AGENDA

VENUE: Senior Common Room  O5

08:00am  Arrival, Tea & Coffee

08:05am  1. Welcome to new/returning members  Paul

08:10am  2. Minutes from last Meeting **  Paul

08:15am  3. Business arising from Minutes  Paul
  - Destination of students leaving
  - Council Members Profile

08:30am  4. Correspondence  Kirsti

08:35am  5. IPS Bootcamp  Jim, Paul, Jackson
  Setting the scene for the future on innovation, including some further discussion on options and case studies from Harris Foundation and other examples. (Jim can you show an innovative UTube Harris Foundation video or similar to ignite our conversation)

08:40am  6. Student Input Session  Elara, Lindsey

08:50am  7. Staff Input Session  Tracey, Liz

09:00am  8. Community Input Session  Paul

09:10am  9. Principal’s Report  Jim
  - NAPLAN
  - 2015 Term 1 Data & School Report Card
  - Car Park
  - IPS beyond 2015

Notes: These reports may be submitted in written form & Cynthia & Jackson may appear only if there are questions/clarifications needed.

09:30am  10. Finance/Maintenance Report  Cynthia

09:30am  11. Curriculum, Teaching & Learning Report  Jackson
  - ASHS Statement of Purpose (The Aldridge Way)**
  - Professional Inquiry model
  - Senior School Curriculum Review
  - Collaboration & Innovation Fund Application

09:30am  12. Workforce Report  Jim
  - Wellbeing
  - Classified Positions Update (HOD vacancies)

** 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 MINUTES
Monday 16 February, 2015

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

(OBSERVERS/REPORT PROVIDERS) Cynthia Jones (Finance/Facilities); Jackson Dodd (Curriculum); Jim McKee (Human Resources); Therese Dixon (HOD Junior Secondary/Year 7)

APOLOGIES: Nil

ITEM 1: Resolved: Moved: Robert Garland; Seconded: Ross Higgins : That the minutes of the previous meeting be accepted

ITEM 2: Nil

ITEM 3: Nil

ITEM 4: Kirsti provided a verbal report on the meeting between the Director General, Ross, Paul and Kirsti in October. The Director General challenged us to utilise our Independent Public School status to ensure that we provide the best possible educational outcome for our community.

We discussed our concern in relation to the Enrolment Management Plan. He noted our concern and explained that we needed to work with all the educational providers to ensure that the best possible educational outcomes were provided for our community and that a range of options existed for how state schooling was provided in the region. The Director General encouraged us to explore these. The Director General also encouraged us to not be limited or hamstrung by the government machine.

Kirsti suggested that we put aside a half hour at our next meeting to have a ‘blue sky’ discussion based on educational provision for secondary students in Maryborough.

ITEM 5: Ross spoke to his written report.

The meeting scheduled with Queensland Training Assests Management Authority (QTQMQ); local state member, FCRC Mayor and secondary school principals has been postponed until 16 March. Ross is hoping to be able to utilise the facilities at Nagle Street – particularly the kitchens and trade facilities.

Student outcome data in relation to the 2014 seniors was excellent.

One student topped the state and received a $60,000 scholarship to University of Queensland. This highlights the excellent work of senior schooling staff particularly around student monitoring to ensure they stay on track to achieve their aims.

The start to 2015 in relation to behaviour referrals has been much better than 2014. The positive and negative referrals are equal reflecting the willingness of staff to commend students as well as chastise them.

Robert congratulated Ross and school staff for their work over the last four years with the data showing a quantum shift of the whole school cohort with improvements in the number of students achieving As& Bs increasing those achieving Ds& Es decreasing at the same rate.

ACTION: Council Chair to write to the Principal acknowledging the improvement and expressing thanks to all staff for their efforts in achieving this

Special Education enrolments have been affected by the Enrolment Management Plan with a drop of 20% in the numbers expressing interest to those that actually enrolled.
We did not reach the 1175 which would trigger mechanisms to start the planning for new facilities. 191 students entered year 7 and 147 students entered year 8 (half cohort due to prep). The lower than expected numbers may reflect families leaving Maryborough.

Maryborough State High School's enrolment data was 630 students in 2014 and 744 in 2015.  

**ACTION:** Ross to provide more analysis of this data for the next meeting – particularly in relation to the reasons why student numbers were lower than expected.  

Became 7th school in Queensland – and first regional school – to obtain Australasian Schools Accreditation A 

The feedback from the recent review by the Australasian Schools Accreditation Agency was very complimentary with the school being the first in regional Queensland to receive accreditation. The Quadrennial Plan and Annual Improvement Plan were developed following this review.

Paul acknowledged the excellent work of Ross and the school staff for this achievement.

Ross will continue to report to Education Queensland and the Council on the usual 10 items. The school will aim to achieve their goals through the application of their three priorities: 

- Focus on the Priorities – Literacy, Numeracy and social outcomes
- Unrelenting quest for improvement
- No excuses

**RESOLVED:** Moved Kirsti Kee; seconded Liz Carter: that the Council endorse the Aldridge State High School Quadrennial Plan and Annual Improvement Plan.

Ross advised that the school is able to decide how to expend their Great Results Guarantee funding ($320,000 in 2015). This funding is guaranteed for another two years and may increase as more schools finish their National Partnership agreements.

Highlights for the funding this year is in relation to Professional Development and the introduction of a budget for coaching and mentoring staff.  

**RESOLVED:** Moved Robert Garland; seconded Tracey Vicic that the Council endorse the expenditure Plan for the Greater Results Guarantee funding.

Ross explained the Master Teachers program. Alota’s role over the next 3 years will be to develop and implement an action research project - initially around reading comprehension and students experiencing difficulty in this area. She will be working with the Head of Department.

Ross advised that in the recent National Volley Ball Championships the Year 8 girls’ team and Year 10 boys’ team were both winners.

The Year 10 team received a Mayoral Commendation in the FCRC Australia Day Awards with each member receiving a letter from the Mayor.

**ITEM 6:** Cynthia spoke to her Finance and Facilities Reports.

**ITEM 7:** Jackson spoke to his written report 

Jackson explained that biographies of ‘our people’ an inherent part of the school information and will be utilised to promote the quality of our organisation. A Template has been developed and senior school staff will be approached first to complete the template, followed by the school council. The biographies will be published on the school website.
Jackson is working with the student representatives, Elara and Lindsey, on mechanisms to obtain and report student feedback on a range of issues.

Jackson described *The Aldridge Way* as a succinct, one-page Statement of Purpose for the school that is currently in consultation format. When staff have completed it will be circulated to parents.

Jackson outlined the move from ‘values’ to ‘virtues’. It also embraces a consistent vocabulary.

The consultation process will be completed by the end of term 1. A marketing and communication plan for the school will then be finalised, with promotional materials developed. The School Ambassador model is being introduced with past OP1 students being contacted to take part.

Professional Development has been ad hoc to date with staff requesting relevant PD and the school providing it. To date this has been achieved within the budget with few requests being rejected.

This year a small amount of the budget will be set aside for compliance issues with the remainder focussed on assisting staff to have a personal self-learning professional development experience.

Currently there is a suite of whole school issues currently in process with 2 teachers undertaking to drive each of these:

- School House System
- VET Options
- Student resilience - yr 7/8/9 program
- Literacy Skills around ‘decoding’ (will move to comprehension);

**Date claimer - 26 May – Professional Enquiry presentation evening.**

VET in Schools Program: This year there are 8 Cert 2 Programs involving 75 yr 12 students. The school is financially underwriting this activity.

Guidance Officers have started a process to look at how to best position the year 12 students for the ‘post OP’ system. Jackson has been working with a number of universities and has succeeded in arranging a program with the University of the Sunshine Coast (USC) whereby students will receive an early offer of a guaranteed place, based on the school’s reputation.

A Headstart Program with USC has been developed allowing a distinct group (12 – 18) of Maryborough secondary students to attend a program offered from the Gympie campus. A mandatory first year subject will be delivered to the students with the first program beginning in Semester 1, 2016.

