overview of school's current Financial position.</td>
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**Intended Outcomes:** 1. All Council members aware of school's Financial position.

**Documentation:** 1. One School Budget Overview Report
Financial Report –

The school budgets for 2015 have been successfully loaded into the system. This year we are in a position to have been able to grant all budget requests, whilst still allowing a healthy amount of contingency money to be put aside. The carry over from 2014 was $925,094 – approx. half of this in the left over NP monies.

Currently we are still trying to source a suitable laptop device for on hire to our current Junior School Students – this cost will initially impact to a large degree on our one to one laptop funds – with full cost recovery anticipated to be incorporated into the hire charge. In the meantime Approx. $250,000 of replacement laptops have been ordered to replace those current ones that are at the end of their lives – that are used in the classrooms.

The increased Great Results Guarantee grant allocation this year, has also allowed us to place additional teacher aide hours into some key areas of the school in order to enhance the work that is already being done, previously funded by NP funding. Some of these funds have also been utilised to allow us to have a new teacher aide employed in the first aid room on a full school time basis. We have been thrilled to welcome Lina Anderson from Urangan High into this position. We have been very impressed with Linda to date, and believe that this position (now staffed by only one person) – will greatly benefit the school environment.

Resource fees for this year were increased to $180 per student. This is the first rise in four years. Some of the income from the increase will contribute towards set up cost for the one to one program, including increased bandwidth requirements.
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**Balance of Funds Available**

**Provisions**

**Balance of Operating Funds**

**Non-Contractual Advances**

**Administrative/Other Funds**

**Representative Deposits**

**Global Trading Activities**

**Expense**

**Revenue**

**Opening Balance**

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Budget Overview Report

User: [User Name]

Period: 01/01/2017 - 06/30/2017

Report Date: 06/20/2017

[Company Name] - [Date]
AGENDA ITEM: 7

Topic: Curriculum, Teaching & Learning Report

Facilitator: Jackson

Content: (a) ASHS Statement of Purpose (The Aldridge Way) **
(b) Professional Inquiry Model

Intended Outcomes: 1. Council endorsement of ASHS Statement of Purpose
2. Council awareness of issues that have impacted on A Tech initiative.

Documentation: 1. ASHS Statement of Purpose (The Aldridge Way)
Students work towards success and positive attitudes and striving for success.

Students are demonstrated by teaching them how to problem solve and develop executive function, supported by team and occupational experiences, supported by their child's teacher.

Students are supported by their child’s teacher.

Parents support their child to achieve success.

Parents are encouraged to stay engaged and their understanding to practice for Alberta and their understanding to practice for Alberta and their understanding to practice for Alberta and their understanding to practice for Alberta.

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AGENDA ITEM: 8

Topic: Workforce Report

Facilitator: Jim

Content:
1. Current staffing allocations & actions taken to balance entitlement with staff on site.
2. Key positions currently being advertised for permanent filling
3. Additional actions to assist transition of Primary’s to Aldridge
3. Overview of unplanned leave over last 2 years.

Intended Outcomes:
1. Council awareness of forward thinking of school to best manage teacher movement from Primary to High.
2. Unplanned absence data to get a sense of general health & well being of staff. Especially important due to the aged nature of current staff.

Documentation:
1. Two Year Unplanned Absence Graphs for Mainstream & LEC staff
AGENDA ITEM: 9

**Topic:** Year 7 Flying Start Preparation

**Facilitator:** Therese

**Content:**
The Year 7 initiative is a key one. ASHS under the co-ordination of Therese in her HOD Junior Secondary role has put a lot of ground work in to make this successful.

Therese will inform Council of issues, challenges & triumphs from the first 3 weeks of Year 7’s at High School.

**Intended Outcomes:**
1. Council awareness of school’s activity around this significant EQ initiative.

**Documentation:**
AGENDA ITEM: 10

Topic: General Business – Footpath/Nature Strip Maintenance

Facilitator: Paul

Content: On January 19 the school became aware that the Fraser Coast Council would no longer be doing the termly footpath mowing that had been the practice for the past 5 years.

Contact was made by the school to the Mayor to get some background as to why this decision has been made.


Documentation: EQ Memo (most recent) pertaining to the mowing of footpaths
TO: ALL PRINCIPALS AND REGIONAL HUMAN RESOURCES MANAGERS

FROM: ASSISTANT DIRECTOR-GENERAL, STRATEGIC HUMAN RESOURCES

SUBJECT: School Officers – Maintenance of Set Down Areas and Footpaths

PURPOSE

1. The purpose of this memorandum is to communicate agreed protocols regarding the maintenance of school set down areas and footpaths.

BACKGROUND

2. Consultation has been undertaken between the Department of Education, Training and the Arts and the Queensland Public Sector Union regarding protocols that should be followed to facilitate the maintenance of set down areas and footpaths which do not form part of school land. Discussions included the process schools should follow when requesting a schools officer to assist in the maintenance of these areas.

AGREED PROTOCOLS

3. School Management to establish contact with local councils regarding council maintenance programs for areas outside school grounds.

