

2019

Aldridge State High School

Annual Improvement Plan

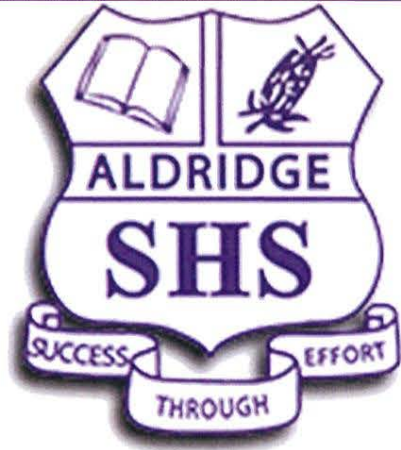
Annual Improvement Plan Sign Off:

Ross Higgins
Principal
Discussed at the School P&C Meeting Monday 18th February 2019

Julie Terry
P&C President

Tammy White
Chair, ASHS School Council
Endorsed at the School Council Meeting Monday 18th February 2019

Liam Smith
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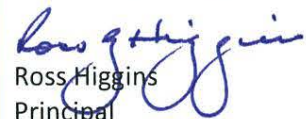


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Key Accountable Targets

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, 10c, 10d, 10e) in a calm, ordered caring environment (4, 6, 8, 9a, 10a, 10b)” –

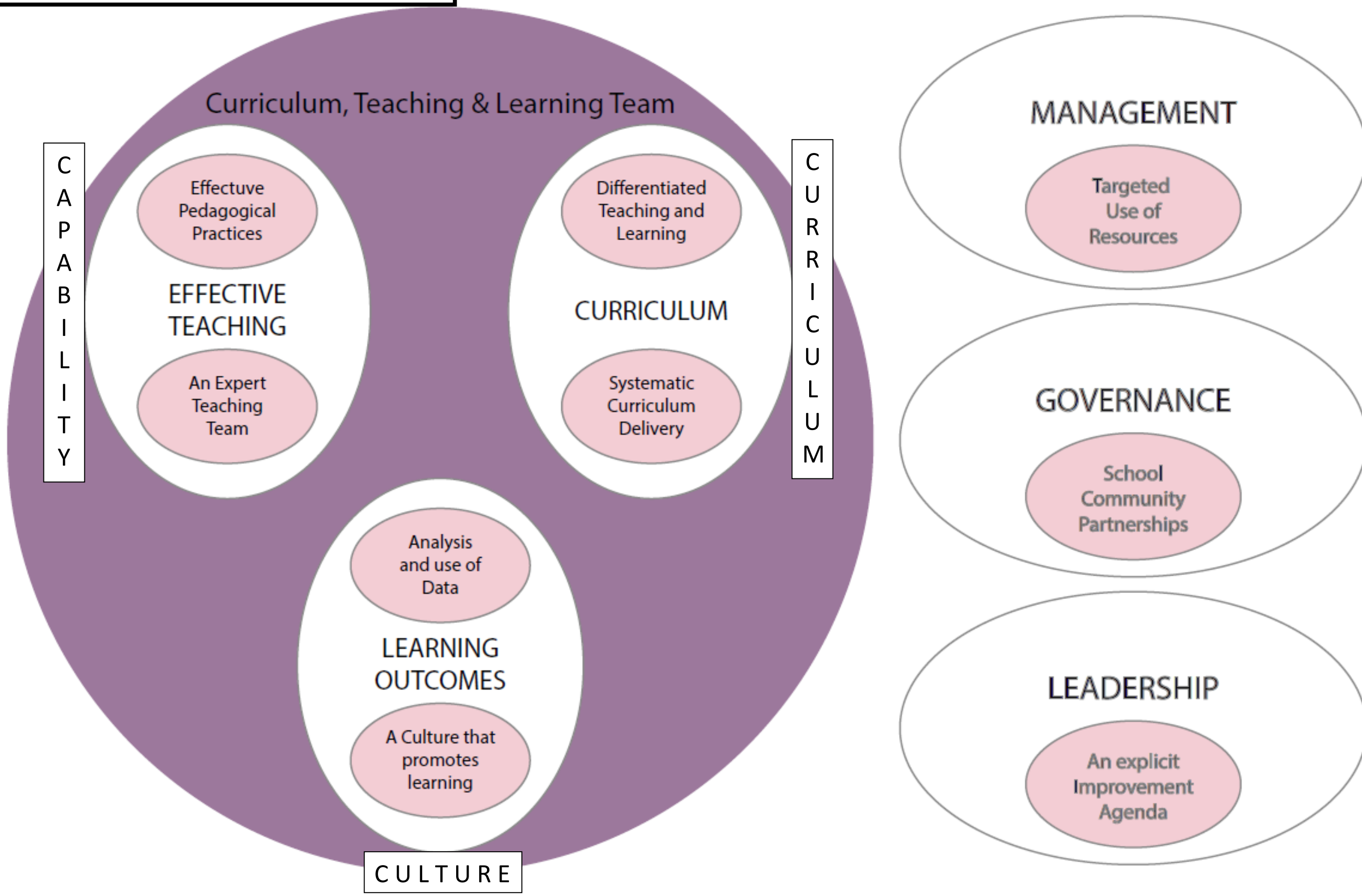
<u>Target</u>	<u>Data Source</u>	<u>Explanation of Target Relevance</u>
1. 95% Year 12 students exit with a QCE, QCIA or VET Certificate	QCAA	It is essential to ensure as many students as possible exit Year 12 with some form of formal learning accreditation. This data gives the percentage of students exiting with certified learnings.
2. 20% OP's 1 – 5, 65% OP 1 - 15 & 20% QCS Test “A”	QCAA	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 & differentiated curriculum learning contexts provided for students depending on their ability (ie: more able students do not simply do more of the same).
3 (a) 50% A or B for Achievement on end of Term Reports 3 (b) Less than 15% D or E	One School	This data gives a read on whole of school achievement levels & when tracked across time will show if any traction has occur through the “like minded groupings” initiative & through the implementation of the DoL.
4 (a) 85% A or B for Behaviour on end of Term Reports 4 (b) Less than 5% D or E	One School	This data provides a fell for the tone & 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.
5 (a) 80% A or B for Effort on end of Term Reports 5 (b) Less than 10% D or E	One School	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.
6. One School Daily Referrals less than 15.0 per day	One School	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 & playground environment.
7. Student Attendance above 91%	ID Attend	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.
8. Staff Morale above 80%	School Opinion Survey	This is a further tone & culture measure. The data collection protocols for the School Opinion Survey changed several years ago with the loss of the “neutral” (fence sitting) response.
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%	School Opinion Survey	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”.
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”.


School Performance Accountability:

Aldridge SHS utilises both the School Improvement Unit (SIU) and the Australasian Schools Accreditation Agency for accountability purposes. The domain structure these agencies report against is not identical. This diagram represents how the domains align and the domains for which each of the Leadership Groups (Curriculum, Capability and Culture) are responsible.

IDENTITY

IDENTITY



IDENTITY	LEADERSHIP	EFFECTIVE TEACHING	LEARNING OUTCOMES
<p>Key Outcomes:</p> <ul style="list-style-type: none"> ▶ The school has a collaboratively developed statement of purpose referred to as “The Aldridge Way”. ▶ The school has a Marketing Plan focussed on promoting: <ul style="list-style-type: none"> • 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 	<p>Key Outcomes:</p> <ul style="list-style-type: none"> ▶ ‘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. 	<p>Key Outcomes:</p> <ul style="list-style-type: none"> ▶ 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. 	<p>Key Outcomes:</p> <ul style="list-style-type: none"> ▶ 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. ▶ Achievement & Social Outcomes data tracked to identify trends/patterns.
<p>GOVERNANCE</p>			
<p>Key Outcomes:</p> <p><u>School Council/P&C</u></p> <ul style="list-style-type: none"> ▶ 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. <p><u>Aldridge Leadership Team</u></p> <ul style="list-style-type: none"> ▶ Maintain structure that allows classified officers to lead areas across the school ▶ Develop a review cycle for all strategic planning and policy documents through a collaborative systematic process ▶ Expose key members of Leadership team to National & International thinking and trends <p><u>Faculty Teams</u></p> <ul style="list-style-type: none"> ▶ 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 <p><u>Staff</u></p> <ul style="list-style-type: none"> ▶ Information pathways developed to meet both Administration needs & staff interests. ▶ Forums exist to allow for staff to have both input into, & explanation of, decisions effecting whole of staff/school planning. <p><u>Students</u></p> <ul style="list-style-type: none"> ▶ Forums/pathways exist to allow for student voice to be heard on aspects of school operation. <p><u>General</u></p> <ul style="list-style-type: none"> ▶ Policies and practices are clearly aligned with relevant legislation, professional standards and education department requirements. 	<p>CURRICULUM</p>		
	<p>Key Outcomes:</p> <ul style="list-style-type: none"> ▶ 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. 	<p>MANAGEMENT</p>	<p style="text-align: center;">WHOLE of SCHOOL Priority Learning Areas:</p> <p>The Priority Learning areas (PLA’s) for Aldridge State High School link to the school’s three key focus areas – Literacy, Numeracy and Social Outcomes. With reference to the Teacher Aide EB requirements these translate to the noted PLA’s - Learning Enhancement Area and the Literacy/ Numeracy Support Area.</p> <p>Teacher aides in these areas will be allotted as per in class requirements and only to support students in a classroom/homework centre. In addition to this, time could be allocated in the Learning Enhancement Area to assist with recess playground duty, tube feeding, toileting, manual handling and catheterisation. This is to ensure the safety of students and staff to support positive behaviours during school hours.</p> <div style="text-align: right;">  </div>

An Explicit Improvement Agenda

- Key Strategies:**
- ▶ Redevelop the communication processes to ensure that aligned leadership of domain initiatives and timely dissemination of proposals and decisions will impact on teacher practice.
 - ▶ Develop a collaborative strategic planning process that identifies an EIA with line of sight to classroom targets, monitoring and feedback.
 - ▶ Revisit the *Aldridge Way* to ensure engagement and clarity of understanding by all stakeholders.

Systematic Curriculum Delivery

- Key Strategies:**
- ▶ Consult with the wider school community and with teaching staff regarding the future timetabling proposal to enable a timely decision to be made (for 2019).
 - ▶ Refine the whole-school curriculum, assessment and reporting plan.
 - ▶ Adopt whole-school structures and processes to ensure that teachers and school leaders are able to effectively and regularly participate in curriculum planning and moderation.

School staff members and students speak with pride regarding their school.
The school community is welcoming with positive, caring and inclusive relationships apparent between students, staff members and parents. A strong collegial culture exists between staff members who articulate that they value the professional culture of mutual trust and the support of colleagues. The school is highly regarded by the wider community.

The school virtues of 'Respect, Responsibility, Caring, Commitment and Self-discipline' are significant school pillars in supporting student wellbeing.

Staff members articulate that these virtues are driving the school's expectation that every student is able to learn and achieve. Student wellbeing is a priority and the student support services team provides a referral process and avenues of wellbeing support through a range of internal and external programs, resources and agencies.

The school seeks to engage students in the teaching and learning process and encourages personal responsibility.
Artefacts displayed around the school and the *Staff Information Booklet* highlight the *Aldridge Way*. Posters focus on *Self-Directed Learners*. Strategies connected to this focus are sometimes explicit in the planning and practice of teachers.

The leadership team has introduced a new system of strategic planning based on the domains of the National School Improvement Tool (NSIT).

In this system deputy principals work with groups consisting of Heads of Department (HOD) and teachers to develop strategies for school improvement. Leaders and teachers acknowledge the innovation this encourages through small group collaboration. Most school leaders and teachers identify a need for clarity regarding the processes for ratifying these strategies as whole-school expectations, and for the consultation and communication of these to all leaders and teachers.

Significant progress has recently been made in developing strategies to enhance elements of the expert teaching team domain.

Teaching staff and leaders acknowledge that the newly developed Annual Performance Development Plan (APDP) process is moving teachers from a compliance process to one of professional growth. Planning has aligned line management protocols to walkthroughs and the *Aldridge Learning Model*. Some of these strategies are yet to be enacted across the school. 7

Teaching staff are eager to expand their subject knowledge to learn how to improve on current teaching practices.

Teachers commend the informal professional support they receive from colleagues. School leaders provide opportunities for teachers to work together to share teaching and planning strategies when requested by teachers. Informal and formal collaborative sharing exists within faculties. Some teachers are provided with feedback on teaching practice. Pedagogical practices are shared on an informal basis by some teachers. This involves inviting colleagues to observe their teaching. Reservations are expressed by a number of teachers regarding the observation and sharing of their teaching practice.

Class teachers engage in term-based data review cycles.

Data is discussed with HODs in line management meetings and is utilised to inform class placement. Some teachers utilise OneSchool dashboard to ascertain data on students at the beginning of year. The full process regarding the utilisation of data to inform classroom practice is able to be discussed by a number of teachers.

There are strong partnerships with primary partner schools.

The school has invested significant resourcing into shared curriculum programs with cluster schools that are aligned to the improvement priorities. Cluster schools share data regarding student progress linked to these key programs. All partners are committed to the common goals of enrolment retention and the seamless transition of students across the primary secondary juncture.

The school works to enhance a culture of inclusivity.

Initiatives including the Girls Academy strengthen cultural and community links and focus on building student efficacy and success. Increased engagement with community Elders and recognition of Indigenous culture have been enhanced through this program. The school has a long-standing Japanese sister school partnership with biennial cultural visits.

Analysis & Discussion of Data

- Key Strategies:**
- ▶ Further develop staff capacity in using a range of data to inform teaching and learning.
 - ▶ Develop a shared understanding and commitment to the school's data collection plan.
 - ▶ Develop and implement a consistent model for moderation of student assessment across the school.

Differentiated Teaching/Learning

- Key Strategies:**
- ▶ Continue to expand co-curricular and extracurricular opportunities to accelerate learning for gifted and talented and/or U2B students.
 - ▶ Develop Quality Assurance (QA) processes to monitor ICP implementation.
 - ▶ Develop and document consistent processes for recording extension and support strategies to assist students to meet and/or exceed the year level or band achievement standards.

A Culture that Promotes Learning

- Key Strategies:**
- ▶ Adopt processes that allow staff to regularly review the school's RBPS intent and processes to ensure they are embedded across the school and consistently implemented.
 - ▶ Research, develop and implement learning opportunities for students that promote a culture of inquiry, innovation and independent learning within classroom learning programs.

Effective Pedagogical Practices

- Key Strategies:**
- ▶ Communicate and enact clear expectations regarding the use of effective teaching strategies within the revised *Aldridge Learning Model* across the school to maximise student engagement in the learning process.
 - ▶ Develop a process of instructional leadership to model, share and review pedagogical engagement strategies beyond learning goals and success criteria.
 - ▶ Further develop the process to enable leaders and teachers to visit classrooms and to share teaching strategies.

Targeted use of Resources

- Key Strategies:**
- ▶ Enhance the budget development process to allow key staff to collaboratively develop, monitor and evaluate the effectiveness of human and financial resource allocations in priority areas.
 - ▶ Review and enhance the resourcing and access of students to ICT devices in modified programs to support teachers to deliver planned curriculum. Broad array of diverse curriculum offerings for the full range of students supported by flexible delivery options.

School-Community Partnerships

- Key Strategies:**
- ▶ Develop and implement processes to engage parents in learning partnerships to enhance student wellbeing and learning outcomes.
 - ▶ Further involve the school council in developing the strategic direction of the school.

An Expert Teaching Team

- Key Strategies:**
- ▶ Clarify, communicate and enact the alignment of line management topics to walkthroughs and the *Aldridge Learning Model*.
 - ▶ Develop a professional learning plan that enables all instructional leaders to support teachers in delivering the pedagogical strategies within the *Aldridge Learning Plan*.

WHOLE of SCHOOL Priority Learning Areas:

The Priority Learning areas (PLA's) for Aldridge State High School link to the school's three key focus areas – Literacy, Numeracy and Social Outcomes. With reference to the Teacher Aide EB requirements these translate to the noted PLA's - Learning Enhancement Area and the Literacy/ Numeracy Support Area.

Teacher aides in these areas will be allotted as per in class requirements and only to support students in a classroom/homework centre. In addition to this, time could be allocated in the Learning Enhancement Area to assist with recess playground duty, tube feeding, toileting, manual handling and catheterisation. This is to ensure the safety of students and staff to support positive behaviours during school hours.



E X P L I C I T I M P R O V E M E N T A G E N D A	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES & TARGETS	TIMELINES	KEY RESPONSIBLE OFFICER(S)
	Reading Reading intervention through Reading Links <ul style="list-style-type: none"> Decoding Transition Comprehension 	95% of students functionally literate by the end of year 9 as evident by: <ul style="list-style-type: none"> Achieving BKSB Level 3 >95% Achieving C or better in English, Humanities and Science >85% – One School Reports Progression across Reading Phonological awareness test and Salford test ICP Progression of at least 1 year for 1 years work Appropriate Progression as evidenced by: <ul style="list-style-type: none"> NAPLAN Reading Relative Gain from 5 – 7 and 7 – 9 for bottom group <20% (SDP) Year 7 Entry level (percentage at age appropriate level) 2018 matched to 2020 Year 9 Middle School Exit point and monitored at Semester junctions during that time. Year 6 Semester 2 English, Science and Humanities A – E data used as baseline from which to improve. Data tracked from Semester 2 2017 through until end of Year 9 (2020) 2018 Year 7 NAPLAN Reading outcomes for targeted students mapped against 2016 Year 5 performance. Similar for Year 9's mapped against 2016 Year 7 performance Relative NAPLAN performance mapped against Similar Queensland State Schools (SQSS). SOS data – Literacy skills (Parent and Students) >90% Agree Alignment (within 20%) of English A and B results with average % of U2B in reading	Review when tasks repeated. Termly One School Reports One School Data Profile	Deputy Principal (Junior School) Head of Department (English) Reading Links Program Co-ordinator
	Attendance Key strategies include: <ul style="list-style-type: none"> Promotion of importance of attendance to community. Promotion of inter house group competition and rewards Rewards for high and improved attendance Adherence to policy for non-attendance. 	Whole of school attendance >91% <ul style="list-style-type: none"> <85% attendance at <20% >90% attendance above 50% (Using Oneschool performance dashboard) >95% attendance above 20% (Using Oneschool performance dashboard) Data to Monitor <ul style="list-style-type: none"> Semester 2 2018 to end of year 2019 attendance rates mapped at a whole of school and Year level from term to term. Trends from previous years (drop Term 1 to 3 with pick up in Term 4). Unexplained absence and percentage of students in <85% and >95% ranges. Student retention levels across the year. SOS data – (Students)Teachers care, Good Education (Parents) Well being, Good Education Performance gap between Indigenous and Non-Indigenous students 	5 week review cycle	Deputy Principal (Junior School) Deputy Principal (Senior School) Year Level Co-ordinators Student Services Officer
Writing As a minimum, prototype with Year 10 students the explicit instruction necessary to develop written responses utilizing the respective cognitive verbs associated with SATE syllabuses. Potentially based off ELDAC. Promote opportunities for able/enthusiastic writers though Super Scribblers and Write a Book in a Day.	<ul style="list-style-type: none"> Achieving C or better in English, Humanities and Science >85% – One School Reports NAPLAN Writing Relative Gain from 5 – 7 and 7 – 9 for bottom group <20% (SDP) Alignment (within 20%) of English A and B results with average % of U2B in writing SOS data – Literacy skills (Parents and Students) >90% Agree Data to monitor <ul style="list-style-type: none"> Semester 2 2017 Year 6 English, Science and Humanities A – E data tracked across each term until the end of Year 9. Similar tracking for students in Year 8 and 9. 2018 Year 7 NAPLAN Writing performance matched to 2020 Year 9 NAPLAN Writing for matched students. Year 5 to 7 and Year 7 to 9 Writing NAPLAN relative gain Relative NAPLAN performance mapped against Similar Queensland State Schools (SQSS). Individual student improvement evident (as measured by marks assigned) across written tasks within subjects. 	Review when tasks repeated. Termly One School Reports One School Data Profile	Deputy Principal (Junior School) Head of Department (English) <div style="border: 1px solid black; padding: 5px; text-align: center;"> EIA Leadership Dan Lourigan – DP (Junior School) </div>	

Coding Key	Standard
Target Met	A
Within 5% of target	B
5% to 10% off target	C
Over 10% off target	D or E

STRATEGY FOCUS & ACTIONS

Articulating the Way Aldridge does Business

Further refine/develop “The Aldridge Way”

- Seek feedback from stakeholders
- Align decision making to reflect the purpose, vision and virtues of our school as articulated in “The Aldridge Way”.
- Implement plans from review of The Aldridge Way in 2019. (*Governance*)

Marketing (Promotion) Plan

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

School Improvement Focus

- Facilitate student success as described in Culture Domain
- Celebration of success:
 - Student
 - Staff
- Embed Developing Performance Framework processes
 - Implement alignment with AITSL standards as a core aspect of DPF
- 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 & SATE
- 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

Communication

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

School Image

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

Identity Domain Leadership
Shane Haddow – DP (Senior School)

Coding Key	Standard
Target Met	A
Within 5% of target	B
5% to 10% off target	C
Over 10% off target	D or E

PERFORMANCE MEASURES

- ▶ 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 reviewed by end Term 3 2018.

School Opinion Survey Data

EQ School Opinion Survey – (Parents)

- S2001 (Child likes being here)
- S2006 (Quality student feedback)
- S2007 (Motivated to learn)
- S2012 (Behaviour well managed)
- S2014 (School well maintained)
- S2023 (Responsive to enquiries)
- S2024 (Asks for my input)
- S2025 (Kept well informed)
- S2027 (Encouraged to participate)
- S2032 (Sense of community)
- S2033 (Celebrates success)
- S2035 (Good School)

EQ School Opinion Survey – (Students)

- S2036 (Like being at my school)
- S2038 (Teachers motivate me)
- S2044 (Behaviour well managed)
- S2046 (School well maintained)
- S2060 (Clearly explain work)
- S2068 (Good School)

EQ School Opinion Survey – (Employees)

- S2069 (Enjoy working at this school)
- S2071 (Receive Useful feedback)
- S2074 (Student Behaviour well managed)
- S2076 (Staff opinions taken seriously)
- S2078 (School well maintained)
- S2084 (Staff Morale is positive)
- S2085 (DPF helps me improve)
- S2086 (Access Quality PD)
- S2094 (Good communication between staff)
- S2106 (School celebrates staff achievement)

Auditors Reports

- School Improvement Unit (SIU) Report
- Systems Audit Report
- ASAA Report

Enrolment Data

- Percentage of NAPLAN Band 8 & 9 students from key feeder schools (West, St Helens, Tinana, Sunbury) coming to ASHS

One School - School Data Profile

Monitored by triangulation of student samples / website / unit plans.

TARGETS

- Reviewed Marketing Plan endorsed at Term 4 2018 School Council
- AIP and Budget endorsed at Term 1 2018 School Council Meeting.
- Plans reviewed in Term 4 and endorsed at the next School Council meeting in Term 1 2019
- **ENGAGEMENT** and **ACHIEVEMENT** data shows relative gain for each cohort from term to term each year.

School Opinion Survey Targets

EQ School Opinion Survey – (P)

- (a) S2001 (90%)
- (b) S2006 (90%)
- (c) S2007 (90%)
- (d) S2012 (90%)
- (e) S2014 (90%)
- (f) S2023 (90%)
- (g) S2024 (90%)
- (h) S2025 (90%)
- (i) S2027 (90%)
- (j) S2032 (90%)
- (k) S2033 (90%)
- (l) S2035 (90%)

EQ School Opinion Survey – (S)

- (a) S2036 (90%)
- (b) S2038 (90%)
- (c) S2044 (90%)
- (d) S2046 (90%)
- (e) S2060 (90%)
- (e) S2068 (90%)

EQ School Opinion Survey – (E)

- (a) S2069 (90%)
- (b) S2071 (90%)
- (c) S2074 (90%)
- (d) S2076 (90%)
- (e) S2078 (90%)
- (f) S2084 (90%)
- (g) S2085 (90%)
- (h) S2086 (90%)
- (i) S2094 (90%)
- (j) S2106 (90%)

Auditors Reports

- SIU – actions noted against Improvement Strategies
- Systems Rating: Sound or above
- ASAA Accredited

- U2B's from key feeders – 85%

STRATEGY FOCUS & ACTIONS

School Council/P&C

- Roles & responsibilities noted on Website.
- 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.

Aldridge Leadership Team

School Explicit Improvement Agenda

- RAW – Reading, Attendance & Writing
- To support the EIA - All staff to have “FUN” – Focus on key issues (Literacy/Numeracy/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 (New 4 year plan due by the end of the year).
- 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
 - SEP
 - Indigenous programs
 - Teacher aide allocation
 - Level Staffing balance
- PD for Executive team focussing on how other systems monitor & enhance individual student & school performance (may involve Interstate or 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 with clear links to AITSL standards.
- Monitor alignment of PD with AIP & DPF
- Formalised Beginning teacher program for new to school or new to KLA teachers
- Formalised Mentoring program
- Formalise/structure Domain set up to “promote” HOD whole of school leadership roles.

Faculty Teams

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

- Use HAT status acquisition as the long term planned outcome for performance enhancement for staff with HAT status goal.
- Line management meetings used to model evidence collection and storage for HAT/LT process.

	Coding Key	Standard
	Target Met	A
	Within 5% of target	B
	5% to 10% off target	C
	Over 10% off target	D or E

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

- School Improvement Unit 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

Governance Domain Leadership
Ross Higgins – Principal

TARGETS

School Opinion Survey Data (Target)

EQ SOS – (Parents)

- S2014 (90%)
- S2023 (90%)
- S2025 (90%)
- S2029 (90%)
- S2031 (90%)
- S2035 (90%)

EQ SOS – (Students)

- S2036 (90%)
- S2046 (90%)
- S2068 (90%)

EQ SOS – (Staff)

- S2084 (90%)
- S2085 (90%)
- S2087 (90%)
- S2095 (90%)
- S2105 (90%)
- S2109 (90%)

EQ Internal Systems Reports

- SIU – all areas at required level (N/A)
- Overall Rating: 3 or above

External Quality Assurance

- Fully Accredited ASAA School

School Council

- Minutes available two weeks after each meeting
- Current Constitution on Web
- Council Chair briefs staff at the beginning of each year.
- Endorsements noted in Minutes.
- Roles, Responsibilities & of biographies of Council members accessible through School Website.

Aldridge Leadership Team

- Responsibilities of classified officers noted & available via G drive & web.
- ALT meetings, staff briefings & Vodcasts feature planned opportunities for Domain leaders to note Domain activity, future options & guided opportunity for staff/ community feedback.

Faculty Teams

- Key within-faculty responsibilities noted on G drive & Web.
- Regular faculty meetings minuted.
- Future Workforce planning evident in all faculties.
- 100% of Staff actively engaged with DPF and target setting at a class, cohort & faculty level

STRATEGY FOCUS & ACTIONS

Aldridge Way

- Promote Vision statement with both staff and student body to improve ownership and clarity
- Ensure improvement agenda items are tied to engagement, professionalism and/or learning environment

Fostering Staff Leadership Capacity

- Continue to promote Career Aspirant program to all staff to increase leadership density
- Enhance 'Stepping Stone' Program opportunities using YLC's as mentors

Strong focus on Strategic Decision Making, Planning & Improvement

- Professional Development for staff in key leadership positions focussing on systems to improve school performance and enhance student outcomes. Including;
 - QSPA conference
 - INTASE conference
 - ASAA study tours
 - Local collaboration
- Strengthen alignment with staff DPF processes and Faculty Improvement Plan (and therefore AIP)
- School priorities focussed on as part of DPF processes

Monitoring & Targeting Student Progress

- Ensure target setting provides context for DPF processes.
Set target → develop strategy → review → reset

Transparency in Decision Making Process, Structure & Individuals Involved

- Council, ALT, Faculty process & key personnel information openly available
- Inclusion of School Council in major/Strategic considerations
- Provide effective framework for Student Leaders to contribute to decision making processes
- Provide Agenda Structures for all key meetings (Council, ALT, Faculty/Cluster)
- P&C and Council Meeting Minutes available to school community.
- Staff training, background & experience available to school community.
- Both consultative and collaborative processes used where relevant
- Provide effective framework for Student Leaders to contribute to decision making processes

Promote & Recognise Staff Excellence

- Embed structures to formalise staff recognition on a regular basis.
 - Agenda Structure
 - Review of Teacher Awards process
 - One Note tab

Collegial sharing of practice (mentoring/ coaching) key aspect of professional learning.

- Collegial Mentor process for Professional Growth through DPF
- Formalise HOD observations of staff
 - Up to 8 per year
 - Direct feedback sessions post observation

The leadership team demonstrate purposeful leadership to build trust and promote professionalism

- Transparency in decision making processes
- Strategic planning around continued improvement
- Ethical decision making linked to Values and Beliefs statement

Leadership Domain Leadership
 Ross Higgins (Principal)
 Shane Haddow - DP (Senior School)
 Dan Lourigan – DP (Junior School)
 Gayle Barbeller – DP (Special)
 Cynthia Jones – BM (AO6)

Coding Key		Standard
	Target Met	A
	Within 5% of target	B
	5% to 10% off target	C
	Over 10% off target	D or E

PERFORMANCE MEASURES

School Opinion Survey Data

EQ School Opinion Survey – (Parents)

- S2005 (Teachers expect child to do best)
- S2007 (Teachers Motivate child to learn)
- S2011 (Parents opinions taken seriously)
- S2013 (School looks to improve)
- S2024 (School asks for input)
- S2032 (School has strong sense of community)
- S2035 (This is a good school)

EQ School Opinion Survey – (Students)

- S2043 (Students opinions taken seriously)
- S2045 (My school looks for ways to improve)
- S2068 (This is a good school)

EQ School Opinion Survey – (Staff)

- S2075 (Staff well supported)
- S2076 (School takes staff opinions seriously)
- S2081 (Necessary skills)
- S2084 (Staff Morale positive)
- S2085 (DPF helps improve)
- S2086 (Access Quality PD)
- S2087 (Access necessary information)
- S2088 (Required skills)
- S2096 (Kept well informed about things important to my work)
- S2098 (School Asks for My Input)
- S2100 (Participate in Quality PD)
- S2101 (Take responsibility for my own work)
- S2102 (Encourages to take leadership roles)
- S2103 (Encouraged Coaching & Mentoring)
- S2105 (Strong sense of community)
- S2106 (School celebrates staff achievements)
- S2108 (This is a Good School)
- S2109 (Working at this school is rewarding)
- S2123 (School provides students with opportunities to experience different age appropriate responsibilities)

HOD/DP Observations

Table results at DP line meetings

Other Data

- Staff Initiated Surveys (Deputy Principals, HOSSES & Teachers)
- RADII Parent, Staff & student surveys

TARGETS

School Opinion Survey Data Target

EQ School Opinion Survey – (Parents)

- S2005 (90%)
- S2007 (90%)
- S2011 (90%)
- S2013 (90%)
- S2024 (90%)
- S2032 (90%)
- S2035 (90%)

EQ School Opinion Survey – (Students)

- S2043 (90%)
- S2045 (90%)
- S2068 (90%)

EQ School Opinion Survey – (Staff)

- S2075 (90%)
- S2076 (90%)
- S2081 (90%)
- S2084 (90%)
- S2085 (90%)
- S2086 (90%)
- S2087 (90%)
- S2088 (90%)
- S2096 (90%)
- S2098 (90%)
- S2100 (90%)
- S2101 (90%)
- S2102 (90%)
- S2103 (90%)
- S2105 (90%)
- S2106 (90%)
- S2108 (90%)
- S2109 (90%)
- S2123 (90%)

A – 4 obs/year
 B – 6 obs/year
 C – 8 obs/year

DP survey results at 90% or greater

STRATEGY FOCUS & ACTIONS

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 Aldridge Learning Model with links to Unit PlanTemplate.
- 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 teachers and Ancillary Staff

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.

Staff Wellbeing

- Embed the wellbeing program for staff.
- Promote the availability of pool and gym for staff use.

Management Domain Leadership
Cynthia Jones – BM (AO6)

Coding Key		Standard
	Target Met	A
	Within 5% of target	B
	5% to 10% off target	C
	Over 10% off target	D or E

PERFORMANCE MEASURES

School Opinion Survey Data

EQ School Opinion Survey – (Parents)

- S2014 (This school is well maintained)
- S2022 (Staff at this school are approachable)
- S2023 (Staff responsive to my enquiries)
- S2024 (This school asks for my input)
- S2025 (This school keeps me well informed)
- S2027 (Encouraged to participate in school activities)
- S2029 (Useful information online)
- S2031 (This school is well organised)
- S2035 (This is a Good School)

EQ School Opinion Survey – (Students)

- S2037 (I feel safe at my school)
- S2043 (Students' opinions taken seriously)
- S2044 (Student behaviour is well managed)
- S2045 (My school looks for ways to improve)
- S2046 (My school is well maintained)
- S2064 (My school encourages me to participate in school activities)
- S2065 (Encourages me to be a good community member)
- S2066 (School celebrates student achievements)

EQ School Opinion Survey – (Staff)

- S2069 (I enjoy working at this school)
- S2070 (School is a safe place to work)
- S2071 (Useful feedback about my work)
- S2073 (Students treated fairly at this school)
- S2074 (Student behaviour is well managed)
- S2075 (Staff are well supported)
- S2076 (School takes staff opinions seriously)
- S2077 (This school looks for ways to improve)
- S2078 (This school is well maintained)
- S2080 (I feel I have a good work-life balance)
- S2082 (Well prepared for all job aspects)
- S2084 (Staff morale is positive at this school)
- S2085 (DPF process improves my work)
- S2089 (I am aware of OH&S procedures)
- S2090 (Information and communication equipment is well maintained at this school)
- S2091 (Staff are approachable)
- S2093 (Good team spirit amongst staff)
- S2094 (Good communication between staff)
- S2095 (This school is well organised)
- S2096 (School keeps me well informed)
- S2097 (Useful information online)
- S2098 (This school asks for my input)
- S2099 (Encouraged me to provide feedback)
- S2104 (Reasonable demands of me)
- S2105 (Strong sense of community)
- S2107 (Recommend school to others)
- S2108 (This is a good school)

Other Data

- Staff Initiated Survey (Deputy Principals, HOSES & Teachers)
- RADII Parent, Staff & student surveys

TARGETS

School Opinion Survey Data Target

EQ School Opinion Survey – (Parents)

- S2014 (90%)
- S2022 (90%)
- S2023 (90%)
- S2024 (90%)
- S2025 (90%)
- S2027 (90%)
- S2029 (90%)
- S2031 (90%)
- S2035 (90%)

EQ School Opinion Survey – (Students)

- S2037 (90%)
- S2043 (90%)
- S2044 (90%)
- S2045 (90%)
- S2046 (90%)
- S2064 (90%)
- S2065 (90%)
- S2066 (90%)

EQ School Opinion Survey – (Staff)

- S2069 (90%)
- S2070 (90%)
- S2071 (90%)
- S2073 (90%)
- S2074 (90%)
- S2075 (90%)
- S2076 (90%)
- S2077 (90%)
- S2078 (90%)
- S2080 (90%)
- S2082 (90%)
- S2084 (90%)
- S2085 (90%)
- S2089 (90%)
- S2090 (90%)
- S2091 (90%)
- S2093 (90%)
- S2094 (90%)
- S2095 (90%)
- S2096 (90%)
- S2097 (90%)
- S2098 (90%)
- S2099 (90%)
- S2104 (90%)
- S2105 (90%)
- S2107 (90%)
- S2108 (90%)

SIU RECOMMENDATIONS	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS
<ul style="list-style-type: none"> Consult with the wider school community and with teaching staff regarding the future timetabling proposal to enable a timely decision to be made (this was based on 2018 process for 2019) 	<p>Timetable Planning</p> <ul style="list-style-type: none"> The planning processes for future timetable proposals is both collaborative and consultative to allow for a broad array of diverse curriculum offerings for the full range of students supported by flexible delivery options 	<p><u>EQ School Opinion Survey - Staff</u> S2076 The school takes staff opinions seriously S3220 There is good communication between all staff at my school S3222 I feel that staff morale is positive at my school</p>	<p><u>EQ School Opinion Survey - Staff</u></p> <ul style="list-style-type: none"> S2076 (80%) S3220 (80%) S3222 (80%) Timetable that facilitates optimum opportunity for student learning. Line structure finalised mid-Term 2 Subject Selections (Year 9, 10 and 11) finalised end Term 3
<ul style="list-style-type: none"> Refine the whole-school curriculum, assessment and reporting plan. 	<p>Curriculum, Teaching & Learning Plan</p> <ul style="list-style-type: none"> The curriculum, teaching & learning plan is kept current & relevant through: <ul style="list-style-type: none"> Yearly Review by admin and all faculty HODs Document amendments discussed with staff prior to implementation Unit Plan templates to be reviewed "Turnitin" to be adopted for plagiarism to be addressed BYOx 	<p>Alignment exists between the curriculum framework and unit plans with Australian and QLD curriculum documents, ASHS Statement & pedagogical framework.</p> <p>Accessibility of Plan</p> <p>Adherence to Plan</p> <p>Budgetary commitment \$4600 Turnitin</p> <p>Embedded process of electronic submission of assessment in years 11 & 12</p>	<ul style="list-style-type: none"> Curriculum, Teaching and Learning Plan – review T4 2019 Unit Plan templates finalised end 2019 Staff feedback (through line management) to HOD → ALT "Turnitin" implemented start 2019 (Internal staff PD – SFDs 2019) 90% Electronic submission senior assessment Reduction in plagiarism
<ul style="list-style-type: none"> Adopt whole-school structures and processes to ensure that teachers and school leaders are able to effectively and regularly participate in curriculum planning and moderation 	<p>Develop Internal Moderation Processes</p> <ul style="list-style-type: none"> All faculties to have regular internal moderation and cross marking <ul style="list-style-type: none"> Internal Moderation and Feedback form (IMF) Central location for all assessment and unit plans for each Department <p>Structured Curriculum planning and review processes</p> <ul style="list-style-type: none"> Develop timelines for all faculties to adhere to Curriculum delivery and assessment reviewed regularly in response to student learning data 	<p>Consistency exists in unit planning and marking across all faculty areas</p> <p>All Assessment Items accompanied by IMF form</p> <ul style="list-style-type: none"> HODs to monitor Electronic markbook to record <p>Accessibility and usage of Unit plans</p>	<p>Internal faculty review – annually</p> <p>Cross marking and completion of IMF form within 2 weeks of due date</p>
<p>SCHOOL RECOMMENDATIONS</p>			
<ul style="list-style-type: none"> SATE 	<p>SATE Implementation</p> <ul style="list-style-type: none"> Timelines met re submission of assessment items and study plans Departments to continue to develop assessment based on new ATAR formatting guidelines External Examination procedures <ul style="list-style-type: none"> Alternate exams developed Policy development Mock external assessments Staff accredited as Assessment Endorsers, Confirmers, External Assessment Writers and External Assessment Markers 	<p>Smooth transition to new system</p> <p>Staff confidence</p> <p>Staff accreditation</p> <p>TLAPs and Study Plans completed and accessible from central location</p>	<p>100% of Assessment items and study plans submitted on time</p> <p>2 separate assessment pieces per unit</p> <p>100% staff completed courses 1, 2 & 3</p> <p>20% staff accredited as either endorsers, confirmers, external writers and/or external markers</p> <p>95% QCE/QCIA/VET attainment</p>
<ul style="list-style-type: none"> The junior secondary curriculum in English, Mathematics, Science and SOSE supports the learning needs of a wide range of students' ability levels. 	<p>Junior KLAs to include Essentials as part of 3 tier structure</p> <ul style="list-style-type: none"> Mainstream/Essentials/Modified Streamed Mainstream classes Assessment and curriculum delivery modified for Essentials classes ICPs for Modified classes for identified students Gifted & Talented students identified and ICP's developed to support needs. 	<p><u>EQ School Opinion Survey – Parents</u></p> <ul style="list-style-type: none"> S2003 My child's learning needs are being met S2007 Teachers motivate my child to learn S2010 School works to support my child's learning S2017 English skills are being developed S2018 Maths skills are being developed 	<p><u>EQ School Opinion Survey – Parents</u></p> <ul style="list-style-type: none"> S2003 (90%) S2007 (90%) S2010 (90%) S2017 (90%) S2018 (90%) <p><u>Achievement</u> >50% A – E & <15% D, E, N 70% OP 1 – 15, 20% OP 1 – 5 20% QCS Test "A"</p>

<ul style="list-style-type: none"> Whole school Literacy & Numeracy Plans 	<p>Whole School Literacy & Numeracy Plans</p> <ul style="list-style-type: none"> Collaboratively developed Build on current processes – verbs, Matt Rigby, TEEL Reading Links – Decoding/Transition/Comprehension Improved student writing skills <p>Literacy and Numeracy priority supported through the allocation of dedicated curriculum time to deliver specialist programs</p>	<p>Differentiation through timetable structure to cater for wide range of student ability levels</p> <p>Reading links success – decoding/transition/comprehension</p> <p>Embedded practice school wide Consistent “language” and processes</p> <p>Individual student improvement evident (as measured by marks assigned) across written tasks within subjects</p>	<p>Whole school plans finalised end 2019</p> <p>100% of faculties have identified literacy and numeracy components in unit plans</p> <p>Reading Links - 65% graduate from program</p> <p>95% of students functionally literate by the end of year 9 as evident by:</p> <ul style="list-style-type: none"> Achieving BKSB Level 3 >95% Achieving C or better in English >90% – report card
<ul style="list-style-type: none"> Continued strong partnerships with community and business organisations to support student pathways 	<p>Senior Schooling</p> <ul style="list-style-type: none"> Partnerships with Universities in particular USC to be developed further ASHS & USC to develop further accelerated pathways into Tertiary studies Links with employment agencies such as EPIC to be further utilised TESS links with Year 10 Semester 2 Collation of Data regarding Year 13 outcomes Continued strong partnerships with community and business organisations to support student pathways 	<p>University entry pathways</p> <p>Early Offer guarantee enrolments</p> <p>SATs/Work Placement</p> <p>Headstart enrolments</p> <p>VETIS usage</p> <p>Next Steps report</p>	<p>5% Early Offer guarantee</p> <p>10% SATs/Work Placement</p> <p>15% Headstart enrolments</p> <p>90% Year 13 involved in further study or employment</p>
<ul style="list-style-type: none"> NAPLAN 	<p>NAPLAN</p> <ul style="list-style-type: none"> Alignment to Regional strategies Year 9 writing focus U2B NMS 	<p>Relative Gain as key indicator (5 → 7, 7 → 9)</p>	<p>100% students reaching NMS</p> <p>Equal or above Like Schools in all areas</p> <p>Biggest Gain in Writing</p> <p>10% U2B for Writing</p>

CAPABILITY	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS
<p>Key Outcomes:</p> <ul style="list-style-type: none"> ▶ Develop a culture of accountability in which teachers access and analyse data to make informed decisions and document and share differentiated teaching and pedagogical strategies ▶ Alignment of the Developing Performance Framework and line management topics to walkthroughs and the Aldridge Learning Model. ▶ Develop a professional learning plan that enables all instructional leaders to support teachers in delivering the pedagogical strategies within the Aldridge Learning Model ▶ Implement a consistent pedagogical language across the school ▶ Develop a culture of collaboration in which teachers share and mentor best practice in an open door classroom environment ▶ Align all teaching practices to the AITSL standards to provide a guide to measure teacher improvement ▶ Clarify, communicate and enact the alignment of line management topics to walkthroughs and the Aldridge Learning Model. 	<p>Understanding</p> <ul style="list-style-type: none"> • Clear communication, through meeting structures, of the DPF process, line management processes and the capacity building flowchart <p>Accountability & Data</p> <ul style="list-style-type: none"> • Ensure all staff understand how to access and utilise OneSchool data • Use DPF and Line management meetings to ensure that data is reviewed and used consistently to drive decisions about student differentiation and future pedagogical strategies • Line managers to monitor support evidence linked to staff DPF goals through lesson observations and staff digital folios and ensure alignment to AITSL standards • Mentors, Lesson observations and classroom profiling used to provide teacher feedback on their alignment to the Aldridge Learning Model <p>Culture of Collaboration</p> <ul style="list-style-type: none"> • Expand the mentor program for beginning teachers across the first three years • Utilise HAT and Experienced Senior Teachers to model evidenced based strategies from the Aldridge Learning Model and best practice (Behaviour management/ Literacy). • Expand and Utilise Class Profilers to provide regular staff feedback on Essential Skills for Classroom Management • Utilise professional development budget to provide digital and in class pathways for teachers to engage and share best practice evidenced based teaching and 21st century digital technology strategies <p>Differentiation</p> <p>Upskilling of teachers to support</p> <ul style="list-style-type: none"> • Continued streaming in core classes ensuring movement is flexible and attainable for students • Continued ICP development to ensure targeted resources and age appropriate learning • Continued transition Gifted and Talented program and expand into identification and extension of Aldridge students <p>Common Pedagogical Language</p> <ul style="list-style-type: none"> • Highlight & promote the role of HOD's accountability in leading their department and embedding pedagogical language in classes • DP's/ HOD's to promote the new Aldridge learning Model and the Pedagogical Platform to ensure staff are consistent in their understanding and use of these models • New staff, beginning teachers and long term contracts are inducted with this common language and are mentored through the initial stages <p>Professional Learning Plan</p> <ul style="list-style-type: none"> • Rewrite Professional learning plan to include focus on evidenced based learning and 21st century learning • Promote capacity spreadsheet to staff to ensure they understand the support available to them and the role they play in providing support to others <p>Engagement Factors</p> <p>Upskilling Teachers to improve student-teacher relationships</p> <ul style="list-style-type: none"> • Mentor teachers to model relationship building activities – lesson starters • Continue extra-curricular extension courses on student and teacher engagement and achievement e.g. Extension Volleyball, Creative Writing with USC, Write a Book in a day, Aldridge Performing Arts Showcase, Aldridge Got Talent, Dance Night and Aldridge Night Out, Science and Engineering Challenge, Aurecon Bridge Building Competition, Sippy Downs Science Week, Senior Fraser ecology trip, Science Investigation Awards Australian Institute Physics lecture, Combined Schools Art Exhibition, Chess club, Public Speaking • Life experience opportunities (Japanese Exchange Trip – Kasukabe, School Trip to Ski Fields, Expo University & College stay) • Share teacher and student success with community through meetings, parades, Facebook, Newsletter, OneNote and data walls <p>Budget</p> <ul style="list-style-type: none"> • Reallocation of part of the Professional Development budget to support internal capacity building 	<p>EQ School Opinion Survey – (Staff)</p> <ul style="list-style-type: none"> • 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) • S2109 (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) <p>EQ School Opinion Survey – (Students)</p> <ul style="list-style-type: none"> • 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). <p>Developing Performance Process</p> <ul style="list-style-type: none"> ⇒ Staff engagement with DPFs process ⇒ Identify explicit use of Pedagogical language in DPF and lesson observation sheet feedback/ discussion ⇒ Classroom profiling feedback ⇒ staff engagement with open door policy and observation of peers <p>One School Data</p> <ul style="list-style-type: none"> ⇒ End of term data for all classes <p>Other Measures</p> <ul style="list-style-type: none"> ⇒ Mentor feedback ⇒ Meeting Agendas/minutes ⇒ Pedagogical language usage ⇒ Student survey feedback 	<p>EQ School Opinion Survey – (Staff)</p> <ul style="list-style-type: none"> • S2081 (90%) • S2084 (90%) • S2085 (90%) • S2086 (90%) • S2087 (90%) • S2088 (90%) • S2100 (90%) • S2103 (90%) • S2105 (90%) • S2109 (90%) • S2110 (90%) • S2111 (90%) • S2115 (90%) • S2116 (90%) • S2117 (90%) • S2118 (90%) • S2119 (90%) • S2123 (90%) • S2125 (90%) <p>EQ School Opinion Survey – (Students)</p> <ul style="list-style-type: none"> • S2038 (90%) • S2040 (90%) • S2047 (90%) • S2048 (90%) • S2051 (90%) • S2061 (90%) • S2062 (90%) • S2063 (90%) • S2067 (90%) <p>Developing Performance Agenda</p> <ul style="list-style-type: none"> * 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 <p>One School Data</p> <ul style="list-style-type: none"> * All staff identified blind spots in data & action to address on a termly basis

CAPABILITY	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS
<p>Key Outcomes:</p> <ul style="list-style-type: none"> ▶ Communicate and enact clear expectations regarding the use of effective teaching strategies within the revised Aldridge Learning Model across the school to maximise student engagement in the learning process. ▶ Develop a process of instructional leadership to model, share and review pedagogical engagement strategies beyond learning goals and success criteria. ▶ Implement a consistent evidenced based pedagogical language across the school linked to the Aldridge Learning model ▶ Develop a culture of collaboration in which teachers share and mentor best practice in an open door classroom environment 	<p>Understanding</p> <ul style="list-style-type: none"> • Clear communication, through meeting structures, of the DPF process, line management processes and the capacity building flowchart <p>Accountability & Data</p> <ul style="list-style-type: none"> • Use DPF and Line management meetings to ensure that data is reviewed and used consistently to drive decisions about future pedagogical strategies • Line managers to monitor support evidence linked to staff DPF goals through lesson observations and staff digital folios to ensure teachers are utilising evidence based strategies and innovative 21st century learning including digital technology to deliver lessons • School leaders, mentors and peer groups to provide targeted feedback on teacher use of the Aldridge Learning model, evidence based strategies and 21st century learning <p>Culture of Collaboration</p> <ul style="list-style-type: none"> • Expand the mentor program for beginning teachers across the first three years • Utilise HAT and Experienced Senior Teachers to model evidenced based strategies from the Aldridge Learning Model and best practice (Behaviour management/ Literacy). • Utilise professional development budget to provide digital and in class pathways for teachers to engage and share best practice evidenced based teaching and 21st century digital technology strategies • Establish gradual progression of classroom/ teacher sharing to create open culture focused on evidence based strategies and 21st century learning <ul style="list-style-type: none"> ➢ Small groups cross faculty peer discussion on evidence based strategies ➢ Peer lesson observations ➢ Mentor and HOD lesson observations ➢ Use of observation room ➢ Observation strategies written into DPF goals evidence <p>Differentiation</p> <p>Upskilling of teachers to support</p> <ul style="list-style-type: none"> • Continued streaming in core classes ensuring movement is flexible and attainable for students • Continued ICP development to ensure targeted resources and age appropriate learning • Continued transition Gifted and Talented program and expand into identification and extension of Aldridge students <p>Common Pedagogical Language</p> <ul style="list-style-type: none"> • Highlight & promote the role of HOD's accountability in leading their department and embedding pedagogical language in classes • DP's/ HOD's to promote the new Aldridge learning Model evidence based strategies and the Pedagogical Platform to ensure staff are consistent in their understanding and use of these models • New staff, beginning teachers and long term contracts are inducted with this common language and are mentored through the initial stages <p>Professional Learning Plan</p> <ul style="list-style-type: none"> • Rewrite Professional learning plan to include focus on evidenced based learning and 21st century learning • Promote capacity spreadsheet to staff to ensure they understand the support available to them and the role they play in providing support to others <p>Engagement Factors</p> <p>Upskilling Teachers to improve student reading and literacy</p> <ul style="list-style-type: none"> • Utilise key staff to develop a whole school literacy approach • Expand the reading links concept to all classes where reading becomes a critical part of all lessons • Invest time faculty/ staff meetings and PD to upskill and engage staff • Implement in 2020 across all faculties a common literacy and reading program <p>Budget</p> <p>Reallocation of part of the Professional Development budget to support internal capacity building</p>	<p><u>EQ School Opinion Survey – (Staff)</u></p> <ul style="list-style-type: none"> • 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) • S2109 (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) <p><u>EQ School Opinion Survey – (Students)</u></p> <ul style="list-style-type: none"> • 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). <p><u>Developing Performance Process</u></p> <ul style="list-style-type: none"> ⇒ Staff engagement with DPFs process ⇒ Identify explicit use of Pedagogical language in DPF and lesson observation sheet feedback/ discussion ⇒ Classroom profiling feedback ⇒ staff engagement with open door policy and observation of peers <p><u>One School Data</u></p> <ul style="list-style-type: none"> ⇒ End of term data for all classes <p><u>Other Measures</u></p> <ul style="list-style-type: none"> ⇒ Mentor feedback ⇒ Meeting Agendas/minutes ⇒ Pedagogical language usage ⇒ Student survey feedback 	<p><u>EQ School Opinion Survey – (Staff)</u></p> <ul style="list-style-type: none"> • S2081 (90%) • S2084 (90%) • S2085 (90%) • S2086 (90%) • S2087 (90%) • S2088 (90%) • S2100 (90%) • S2103 (90%) • S2105 (90%) • S2109 (90%) • S2110 (90%) • S2111 (90%) • S2115 (90%) • S2116 (90%) • S2117 (90%) • S2118 (90%) • S2119 (90%) • S2123 (90%) • S2125 (90%) <p><u>EQ School Opinion Survey – (Students)</u></p> <ul style="list-style-type: none"> • S2038 (90%) • S2040 (90%) • S2047 (90%) • S2048 (90%) • S2051 (90%) • S2061 (90%) • S2062 (90%) • S2063 (90%) • S2067 (90%) <p><u>Developing Performance Agenda</u></p> <ul style="list-style-type: none"> * 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 <p><u>One School Data</u></p> <ul style="list-style-type: none"> * All staff identified blind spots in data & action to address on a termly basis

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CULTURE	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS
<p>Key Outcomes:</p> <p>C1: Adopt processes that allow staff to review the school's RBPS intent and processes to ensure they are embedded across the school and consistently implemented.</p>	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> Form behaviour review committee to complete review by the end of 2019 Implement recommendations DPF used to ensure consistency of application of RBPS 	<ul style="list-style-type: none"> Committee formed Review complete Subsequent PMI administered to staff <p>YLC Handbook published</p> <p><u>EQ School Opinion Survey – (Staff)</u></p> <ul style="list-style-type: none"> S2084 (Staff Morale positive) S2109 (Working at this school is rewarding) S2118 (Engaging all of my students in learning) S2074 (Managing student behaviour) <p><u>EQ School Opinion Survey – (Students)</u></p> <ul style="list-style-type: none"> S2037 (Feel safe at school) S2041 (Teachers treat students fairly) S2044 (Behaviour well managed) 	<ul style="list-style-type: none"> Committee formed Review complete Updated RBMP published by the end of 2019 Subsequent PMI administered to staff <p>YLC Handbook published</p> <p><u>EQ School Opinion Survey – (Staff)</u></p> <ul style="list-style-type: none"> S2084 (Staff Morale positive) 90% S2109 (Working at this school is rewarding) 90% S2118 (Engaging all of my students in learning) 90% S2074 (Managing student behaviour) 90% <p><u>EQ School Opinion Survey – (Students)</u></p> <ul style="list-style-type: none"> S2037 (Feel safe at school) 90% S2041 (Teachers treat students fairly) 90% S2044 (Behaviour well managed) 90%
<p>C2: Research, develop and implement learning opportunities for students that promote a culture of inquiry, innovation and independence within classroom learning programs</p>	<ul style="list-style-type: none"> Investigate successful programs Integrate and review inquiry based learning model into classes Continue to grow and enhance Aldridge Academics program, G & T, Impact Program with primary schools etc. Promote partnerships with Higher Education, Training and Business (Vocational and academic pathways) Investigate options for an Alternate Education Program for students at risk of disengagement from learning 	<ul style="list-style-type: none"> Stakeholder survey of learning engagement. <p><u>EQ School Opinion Survey – (Students)</u></p> <ul style="list-style-type: none"> S2038 (My teachers motivate me to learn) 2058 (Teachers challenge me to think) 2057 (Schoolwork challenges me to think) <p>One School Data</p> <p>☞ % of students with "A & B" for E</p>	<ul style="list-style-type: none"> Stakeholder survey of learning engagement: 80% of respondents positively engaged <p><u>EQ School Opinion Survey – (Students)</u></p> <ul style="list-style-type: none"> S2038 (My teachers motivate me to learn) 93% 2057 (Schoolwork challenges me to think) 95% 2058 (Teachers challenge me to think) 95% Report drafted indicating options and recommendations. Increased enrolment in 'Headstart' programs. Form working partnerships with Hyne timber and Maryborough Sugar Factory, Munitions factory.
<p>C3: Refine attendance monitoring processes and investigate more ways to encourage students to attend.</p>	<ul style="list-style-type: none"> Active participation of Home Group teachers when absences of greater than three consecutive days. Deputy principal to monitor whole school attendance (to ensure consistent approach) Refinement of the attendance monitoring process Continued development of awards programs for attendance. Continue to employ A02 to monitor attendance and generate letters (>80%) for attendance interviews in conjunction with YLC's and DP's Continue to employ Home Liaison Officer and indigenous teacher aide Investigate options in relation to external providers (SDE) for students who are identified as a case load of the welfare team. 	<ul style="list-style-type: none"> <u>One School and Daymap Attendance Data</u> Student attendance percentage increases Unexplained absence percentage decreases 	<ul style="list-style-type: none"> 90% Attendance 95% of absences explained

ANALYSIS OF DATA	CULTURE	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS
	D1: Further develop staff capacity in using a range of data to inform teaching and learning.	<ul style="list-style-type: none"> Ensure alignment of data and targets: AIP→FIP→SIP/Class Targets Continue to embed data use in DPF process to inform/reflect on teaching and learning. (AITSL reflection tool, A-E ABE data, Effect size analysis (Hattie methodology) School data analysis plan refined (roles and responsibilities) - See QTU/DET joint statement on data. 	<ul style="list-style-type: none"> Alignment of data AIP→FIP→SIP demonstrated during DPF process. Publish revised school data plan As a tiered data collection and analysis resource for all staff. 	<ul style="list-style-type: none"> Staff handbook to include data analysis guidelines for staff. (Including record keeping etc) HOD line management guide to include question on data to guide teaching practice.
	D2: Develop a shared understanding and commitment to the school's data collection plan.	<ul style="list-style-type: none"> Identify professional development opportunities for staff on the rationale for collection, analysis, use and storage of data to inform teaching practice. School data analysis plan refined and published (roles and responsibilities) - a tiered data collection and analysis resource for all staff. See QTU/DET joint statement on data. 	<ul style="list-style-type: none"> Staff who have attended PD to upskill other staff Data plan shared and explained at LCC/ALT/staff briefings on regular basis and incorporated into beginning teacher program. 	<ul style="list-style-type: none"> Consultation of staff on data plan and consensus at LCC 100% of staff engaged in and using to data to inform practice
	Develop a formal plan for staff wellbeing as report notes that: "A formal plan for staff wellbeing is not apparent."	<ul style="list-style-type: none"> Design and implement a staff wellbeing program. Promote awareness and encourage staff engagement in the wellbeing program https://intranet.qed.qld.gov.au/Services/HumanResources/payrollhr/healthwellbeing/staffwellbeing/Pages/default.aspx 	<u>EQ School Opinion Survey – (Staff)</u> <ul style="list-style-type: none"> S2084 (Staff Morale positive) S3224 (The wellbeing of employees is a priority for my school. 	<u>EQ School Opinion Survey</u> <ul style="list-style-type: none"> S2084 (Staff Morale positive) S3224 (The wellbeing of employees is a priority for my school. 85%