The school will still undertake activities with other universities, however the focus has been on USC because currently most Aldridge students are transitioning there.

Robert has suggested some graphics work to be done on the presentation of *The Aldridge Way*. The wording also needs to be reviewed to make it more user friendly.

**ITEM 8:** Jim spoke to his written report.

It was a busy but smooth start to the year. Official Day 8 numbers were 1140.8 students with a teacher FTE of 73.53. Jim had initially planned staffing to support 1150 students. This meant that one teacher left following Day 8 and there were some reductions in other teaching fractions.

The lower enrolment numbers may have been a response to the Enrolment Management Plan. While 7 year 8 cohorts had been planned this was reduced to 6.

The Junior secondary staff have settled in well with some expressing interest in teaching senior secondary subjects. New teachers have noted how welcoming the existing staff has been.
ACTION: Chair to send a letter to the Principal congratulating the school on the success of the transition and particularly noting the role Jim and Therese played.

Two senior positions will be advertised at the start of term 2 with roles starting in Semester 2:

- HOD Senior Schooling and
- HOD Junior Secondary/Year 9

ITEM 9: Therese advised that the year 7s were settling well, with a smooth start and few hiccoughs.

Some parents were a bit shaky but were talking with school about concerns. The separate eating area has proved to be a great decision.

Paul advised that he had shadowed Therese for the first part of the day. His observations were that we needed a better welcoming ‘committee’.

Paul thanked Therese and the team for the work they have done with both teachers and students to ensure such a smooth start for the inaugural year 7s.

ITEM 10: It was disappointing that the grounds were not looking their best for the start of the school year.

Fraser Coast Regional Council has made the decision not to mow the footpaths at the beginning of each school term, however the information was not conveyed to schools. As the nature strip is not school land, Ross needs to provide the School’s Officer with a written directive to mow the Council land.

Robert indicated that this change be as part of the withdrawal of state funding for a range of activities.

ACTION: Councillor Garland to investigate with FCRC the process for communicating these types of changes to customers.

ITEM 11: Elara and Lindsey are investigating ways to seek student feedback on a range of issues. The school has been trialling a split lunch-time system. While the younger students are ambivalent about the trial, the senior students are very supportive.

There have been some concerns in relation to the amount of food available for the senior students at the tuckshop. They are being encouraged to pre-order their lunches.

The students like the idea of the Meritorious Awards, however they feel the ceremony is too long. Ross encouraged the students to canvas ideas on how the ceremony might be improved.

ITEM 11: Liz provided feedback on the Staff Awards.

The non-teaching awards were very well received. Issues were raised around the teaching awards particularly in respect to clarifying the process of selection.

Discussion ensued in relation to the setting of criteria, the involvement of the student and staff representatives in the selection process and the need to work with the teaching staff to build confidence in the process and promote the value of peer recognition in building staff confidence and morale.

ACTION – Kirsti to work with Jackson around reformulating the criteria and presenting this, with Paul to the staff in term 2.

Next Meeting: Monday, 1st June 8.00am – 11.00am
Dear Ross,

Thank you very much for providing the 2014 school data to the Aldridge State High School Council Meeting on 16 February. The presentation style allows members to quickly see the year’s achievements and to make comparisons with previous years.

As you are aware, part of the discussion focussed on the importance of data and the appreciation of Council members for the way in which it was presented, allowing for comparisons with previous terms and years.

Council was most impressed with the academic improvement outlined in the report. It is pleasing to see the number of students achieving at the ‘D’ and ‘E’ levels has decreased to such an extent. However you and the whole school staff – teaching and non-teaching – are to be commended on the way in which this was achieved. The data clearly shows an ‘across the board’ improvement in school results over four years, with the number of students achieving at the ‘A’ & ‘B’ levels increasing by the same amount as the ‘D’ & ‘E’ decrease.

I would appreciate it if you could pass on the Council’s thanks and commendation to everyone for this achievement. It is only through the dedication of all staff that schools are able to create an environment that is conducive to excellent teaching and learning and such outstanding improvements in results.

The Council members are proud to be associated with the school and identify closely with its successes. We look forward to working with you and the staff in the education of our young people and their preparation for life after school.

Kind Regards,

Dear Ross,

I write to congratulate you and the relevant staff on the very smooth transition of year 7 into the school this year. Could you please pass on to the relevant staff our commendation and thanks.

The Aldridge State High School Council was most appreciative of the reports and updates provided by Therese Dixon and Jim McKee during the lead up to the transition. The work they initiated to ensure the successful transition was detailed and relevant to the needs of the students and their parents.

The approachability of the school staff and their knowledge and understanding of the process has also contributed to this success.

The transition team is also to be commended on the work they did with the current staff members and prospective new staff members to ensure a common understanding of the needs of this particular student cohort as well as the primary school teachers making the transition to teach in a secondary school setting.

As was indicated at the February meeting of the school Council, we believe that the opportunities provided by this change for primary and secondary teachers to discuss and implement a range of teaching strategies at such an important stage of a student’s education will contribute to an improved secondary school experience for the students.

The Council members are proud to be associated with such a positive achievement and look forward to hearing more about the achievements of students and staff as the year progresses.

Kind regards,

Paul Tucker
Chair
Aldridge State High School Council
**Action from Item 5** – Question was about why enrolment figure at Day 8 was less than expected. Response had been that most students who had enrolled but did not turn up to ASHS had left town not simply chosen another education provider in Maryborough.

In total there were 3 students who enrolled at Aldridge for either Year 7 or 8 who then did not begin their studies here but at another Maryborough school.

This graph shows the relative enrolments from within & without of catchment.

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This table shows data for students who have left the school during the course of 2015. In all 45 students have left the school since the beginning of the year. Eight to Maryborough SHS & one to Riverside. During this same time period 56 students have enrolled which is why current enrolment is at 1151 (see next table). Currently year 7 enrolment sits 3 below Day 8 and Year 8 five above Day 8.

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**Aldridge State High School**

**Enrolment Numbers - 2015S1L**

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**Total Enrolment = 1151**

**Action from Item 10:**

Robert followed up with Council & the school received a letter of explanation.
AGENDA ITEM: 4

Topic: Correspondence Out & In

Facilitator: Kirsti

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

(letters associated with Actions presented in Business Arising)

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

Documentation: 1. Tabled at meeting if required
### AGENDA ITEM: 5

**Topic:** IPS Bootcamp

**Facilitator:** Jim & Paul

**Content:**

Two Innovation Bootcamps have been run for IPS schools. The purpose of these was to encourage schools to be innovative & to provide a framework around which they could structure their innovation.

Three ASHS associated people attended the first camp (Paul, Ross & Jackson) and two (Jim & Damien Blyth – HOD Senior School) the second.

The department then has opened up applications to access a Collaboration & Innovation Fund with up to $500 000 being available to successful schools.

**Intended Outcomes:** Council members to be aware of the strategies & directions Central Office are pushing to continue Queensland’s improved academic performance of the last 5 years.

**Documentation:** Harris Foundation U Tube clip
AGENDA ITEM: 6

Topic: Student Input Session

Facilitator: Elara/ Lindsey

Content: This section provides the Student Representatives with an opportunity to note perspectives of students on various school initiatives and also to forward suggestions about future actions particularly where these are of a strategic nature.

Intended Outcomes: 1. Council awareness of Student viewpoint around a number of School initiatives & actions.

Documentation:
Agenda Item: 7

Topic: Staff Input Session

Facilitator: Tracey & Liz

Content: This section provides the Staff Representatives with an opportunity to note perspectives of staff on various school initiatives and also to forward suggestions about future actions particularly where these are of a strategic nature.

Intended Outcomes: 1. Council awareness of Staff viewpoint around a number of School initiatives & actions.

Agenda Item: 8

Topic: Community Input Session

Facilitator: Paul/Suzi (Parent Representatives)

Content: This section provides the Parent Representatives with an opportunity to note their perspectives of various school initiatives and also to forward suggestions about future actions particularly where these are of a strategic nature.

Intended Outcomes: 1. Council awareness of Parent viewpoint around a number of School initiatives & actions.
AGENDA ITEM: 9

Topic: Principal’s Report

Facilitator: Jim (for Ross)

Content:
- NAPLAN
- 2015 Term 1 Data & School Report Card
- Car Park
- IPS beyond 2015

Intended Outcomes: 1. Council awareness of core School performance measured against key targets.
   2. Endorsement of Car Park proposal

Documentation: 1. NAPLAN Overview (on request from Chair)
   2. Term 1 2015 School Report Card
   3. AIP Key Outcomes Report
   4. Car Park Concept plan
On request from the Chair I’ve put together some data to give some background to our NAPLAN results. To begin to get a feel for “relative performance” an understanding of the context within which the school operates needs to be understood.

Socio-economic status has been highlighted by researchers as one of the four key factors influencing performance on NAPLAN. From the table below you can see that the community Aldridge serves has far higher representation in the bottom & lower middle quartiles of socio-economic status in comparison to National average.

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<th>Distribution of students</th>
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<th>Middle quarters</th>
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<td>30%</td>
<td>19%</td>
</tr>
<tr>
<td>Australian Distribution</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

In addition to the socio-economic factors, the school supports a significant population of students with special needs. Currently this sits at 10.8% of our school population. This fact gives understanding to why we have more exemptions from NAPLAN than other schools. The school’s involvement rates with NAPLAN from 2012 to 2014 are noted below. It should be noted that exemptions are within the expected range considering our SEP population with the real reason for declining engagement being parent withdrawal of students from sitting the test. It should be noted that these withdrawals feature students from across the ability ranges.

Considering the average attendance of Year 9’s across the semester has sat between 89% and 91% for the past few years the absence on test days (ranged from 8% to 11%) falls within the expected range.

<table>
<thead>
<tr>
<th>Selected school</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed:</td>
<td>84%</td>
<td>90%</td>
<td>88%</td>
</tr>
<tr>
<td>Exempt from test:</td>
<td>8%</td>
<td>5%</td>
<td>10%</td>
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<tr>
<td>Participated in test:</td>
<td>92%</td>
<td>94%</td>
<td>79%</td>
</tr>
<tr>
<td>Absent from test:</td>
<td>1%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Withdrawn from test:</td>
<td>0%</td>
<td>9%</td>
<td>11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selected school</th>
<th>Australian schools</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed:</td>
<td>84%</td>
<td>92%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Exempt from test:</td>
<td>8%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Participated in test:</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td></td>
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<tr>
<td>Absent from test:</td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Withdrawn from test:</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

To provide a local context to engagement number the relative engagement levels from the three state high schools in the Hervey Bay/Maryborough area are attached.
With this background information the graph below can take on more significance. It notes Aldridge’s performance (blue line) in comparison to all State Schools (Green Line) and schools deemed to have similar challenges to us (Like Schools – Red Line).

2015 NAPLAN results are due to be out by mid Term 3.

Each term Council is provided with a snap shot of school performance mapped against set targets. The key targets have a direct association/link to the school’s Vision Statement and are noted in the school’s AIP. Council members are encouraged to peruse the attachment to formulate their own thoughts with regards to the performance and ask any clarifying questions they have.

For the school a key point of interest was the manner in which Year 7 & Year 8 transitioned. Initial PATR (reading skills) & phonemic awareness testing indicated the literacy levels of both cohorts were below previous years. One School report card data further supported this with over 25% of the students being noted at a D or E level in English in their final Semester at Primary school.

As a result of this the English/SOSE and literacy class groupings were altered in Term 2 as a means to best support students based on the literacy gaps identified in the PAT testing & Phonemic Awareness testing regimes.

Across the school, behavioural data (as noted by One School Referrals) indicates improvement from 2014.

In addition to the whole of school target setting & tracking, Year Level Co-ordinators have set targets for each cohort.
**Achievement**

- One school Reports comments (Semester & most recent)
- NAPLAN Results (Year Report)
- OP 1 – 5 & 6 – 15 (Year report)
- QCE/VET qualifications attainment

**Performance Indicators**

- Staff Morale
- Movement to/from the school
- Enrolment trends (Semester)
- School Opinion Survey (Yearly)
- Meritorious Certificate % (Semester or most recent)
- Student Attendance (Semester report)

**Behaviour**

- Behaviour Referrals Daily Average

**Enrolment**

- 2014 > 2015: 80% QCE% - 91%; NAPLAN similar to State Attainment above Like School

**Confidence**

- School Opinion Survey (Yearly)
- Enrolment trends (Semester)
- Movement to/from the school
- Staff Morale

**Student Attendance (YTD):** Target 91%. A+ standard marker over 95%. Currently sitting at 90.6% (OS) & 94.79% (ID Attend)

**Effort Tracking**

**Rating**

- A+ target for behaviour is 85% A/B and under 5% D/E. This term had 81.3% A/B with 5.12% D/E’s. Cohort Results: 7: A/B: 79.4%; D/E: 8.5%; 8: A/B: 81.2%: D/E: 6.6%: 9: A/B: 81.3%: D/E: 6.5%: 10: A/B: 89.7%; D/E: 1.4%. Areas for focus exist in lower level behaviours in Year 10.

**Effort Tracking**

- 73.5% A/B is 3.2 up on Semester 2 14 and 9.6% D/E is down 0.7. Both these trends are positive. 6 of 8 trends arrows moving positively. Rating - B

**Enrolment**

- Day 8: 1140.2. This was 40 below our estimated figure. Enrolment at end of Week 1 Term 2 was 1144. Usual pattern is for enrolment to decrease by up to 60 between Feb & Aug. During the course of 2015 to date 33 students left the school with 6 going to another local school (6 to MSHS, 0 to Riverside & 0 to St Mary’s)

**Behavioural Referral Data**

- A/B: 47.5% & D/E: 18.7% – Term 2: A/B: 48.6% & D/E: 18.1% – Year 9: A/B: 51.4% & D/E: 13.5% (Flat)

**Term 1 2015 Comments & Data – Overall Rating for the Term**

**A/B’s & B’s at 49.4% & D’s/E’s at 14.3% meets AIP targets for D’s/E’s only. Highlight is Year 9 who almost held their improved performance from Term 4 2014. In 6 of the last 8 termly reporting periods A/B % across the school has reached 50% so this will be a key goal for next term. 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. Only 1 of the 8 trend arrows moved in the preferred direction although three negative trends still fell within the target.

**Rating**

- Year 12: A/B: 59.1% & D/E: 4.6% (Year 1: A/B: 47.5% & D/E: 18.7%)
- Year 10: A/B: 48.6% & D/E: 18.1% (Year 9: A/B: 51.4% & D/E: 13.5%)
- Year 8: A/B: 46.9% & D/E: 13.8% (Year 7: A/B: 45.7% & D/E: 15.2%)

**Cohort Behavioural Referral Data**

- A/B: 47.5% & D/E: 18.7% – Term 2: A/B: 48.6% & D/E: 18.1% – Year 9: A/B: 51.4% & D/E: 13.5% (Flat)

- Enrolment at end of Week 1 Term 2 was 1144. Usual pattern is for enrolment to decrease by up to 60 between Feb & Aug. During the course of 2015 to date 33 students left the school with 6 going to another local school (6 to MSHS, 0 to Riverside & 0 to St Mary’s)

**Merit Certificate Percentage:** 45% (Target = 40%)
### 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 (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 (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 (b) Less than 10% D or E</td>
<td>One School</td>
<td>Effort is an indicator of students being positively engaged in 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 12.0 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 Every Day 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>
</tbody>
</table>
| 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 | School Opinion Survey | 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”.

---

[State High School Logo]
<table>
<thead>
<tr>
<th>Target</th>
<th>Data Source</th>
<th>2015 Results</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>1. 95% Year 12 students exit with a QCE, QCIA or VET Certificate</td>
<td>QSA</td>
<td></td>
<td>94% (91% QCE)</td>
<td>94 (85% QCE)</td>
<td>97</td>
<td>98</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></td>
<td></td>
<td></td>
<td></td>
<td></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</td>
<td>81.3</td>
<td>53.2</td>
<td>51.3</td>
<td>47.8</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</td>
<td>81.3</td>
<td>53.2</td>
<td>51.3</td>
<td>47.8</td>
</tr>
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<td></td>
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</tr>
<tr>
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<td></td>
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<td>94.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Staff Morale above 90%</td>
<td>School Opinion Survey</td>
<td></td>
<td>81</td>
<td>93</td>
<td>95</td>
<td>83*</td>
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<tr>
<td>9. Parent Feedback –</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>(a) Student Behaviour is well managed – 90% Agree</td>
<td>ASHS</td>
<td>Like</td>
<td>(a)</td>
<td>(a)</td>
<td>(a)</td>
<td>(a)</td>
</tr>
<tr>
<td>(b) English (literacy) skills developed – 90% Agree</td>
<td>ASHS</td>
<td>Like</td>
<td>(a)</td>
<td>(a)</td>
<td>(a)</td>
<td>(a)</td>
</tr>
<tr>
<td>(c) Maths (numeracy) skills developed – 90% Agree</td>
<td>ASHS</td>
<td>Like</td>
<td>(a)</td>
<td>(a)</td>
<td>(a)</td>
<td>(a)</td>
</tr>
<tr>
<td>(d) My child is getting a good education at ASHS – 90%</td>
<td>ASHS</td>
<td>Like</td>
<td>(a)</td>
<td>(a)</td>
<td>(a)</td>
<td>(a)</td>
</tr>
<tr>
<td>(e) Teachers care about student well being – 90%</td>
<td>ASHS</td>
<td>Like</td>
<td>(a)</td>
<td>(a)</td>
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</tr>
<tr>
<td>10. Student Feedback –</td>
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<td>(a)</td>
<td>(a)</td>
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</tr>
<tr>
<td>(e) I am getting a good education at ASHS – 90%</td>
<td>ASHS</td>
<td>Like</td>
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### System Focus

<table>
<thead>
<tr>
<th>NAPLAN</th>
<th>Overall Achievement</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Social Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>U28's</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R  W  N</td>
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<tr>
<td>L28's</td>
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<tr>
<td>R  W  N</td>
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</table>

### Key School Priorities

<table>
<thead>
<tr>
<th>NAPLAN</th>
<th>Overall Achievement</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Social Outcomes</th>
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<tbody>
<tr>
<td>U28's</td>
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### Focus Areas

#### Year 2015

<table>
<thead>
<tr>
<th>Transition %</th>
<th>Overall Achievement</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Social Outcomes</th>
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<tbody>
<tr>
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#### Year 2016

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<tr>
<th>Transition %</th>
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<th>Literacy</th>
<th>Numeracy</th>
<th>Social Outcomes</th>
</tr>
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<tbody>
<tr>
<td></td>
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#### Year 2017

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<tr>
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<th>Literacy</th>
<th>Numeracy</th>
<th>Social Outcomes</th>
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<tbody>
<tr>
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**Year 2015**

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<th>FREQUENCY</th>
<th>SOURCE</th>
<th>TERM 1</th>
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<tr>
<td>100%</td>
<td>Term</td>
<td>One School</td>
<td>191 – 188 98.42%</td>
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**Year 2016**

<table>
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<tr>
<th>TARGET</th>
<th>FREQUENCY</th>
<th>SOURCE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Term</td>
<td>One School</td>
<td>147 – 150 102.42%</td>
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**Year 2017**

<table>
<thead>
<tr>
<th>TARGET</th>
<th>FREQUENCY</th>
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<tbody>
<tr>
<td>100%</td>
<td>Term</td>
<td>One School</td>
<td>229 – 235 102.62%</td>
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</table>
### FOCUS AREA - Key School Priorities

<table>
<thead>
<tr>
<th>System Focus</th>
<th>SYSTEM REQUIREMENT</th>
<th>IMPROVEMENT DATA</th>
<th>Social Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Transition Term to Term &amp; Day 8 to Year End &amp; Day 8 to Day 8</td>
<td>Eng A/B% D/E%</td>
<td>Overall Academic SUCCESS</td>
<td>N.&lt;85% Unex % % Attend</td>
</tr>
<tr>
<td></td>
<td>Maths A/B% D/E%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. All A’s &amp; D’s</td>
<td>Fall 2 or more</td>
<td>Effort A/B% D/E%</td>
</tr>
<tr>
<td></td>
<td>Previous year plus 5%</td>
<td>Previous year minus 5%</td>
<td>90%</td>
</tr>
</tbody>
</table>

#### Yr 10 2015

**TARGET**

| 95 | >50 | <10 | >50 | <10 |

**REVIEW FREQUENCY**

<table>
<thead>
<tr>
<th>Annual</th>
<th>Term</th>
</tr>
</thead>
</table>

**DATA SOURCE**

School Profile & One School

**Oneschool - Assessment results overall summary**

<table>
<thead>
<tr>
<th>Report Data</th>
<th>Report Data</th>
<th>Report Data</th>
<th>Report Data</th>
<th>One School - Behavior Monthly Stats</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID Attend</td>
<td>ID Attend</td>
<td>ID Attend</td>
<td>One School - Behavior Monthly Stats</td>
<td></td>
</tr>
<tr>
<td>Report Data</td>
<td>One School - Behaviour Action Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 203 – 198 98.51% | 46.7 | 16.4 | 29.7 | 25.2 |

**TERM 1 RESULT**

| 25 | (12.8%) | 67.0 | 13.6 | 75.4 | 7.1 |

| 4.10 | 20.35 | 93.37 | 1.0 – 48 (42) | 37% |

| 23 (40) |

### FOCUS AREA - Key School Priorities

<table>
<thead>
<tr>
<th>System Focus</th>
<th>SYSTEM REQUIREMENT</th>
<th>IMPROVEMENT DATA</th>
<th>Social Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Transition Term to Term &amp; Day 8 to Year End</td>
<td>Eng A/B% D/E%</td>
<td>Overall Academic SUCCESS</td>
<td>N.&lt;85% Unex % % Attend</td>
</tr>
<tr>
<td></td>
<td>Maths A/B% D/E%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. All A’s &amp; D’s</td>
<td>Fall 2 or more</td>
<td>Effort A/B% D/E%</td>
</tr>
<tr>
<td></td>
<td>Previous year plus 5%</td>
<td>Previous year minus 5%</td>
<td>90%</td>
</tr>
</tbody>
</table>

#### Yr 11 2015

**TARGET**

| 95 | >50 | <10 | >50 | <10 |

**REVIEW FREQUENCY**

<table>
<thead>
<tr>
<th>Term/Annual</th>
<th>Term</th>
</tr>
</thead>
</table>

**DATA SOURCE**

School Profile & One School

**Oneschool - Assessment results overall summary**

<table>
<thead>
<tr>
<th>Report Data</th>
<th>Report Data</th>
<th>Report Data</th>
<th>Report Data</th>
<th>One School - Behavior Monthly Stats</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID Attend</td>
<td>ID Attend</td>
<td>ID Attend</td>
<td>One School - Behavior Monthly Stats</td>
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<td>Report Data</td>
<td>One School - Behaviour Action Summary</td>
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</tr>
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</table>

| 194 – 198 102.61 | 48.4 | 11.9 | 36.7 | 24.6 |

**TERM 1 RESULT**

| 47.5 | 58 | 70.6 | 13.6 |

| 81.9 | 4.6 |

| 1.13 | 19.69 | 95.38 |

| 1.19 – 56 (52) | 44% | 6 (8) |

### FOCUS AREA - Key School Priorities

<table>
<thead>
<tr>
<th>System Focus</th>
<th>SYSTEM REQUIREMENT</th>
<th>IMPROVEMENT DATA</th>
<th>Social Outcomes</th>
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<tbody>
<tr>
<td>% Transition Term to Term &amp; Day 8 to Year End</td>
<td>Eng A/B% D/E%</td>
<td>Overall Academic SUCCESS</td>
<td>N.&lt;85% Unex % % Attend</td>
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<tr>
<td></td>
<td>Maths A/B% D/E%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. All A’s &amp; D’s</td>
<td>Fall 2 or more</td>
<td>Effort A/B% D/E%</td>
</tr>
<tr>
<td></td>
<td>Previous year plus 5%</td>
<td>Previous year minus 5%</td>
<td>90%</td>
</tr>
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</table>

#### Yr 12 2015

**TARGET**

| 95 | >50 | <10 | >50 | <10 |

**REVIEW FREQUENCY**

<table>
<thead>
<tr>
<th>Annual</th>
<th>Term</th>
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</table>

**DATA SOURCE**

School Profile & One School

**Oneschool - Assessment results overall summary**

<table>
<thead>
<tr>
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<th>Report Data</th>
<th>One School - Behavior Monthly Stats</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID Attend</td>
<td>ID Attend</td>
<td>ID Attend</td>
<td>One School - Behavior Monthly Stats</td>
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<tr>
<td>Report Data</td>
<td>One School - Behaviour Action Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 182 – 179 98.35% | 54.4 | 3.8 | 54.3 | 5.4 |

| 59.1 | 5 |

| 78.8 | 7.0 |

| 89.7 | 1.4 |

| 0.49 | 13.82 |

| 97.74 |

| 42 (45) | 0.96 |

| 51% | 6 (6) |

| 0.38 | 4 (4) |
### Proposed Car Park

**Fraser Coast Regional Council**

**ESTIMATE**

**ALDRIDGE STATE HIGH SCHOOL - CARPARK**

**BRYANT STREET, MARYBOROUGH**

<table>
<thead>
<tr>
<th>Gravel Pave ment, Asphalt Surface, Fence, Concrete Footpath, Linemarking &amp; Signage</th>
</tr>
</thead>
</table>

**Item** | **Task Code** | **Description** | **Unit** | **Qty** | **Rate** | **Amount** | **Provisional** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALITY CONTROL REQUIREMENTS</td>
<td>QCP1</td>
<td>Quality Verification and Control</td>
<td>LS</td>
<td></td>
<td></td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>GENERAL</td>
<td>101(b)</td>
<td>Supply Digital As Constructed Information</td>
<td>LS</td>
<td></td>
<td></td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>CONTROL OF TRAFFIC</td>
<td>201(a)</td>
<td>Control of Traffic</td>
<td>LS</td>
<td></td>
<td></td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>CONTROL OF EROSION AND SEDIMENTATION</td>
<td>211(a)</td>
<td>Temporary Erosion and Sediment Control</td>
<td>LS</td>
<td></td>
<td></td>
<td>$800</td>
<td></td>
</tr>
<tr>
<td>CLEARING AND GRUBBING</td>
<td>212(e)</td>
<td>Clearing and Grubbing (KSB, fence, selected trees, signs)</td>
<td>LS</td>
<td></td>
<td></td>
<td>$3,500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>212(b)</td>
<td>Removal of Trees Outside Limits of Clearing</td>
<td>each</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>212(c)</td>
<td>Woodchipping</td>
<td>m3</td>
<td></td>
<td></td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>EARTHWORKS</td>
<td>213(b)</td>
<td>General Earthworks - Cut to Spoil (approx 200mm across site)</td>
<td>m3</td>
<td>290</td>
<td>35</td>
<td>$10,150</td>
<td>$12,870</td>
</tr>
<tr>
<td></td>
<td>213(c)</td>
<td>Remove &amp; Replace Unsuitable Material - with Type 2.5 Material / Rock (PROVISIONAL)</td>
<td>m3</td>
<td>143</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPEN DRAINS INCLUDING KERB &amp; CHANNEL</td>
<td>224(h)</td>
<td>Kerb and Channel - Concrete Invert</td>
<td>m</td>
<td>71</td>
<td>80</td>
<td>$5,680</td>
<td></td>
</tr>
<tr>
<td></td>
<td>224(h)</td>
<td>Kerb and Channel - Mountable Kerb</td>
<td>m</td>
<td>87</td>
<td>60</td>
<td>$5,220</td>
<td></td>
</tr>
<tr>
<td></td>
<td>224(h)</td>
<td>Kerb and Channel - Edge Restrain</td>
<td>m</td>
<td>45</td>
<td>70</td>
<td>$3,150</td>
<td></td>
</tr>
<tr>
<td>SUBSOIL AND FOUNDATION DRAINS</td>
<td>231(b)</td>
<td>Subsoil Drain Pipe - 100mm dia. Slotted Corrugated Plastic Pipe</td>
<td>m</td>
<td>71</td>
<td>35</td>
<td>$2,485</td>
<td></td>
</tr>
<tr>
<td>FLEXIBLE PAVEMENTS</td>
<td>242(a)(i)</td>
<td>Supply, Spread and Compact Subbase Course - Type 2.3 (nominal 150mm)</td>
<td>m3</td>
<td>215</td>
<td>100</td>
<td>$21,500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>242(b)</td>
<td>Supply, Spread and Compact Base Course - Type 2.1 (nominal 150mm)</td>
<td>m3</td>
<td>215</td>
<td>110</td>
<td>$23,650</td>
<td></td>
</tr>
<tr>
<td></td>
<td>242(g)</td>
<td>Preparation of Subgrade</td>
<td>m2</td>
<td>1460</td>
<td>4</td>
<td>$5,840</td>
<td></td>
</tr>
<tr>
<td>ASPHALTIC CONCRETE</td>
<td>245(a)</td>
<td>Supply and Application of Tack Coat (Incl. Preparation of Surface)</td>
<td>m2</td>
<td>1450</td>
<td>0.91</td>
<td>$1,320</td>
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<tr>
<td></td>
<td>245(c)</td>
<td>Dense Graded Asphalt - Wearing Course (DG10 30mm thick)</td>
<td>m2</td>
<td>1450</td>
<td>16.00</td>
<td>$23,200</td>
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<tr>
<td>PAVEMENT MARKING</td>
<td>261(a)</td>
<td>All Line Types</td>
<td>LS</td>
<td></td>
<td></td>
<td>$2,500</td>
<td></td>
</tr>
<tr>
<td>SIGNPOSTING</td>
<td>262(m)</td>
<td>Supply, Delivery &amp; Erection of Signs</td>
<td>each</td>
<td>4</td>
<td>150</td>
<td>$600</td>
<td></td>
</tr>
<tr>
<td>BOUNDARY FENCING</td>
<td>265(a)</td>
<td>Supply and Erection of Boundary Fencing (Specify Type)</td>
<td>m</td>
<td>105</td>
<td>135</td>
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<tr>
<td>MINOR CONCRETE WORKS</td>
<td>271(b)</td>
<td>Footpaths - 100mm reinforced SL62</td>
<td>m2</td>
<td>116</td>
<td>80</td>
<td>$9,280</td>
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</tr>
<tr>
<td>LANDSCAPING</td>
<td>273(a)(ii)</td>
<td>Grass - Turfing (each side of footpath, back of kerb)</td>
<td>m2</td>
<td>87.5</td>
<td>5</td>
<td>$438</td>
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</tr>
<tr>
<td></td>
<td>273(a)(ii)</td>
<td>Watering</td>
<td>kilolitre</td>
<td>4.3</td>
<td>70</td>
<td>$301</td>
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<tr>
<td></td>
<td>273(a)(ii)</td>
<td>Supply, Spreading and Planting of Imported Topsoil</td>
<td>m3</td>
<td>4.4</td>
<td>140</td>
<td>$616</td>
<td></td>
</tr>
</tbody>
</table>

**SUB TOTAL** | | | | | | $141,905 | $12,870 |

**TOTAL PROJECT ESTIMATE** | | | | | | $154,718 | |

**NOTES:**
1. The **TOTAL PROJECT ESTIMATE** includes all overhead costs plus the cost of all Provisional Items. The **SUB TOTAL** is the cost of works without overhead costs and Provisional Items.
2. This estimate is based on the estimate provided by Holmes McLeod Consulting Engineers.
PROPOSED CAR PARK LAYOUT:

1. The proposed car park layout meets or exceeds Australian Standards for line width and car park size.
2. Services shown have been provided by the Surveyor and/or interpreted from surveyed features and Ordnance plans received from the Service Authority. Additional underground services may be in place.
3. It is the responsibility of the Contractor and any person undertaking excavation to determine the types of services within the site and the location of all services both below and above ground.

FEATURES LEGEND:
- Edge of Bitumen
- Edge of Gravel
- Building Retaining Wall
- Fence
- Change of Grade (Top/Toe)

SERVICES LEGEND:
- ON ELEC
- UE ELEC
- SEWER MAIN
- STORMWATER
- TELSTRA CABLE
- WATER MAIN
- WATER SERVICE
- GAS PIPELINE

42 CAR PARKS
(2.4m x 5.4m)

CONCEPT PLAN ONLY - THIS PLAN IS NOT TO BE USED FOR CONSTRUCTION PURPOSES. FINAL DESIGN LAYOUT MAY VARY FROM THAT SHOWN.

FRASER COAST REGIONAL COUNCIL
BRYANT STREET
ALDRIDGE STATE HIGH SCHOOL
PROPOSED CAR PARK LAYOUT

HMC
CONSULTING ENGINEERS

FRASER COAST REGIONAL COUNCIL
PROJECT 1660
PROPOSED CAR PARK LAYOUT
In 2019, all of the Year 12 cohort and some of the Year 11 cohort will be entitled to have driver’s licences. This will mean that the current line-up of student cars along the Boys Avenue that we see at the end of each year will be there for most of the year.

Especially on rainy days the volume of traffic along Boys Avenue from 2.50pm to 3.05pm is significant. With slightly younger students on board this poses a potential safety issue.

School has worked with Fraser Coast Council to develop the attached “Concept Plan” which looks to provide parking off Bryant Street to take traffic away from Boys Avenue.

Request had been made regarding the possibility of making the bike path behind the school into a one way traffic facility but Council provided very good practical & financial reasons as to why this wouldn’t be an option.

Currently the department is still planning to increase the number of IPS sites in 2016 by 60. The State Government has a significant amount of Federal money that is tied to the school autonomy initiative.

At the IPS Principal meeting on Monday 25th May, it was noted that no withdrawal from the IPS push was foreseen.

A whole of staff Health & Well Being survey was conducted earlier last month (May). The Health & Well Being committee have presented the information gleaned from the surveys to ALT.

Staff unplanned absence sits at a lower level than previous years (see graph in Workforce Report).
AGENDA ITEM: 10

Topic: Financial & Maintenance Report

Facilitator: Cynthia

Content: Overview of school’s current Financial position & Maintenance Budget

Intended Outcomes: 1. All Council members aware of school’s Financial position.

Documentation: 1. One School Budget Overview Report
2. Bank Account Balance Information
3. Maintenance Expenditure Report
Finance/Maintenance Report:

- All general income and expenditure areas are on track.

- D2M maintenance money for both Planned and unplanned maintenance has been spent. We are currently running on a negative spend for maintenance due to a couple of tricky water leaks under concreted areas, plus water leaks in the expansion joints of the pool. We are limiting spending in this areas (where possible) until the end of the financial year.

- There is no indication of allocations for the new financial year, however have been advised not to expect any more than last year. The school is covering quite a bit of general maintenance expenditure, such as tree removal, airconditioner repairs and data point repairs from the general repairs and maintenance budget.

- Currently working on getting quotations for further develop the area between G & I block with some hand ball courts and a footpath.

- We have had some serious issues with excessive water usage – contacted by Wide Bay Water. In the first instance we were unable to locate anything other than some leaking expansion joints at the pool – since then we have discovered water leaks in old pipes between C & D blocks. Ideally this run of pipe should be replaced as soon as possible as it is inferior quality Ag grade poly pipe.

- I have attached a report below indicating where our high expenditure areas are with regards to unplanned maintenance – Electrical and plumbing are the major expenditure areas.

- We are also experiencing issues with pigeons in the hall. Quite a bit of work has been done to bird proof the hall, but to no avail – they are still getting in. We will continue to work on this.

- Our telephone system is currently in the process of being replaced – we are expecting significant benefits from the new system, including less traffic through the main switch.
<table>
<thead>
<tr>
<th></th>
<th>Original Budget</th>
<th>Variance</th>
<th>Annual Budget</th>
<th>Variance</th>
<th>Comment</th>
<th>Actual</th>
<th>Budget</th>
<th>Variance</th>
<th>Comment</th>
<th>Year to Date</th>
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<td>609,815</td>
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<td></td>
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<td>1,415,882</td>
<td>0</td>
<td>0</td>
<td>-1,101,462</td>
<td>669,354</td>
<td>0</td>
<td>0</td>
<td>-900,816</td>
</tr>
<tr>
<td></td>
<td>300,419 in surplus</td>
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<td>300,419 in surplus</td>
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<tr>
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<td>1,491,299</td>
<td>1,798,186</td>
<td>1,798,186</td>
<td>1,798,186</td>
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<td>2,474,374</td>
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</tr>
</tbody>
</table>

Balance of Funds Available:

Provisions:
- Non-Current Liabilities
- Current Liabilities
- Capital Expenditure
- Miscellaneous

Operating Expenses:
- Administrative Expenses
- Professional Fees
- Miscellaneous

Opening Balance:
- 1,271,960
- 1,031,465
- 1,274,634
- 1,415,465
- 1,415,465
- 1,274,634
- 1,031,465
- 1,031,465
- 1,031,465
- 1,031,465

Budget Report 2017
- Period: 2017-01-01 to 2017-12-31
- Manager: Sarah Smith
- Date: May 2017

The balance of funds available for the year ending 2017 is as follows:

1. **Provisions**
   - Non-Current Liabilities
   - Current Liabilities
   - Capital Expenditure
   - Miscellaneous

2. **Operating Expenses**
   - Administrative Expenses
   - Professional Fees
   - Miscellaneous

3. **Opening Balance**
   - 1,271,960
   - 1,031,465
   - 1,274,634
   - 1,415,465
   - 1,415,465
   - 1,274,634
   - 1,031,465
   - 1,031,465
   - 1,031,465
   - 1,031,465

The budget report for the year 2017 is submitted by Sarah Smith, the manager, for the period from 2017-01-01 to 2017-12-31.
AGENDA ITEM: 11

Topic: Curriculum, Teaching & Learning Report

Facilitator: Jackson

Content:
- ASHS Statement of Purpose (The Aldridge Way)**
- Professional Inquiry model
- Senior School Curriculum Review
- Collaboration & Innovation Fund Application

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 Poster)
Success

THE
ALDRIDGE
WAY

Happiness

Engaged Students, Learning with Expert, Accountable Staff in a calm, Ordered & caring environment.

CARING

COMMITMENT

RESPECT

RESPONSIBILITY

SELF-DISCIPLINE

OP, VET
WORK, TRADE
UNI, QCE

SELF DIRECTED LEARNERS
SCHOOL COUNCIL REPORT – SENIOR SCHOOLING

1. Review of senior curriculum offerings.
We have undertaken an environmental scan to determine the subjects most commonly required in 1st year university courses. It became quickly evident that 2 subjects were missing from our curriculum:

- Economics
- Geography

As such we are looking to introduce them to Year 10 in semester 2 as a taster.

As it stands we have significant demand for whole day programs on a Thursday in year 12. These include:

- Certificate II Automotive
- Certificate II Furnishing
- Certificate II Engineering Pathways
- Certificate II Sport and recreation
- Certificate II Tourism
- Certificate II Hospitality
- USQ Headstart @ Maryborough Hub
- USC Headstart @ Gympie (38 EOIs received) – take 24

This represents approximately 120 students out of school on a Thursday. As such we are exploring models that will accommodate this. Current thinking is to move to a week with only 4 days of timetabled classes in year 12. In doing so most students would reduce their load to 5 subjects in year 12. There would still be the function for students to study 6 authority subjects where it was necessary.

It is a possibility that we might offer some subjects via Distance Education with a tutorial timetabled to support students to achieve in these subjects. Typical examples might include Economics.

3. Collaboration and Innovation Fund Application
I have recently made application to the CIF (a recently released funding pool targeted at innovation). I thought it appropriate to do so given 3 key programs at Aldridge:

a. Illuminate – our literacy program for Yr 7 and 8 students focused on reading and comprehension. This skill enables all students to engage with learning
b. Student engagement – dealing with behavioural, emotional and cognitive engagement such that students may experience maximum success.
c. Pathways – our focus on tackling the school destination survey data which identifies the following outcomes for our senior year 12 students from 2013 & 2014:
   i. 25% at uni
   ii. 24% in training
   iii. 6% in full time equivalent work
   iv. 21% in part time work
   v. 24% looking for work

Please see the application attached in full.

4. Professional Inquiry Afternoon
Tuesday 26 May we held our first PI session to listen to brief reports from participants. In attendance were a number of staff along with Kirsti representing the council and Elaine Sharplin (USQ). It is intended that we continue to expand our
PI program to include a number of small scale collegial activities designed to tackle the challenges of our classrooms through innovation.

This is our preferred model for professional development.

5. Term 1 Senior School Review

<table>
<thead>
<tr>
<th>Target</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance %</td>
<td>89.2 (93%)</td>
<td>91.8 (95%)</td>
<td>90.6 (95%)</td>
</tr>
<tr>
<td>No. who failed 2 or more subjects</td>
<td>58 (above)</td>
<td>6 (below)</td>
<td></td>
</tr>
<tr>
<td>Suspensions</td>
<td>23</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Av daily number of behaviour referrals</td>
<td>3.75</td>
<td>1.04</td>
<td>0.44</td>
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<tr>
<td>% of A and B</td>
<td>48.6</td>
<td>47.5</td>
<td>59.1</td>
</tr>
</tbody>
</table>

Collaboration & Innovation Fund EOI

Outline your funding request

PATHWAYS TO SUCCESS

FOSTERING ENGAGEMENT AND ENCOURAGING ASPIRATION THROUGH INNOVATION.

EXPENDITURE

Support for 5 Feeder schools $97,600
- Support to develop, collect and record common data sets
- Support for consistency across sectors regarding achievement of age appropriate literacy

Partnership Brokering with universities, RTOs and NGOs $48,900
- Development of alternate pathways and facilitation of engagement with those pathways for first in family students

Catalyst PD and staff capability building - $52,200
- Exploration of “how it could be”.
- Opportunities for exploration of values associated with staff engagement.

Innovation prototyping and professional inquiries – including staff release $153,000
- Development of the skills associated with innovation
- Support for the resources necessary for prototyping
- Support for Scaling and Diffusion of strategies across schools and sectors.

Total $351,700

The change envisaged is profound and transformative

CASE FOR CHANGE

Our community is one of significant disadvantage. This is evident in employment rates (Wide Bay has highest youth unemployment rate in Qld), education levels (5% of population with Bachelor qualification), mental health and disability statistics representing twice the state average and education performance where our feeder school performance is below both state and national benchmarks, destination survey data is “red” and only 15% of school leavers go on to tertiary study compared to 30% in metropolitan areas. In addition our community industry has traditionally focussed on manufacturing and this sector has been decimated in the last 2 years. We believe that we have reached a point where our community cannot satisfactorily provide for our students of the future and we have an obligation to prepare them as 21st Century citizens for a life of change, mobility and ongoing learning.

DESIRED SCHOOLING EXPERIENCE
We believe in a school where students experience success, are engaged and develop into self-directed learners. But right now the reality is that only half of our students are successful and only a very small number aspire to be self-directed (lifelong) learners. We believe there are 3 root causes:

1. The inability to engage with learning due to low literacy skills
2. A learning environment that does insufficient to encourage emotional or cognitive engagement and
3. A lack of aspiration for a successful future

We have begun to clarify the design principles to which we intend to adhere, being:

- The outcome is success
- Rigour is critical
- Responsibility is shared

Our proposed solutions for these problems involve:

- Building partnerships and coalitions by asking “Who else has a stake in this?” “Have we sought opinions from them?”
- Prototyping a range of solutions intending that these prototypes will be small and designed to provide data and evidence early, fast and cheaply.
- Successful scaling and diffusion through the collaboration with key stakeholders during the problem solving processes
- Achieving 4 key goals:
  - All students entering the senior phase of schooling with age appropriate literacy.
  - 10% Improvement in destination survey data specifically relating to:
    - University entry & Training post school
  - Observable and measurable evidence of improved engagement
    - Emotional and Cognitive (focused on a shift in responsibility for learning to the student)
    - 10% reduction in early leavers associated with school disengagement
  - Increased parental engagement with student learning.
- It is essential to recognise that the innovation process is intended to produce prototypes from which solutions can be developed and subsequently scaled and diffused. It would be presumptuous to suggest what solutions might be.

### The proposal is collaborative, innovative and student-focused

Our proposal directly shifts the responsibility for solutions to our problems to our school. We recognise that externally imposed solutions to broad problems often fail to take into consideration the specific local root causes. This proposal is as much about developing our skills as innovators as it is about finding innovative solutions to problems. In doing so we intend to build a workforce that is flexible and dynamic, one that recognises that our continual learning is just as critical as that of the students and one that models the excitement and enjoyment that learning brings.

The key partners involved include:

- Local feeder schools – this relationship is critical
  - to ensure data reflecting student performance is transportable both into secondary from primary and vice versa
  - to inform strategies and processes to ensure alignment across sectors in order to avoid delays associated with transition
  - to support staff in the development of their knowledge and skills associated with literacy
- Pathway providers including Universities, RTOs and NGOs so that:
  - students have a supported path to follow allowing those “first in family” to bridge the gap between secondary and tertiary education
  - students have a range of pathways to tertiary education including non OP pathways
  - staff have the academic support to assist in making judgements regarding programs and actions
- Australasian Schools Accreditation Agency (ASAA) who assist with:
  - The development of appropriate networks and discussion groups to share and test ideas across high performing sites in Australia, New Zealand and USA
- Aldridge staff, who will be required to take “learning leadership” roles across a range of innovations. The capacity for this is supported by our career aspirant program and our professional inquiry processes.
- Parents and Students. As our clients (both directly and indirectly) we have a responsibility to meet their needs. For most this includes a specific desire for success and a great future life while meeting the needs of adolescents in a very dynamic world – one in which none of us are experts.
- Central and regional Office HR staff. Our experience through IPS has indicated that creative solutions often involve complex work in the HR domains. The support of HR staff in achieving these solutions is critical.
Evidence informs decision-making at every stage

AITSL have released a paper entitled “Engagement in Australian Schools” which portrays an understanding of our situation quite accurately. In this there is significant acknowledgement of the lack of work around the domain of cognitive engagement.

John Hattie’s visible learning model in practice in many areas of New Zealand provides an excellent working template of the potential gains associated with empowering students to take responsibility for their learning.

Longitudinal surveys of Australian youth report 69. “Do schools influence student engagement in the high school years”. This report identifies the positive links between high school engagement and the longer term education and labour market outcomes

Prior to developing potential strategies we intend to undertake an exploration of each of the issues to establish the root causes of the problems. From this, proposed innovations will be prototyped in order to refine the strategies prior to full implementation via scaling and diffusion.

The tools used to collect evidence of the impact of strategies will include:

- Destination survey data for Yr 12 students
- Senior academic data collected from oneschool
- Literacy data inc LOA / PAT-R / NAPLAN at junctures between Yr 5 and 9
- Engagement data across the domains of behavioural, emotional and cognitive engagement – utilising the data tools of Prof Peter Cuttance, oneschool and SOS data sets
- Parental engagement data from SOS and communication surveys.

Principal endorsement
Name: Ross Higgins
Signature

Date: 15/05/2015

P & C or School Council endorsement
Name: Paul Tucker (School Council Chair)
Signature Paul Tucker

Date: 15/05/2015

Please upload your completed application (Word document) to the “Written Application” section of the online CIF Application page available from the CIF website.
Outline your funding request
Cross sector common approach & language to reading skill development & enhancement

List the total amount of funding sought and identify the key areas of planned expenditure (max. 50 words). Dot points are recommended. **Additional Teacher Aide time:** 6 Primary sites (11 Aides for 5 hours per week for 20 weeks @ $32/hr – $35 200 plus time to conduct/assess/record assessment – PAT/Read & Punc & Spell, once, Phonemic Awareness 4 times – 3hrs/student x 600 students X $32/hr – 57 600 ) - **$92 800,** at Aldridge – 13 hrs/week, 7 aides, 20 weeks @ $32/hr - **$58 240;** **Teacher Release Time:** 14 teachers, 3 days each @ $401.47 - **$16 861.74,** **Cost of Professional Learning Leader** (Dr Carol Christensen) – 3 days @ 2500/day - **$7500;** **Accommodation & Travel Costs** - $1 500, **Texts/Readers/Teacher guides** - $14 000; **Release of Master Teachers/Key Teacher** – program monitoring/assessment - **$500**

TOTAL: **$201 401.74**

The change envisaged is profound and transformative

CASE FOR CHANGE

Our school is located in Maryborough, a community struggling with significant disadvantage:
- An unemployment rate of 15.3 percent
- Only 5% of our population have a Bachelor qualification
- Mental health and disability statistics are at twice the state average
- The highest percentage of students in care in the state

The academic performance of our feeder schools is below both state and national benchmarks. This has resulted in up to 40% of recent cohorts entering high school with significant literacy issues, destined to continue the pattern of failure begun in Primary school.

A cluster-wide response is indicated.

DESIRED SCHOOLING EXPERIENCE

Our proposed solution for this problem includes:

- Building partnerships by engaging cluster stakeholders including students, parents, feeder schools and higher education facilities.
- Developing a literacy strategy that will support students 'where they are at', without removing them from their cohort and regardless of their year level in school.
- Prototyping a variety of both existing primary programs and innovative strategies to address the literacy needs of secondary students.
- Achieving 5 key goals:
  - All students entering the senior phase of schooling with age appropriate literacy.
  - Significant Improvement in literacy data
  - Observable and measurable evidence of improved engagement
  - Increased co-operation and collaboration between feeder schools, high schools and the university sector
  - Increased parental engagement with student learning.

CONNECTION - STRATEGIC PRIORITIES.

Locally we contend that there is a causal link between low literacy levels and our falling relative gain as students cannot access the curriculum effectively and therefore become disengaged.

At the state level it aligns by designing strategies that lead to increased innovation, building stronger partnerships in clusters AND tailoring local solutions for local problems.

The Strategic Plan prioritises literacy development. This program will:

- Support learners to achieve their learning goals through targeted interventions to ensure their engagement.
- Improve learning outcomes through a focus on the progress of each and every student.
- Building university links with staff in research and development to ensure the employment of high quality, evidence based teaching practices.

Finally, improving literacy outcomes is a National priority.
The proposal is collaborative, innovative and student-focused

Our proposal firmly establishes literacy issues as a cluster problem – one that is owned by both primary AND secondary schools as well as the wider community. We recognise that externally imposed solutions and programs often fail to take into consideration the specific local root causes or the peculiar context of literacy issues. This proposal is as much about harnessing the expertise of local universities to develop our skills as innovators as it is about finding innovative solutions to this problem. We intend to build capacity within our staff and the staff of our feeder schools to develop data informed, thoroughly researched and proven, contextually appropriate and flexible literacy solutions for our students. For example, we will be prioritising the explicit teaching of decoding skills to large numbers of secondary students. **The key partners involved include:** Local feeder schools – this relationship is critical to ensure uniform data reflecting student performance is transportable both into secondary from primary and vice versa in a timely manner to inform strategies and processes to ensure alignment across sectors in order to avoid delays associated with transition to support staff in the development of their knowledge and skills associated with literacy Local Universities so that: teachers and leaders have access to critical friends to inform and support their use of data, the development of innovative strategies and the analysis of their success staff have the academic support to assist in making judgements regarding existing programs staff have a pathway to recognition to incentivise their efforts and successes in developing innovative literacy solutions Aldridge staff, some of whom will be required to take leadership roles in our literacy innovations while others will prototype strategies in their classrooms. **SEP staff** will make the program compatible for students with special needs and train senior student volunteers to support these students with their literacy. Parents and Students. We will need to work together to help build social, institutional and intellectual engagement if these strategies are to be successful.

Evidence informs decision-making at every stage

A. Prior to developing innovative potential strategies or repurposing existing strategies, we undertook an exploration of each of the issues, (including an interrogation of available data), to establish the root causes of the problems and the particular contextual anomalies that would impact on their design. From these findings, proposed innovations will be prototyped, with the support of University mentors, in order to refine the strategies prior to full implementation via scaling and diffusion. Each strategy will then be analysed regarding its success. So far our contention that we needed to investigate the decoding capacity of our students came from Christensen (2005), Hook et al (2002) and Chard et al (2000). Timetabling concerns, such as recommended class size and frequency of contact, were informed by Lingard (2005), Scammacca et al (2007), Solity et al (2000) and Rose (2009). B. The tools used to collect evidence of the impact of strategies will include: > Phonemic Awareness Testing > The PAT suite > NAPLAN results at junctures between Yr 5 and 9 > School based assessment data (especially for English and English based subjects) > Engagement (social, institutional and intellectual) > Staff, student and parent satisfaction survey data > University feedback and any subsequent papers

Principal endorsement

Name: Ross Higgins

Signature (insert electronic):

Date: 29/05/2015

P & C or School Council endorsement

Name: Paul Tucker

Signature (insert electronic):
AGENDA ITEM: 8

Topic: Workforce Report

Facilitator: Jim

Content: (1) Staff Well Being Focus
(2) Unplanned Absence Report
(3) Update on classified positions being filled
(4) General Predictions for 2016

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
Staff Wellbeing

Staff Wellbeing committee has been formed:

- Cynthia Jones
- Alota Lima
- Nina Butler

Wellbeing Survey has been conducted with the following results:

- 57 surveys completed (none of them smokers) – 38 female & 19 male
- Men are happier and feel more valued than women
- Sleep quality, fatigue & stress are major factors impacting on ability to perform work.
- Need to raise awareness of Gym, pool & bike racks
- Highlighted need for ready access of fresh fruit at work
- A lot of interest in company sponsorship & involvement in charity events
- A need for mental health and wellbeing talks

Options for explore now:

- Weight loss
- Emotional wellbeing
- Worklife balance
- Incentives – to participate, as a reward, to keep going
- Why do men feel more valued than women?
- Staff directions – university links etc.

Unplanned Leave

Learning Enhancement Centre Staff
Mainstream Staff

**Org Unit:** Aldridge State High School [2017]  
**Occupational Group:** -- All Occupational Groups --