4. School Management to negotiate a maintenance timetable with councils ensuring that as part of the council program footpaths are mowed and cleared prior to the commencement of each term.

5. Where maintenance is required in between council services, and any issue exists regarding the reason for this requirement, school management is to provide requests for school officers to perform these duties and the reasons for the request to the schools officer in writing.

6. Genuine workplace, health and safety issues represent a legitimate reason for requesting maintenance of such areas between council services. Aesthetic reasons on their own do not require immediate action by a schools officer and therefore maintenance based on these reasons should be actioned through council programs.

7. School management is to provide the schools officer a copy of the departmental policy, Crown Acceptance of Legal Liability for Crown Employees which provides that employees are protected from legal liability in relation to incidents occurring out of the diligent and conscientious performance of official duties.

8. A risk assessment is to be carried out and all requisite PPE provided. School Management must ensure that risk assessments are undertaken in consultation with the regional Senior Occupational Health and Safety Consultant.

9. Where vehicles such as a tractor, ride-on-mower or slasher are used for ground maintenance outside school grounds, the school must ensure that conditional registration from Queensland Transport is obtained for the vehicle. Note conditional registration would not be required for push mowers and brush cutters.

LEGAL INDEMNITIES – WORKING OUTSIDE SCHOOL BOUNDARIES
10. Legal implications may exist if work performed changes the conditions of the land outside a school fence or a schools officer causes damage to property or injures themselves or a member of the public whilst working on that land.

11. Advice has been obtained regarding the legal implications. Council approvals may be required where work is being performed that changes the conditions of council land. However, general maintenance activities such as removal of debris, mowing, and whipper snipping are not considered to represent a change to the condition of land and therefore specific council approval to undertake such activities should not be required.

12. In relation to legal indemnity, crown employees are provided protection against legal liability when legal proceedings are commenced against them in relation to incidents occurring out of the diligent and conscientious performance of their official duties.

13. Advice has been obtained from Legal and Administrative Law Branch confirming that mowing of footpaths and set downs areas as directed by the School Principal are included within the meaning of official duties for schools officers. Accordingly, departmental policy relating to legal indemnities applies.

14. Principals do not have the authority to provide employees with a waiver or indemnity in relation to a claim arising out of their duties. Where a crown employee is personally named in an action they can apply to the Director-General for indemnity. Please refer any employee that queries the issue of legal indemnities to the department’s policy on Crown Acceptance of Legal Liability for Crown Employee. http://www.qed.qld.gov.au/strategic/eppr/legal/lgspr003/

OCCUPATIONAL HEALTH AND SAFETY ISSUES

15. Standard department policies apply in managing occupational health and safety risks. Please contact the Senior Occupational Health and Safety Consultant at your regional office for further information regarding these policies.

16. A risk management process is the standard method used to identify and control health and safety risks. An important part of the risk management process is the regular review of the suitability and effectiveness of control measures. This is relevant for all tasks undertaken by Schools Officers. There are a range of issues that should be considered in the review of procedures used by Schools Officers when maintaining footpaths and other areas. These include;

- location of the area to be maintained; specifically in relation to the visibility of the Schools Officer while undertaking the task,
- timing of the task to avoid peaks in vehicular and pedestrian traffic,
- appropriateness of the equipment to the task; investigation of options to control identified risks.

VEHICLE REGISTRATION

17. If a vehicle, such as a tractor and slasher or ride-on mower is to be used for ground maintenance activities outside the school boundary, it may require ‘Conditional Registration’. This provides the school with the benefits of Compulsory Third Party (CTP) insurance in the event of an accident. Further information about Conditional Registration can be obtained at a Queensland Transport Customer Service Centre, QGAP office or at the following Internet site – http://www.transport.qld.gov.au/Home/Registration/Conditional_registration/

18. Queensland Transport has advised that Conditional Registration is not required for the use of hand-held equipment such as push mowers and brush cutters.

CONCLUSION
19. The department’s position is that duty of care to staff and students extends to the school’s front footpath and set down area and that safety concerns would arise if such areas were not adequately maintained.

20. Accordingly, all reasonable actions should be taken to ensure adequate maintenance of these areas, this would include ongoing liaison with councils and where necessary, for genuine safety reasons, directing your schools officer to maintain the area between council services.

GARY BARNES
Assistant Director-General
Strategic Human Resources
8 October 2007
Aldridge State High School

Council Meeting
16 February 2015

AGENDA ITEM: 11

Topic: Student Report

Facilitator: Elara

Content: Feedback on Overseas trip
General Impression on Start off to the Year
Other issues


Documentation:
Aldridge State High School

Council Meeting
16 February 2015

AGENDA ITEM: 13

Topic: Staff Awards

Facilitator: Liz

Content: The purpose of the Staff Awards is to recognise those staff members who are doing their jobs at a high level.

Need to ensure that those top performing staff members are nominated and that the criteria for selection allows for these members to be successful in receiving that deserved recognition.

How can we/should we promote/highlight these awards to ensure they are valued and recognised as worth attaining?

Intended Outcomes: 1. Action Plan for the promotion of the Staff Awards.

Documentation: