

# Investing for Success

Under this agreement for 2019 Aldridge State High School will receive

**\$627, 879\***

## This funding will be used to

TARGET	MEASURES
<p><b>1. READING</b> Increase the percentage of students at age appropriate reading levels by the end of Year 8.</p> <p>(95% of students at age appropriate reading level by the end of Year 9 or percentage of students not at age appropriate level at the end of Year 9 is 25% less than Year 7 entry point).</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English %C or better Year 6, Semester 2 (2018)</li> <li>○ English %C or better Year 7, Semester 2 (2019)</li> <li>○ English %C or better Year 8, Semester 2 (2020)</li> <li>○ Year 3 NAPLAN Reading NMS data (2020).</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A–E and NAPLAN Reading Relative Gain and NMS data from Similar Queensland State Schools (SQSS).</li> <li>○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Student feedback and work samples</li> <li>○ Movement on P-10 Literacy continuum</li> <li>○ English A–E data (Achievement, Behaviour and Effort)</li> <li>○ PATR testing results October Year 7 and Year 8.</li> </ul> </li> </ul>
<p><b>2. ATTENDANCE</b> Enhance positive student engagement with school as measured by Daily Referral, Attendance, Meritorious Certificate and Effort data across all year levels.</p> <p>(Whole School Attendance level at or above 91% for Semester 1 as measured on One School)</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Average Daily Attendance above 91%.</li> <li>○ Daily Referral rate below 20.</li> <li>○ A% and B% for Effort on One School Reports above 80%.</li> <li>○ D% and E% for Effort on One School Reports below 15%.</li> <li>○ Meritorious Certificate attainment above 40%.</li> <li>○ &lt;400 SDA's in 2019.</li> <li>○ SOS "Good School" data above 90%.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Attendance % of Year 8, 9 and 10 students within 1% of previous year attendance percentage for the same cohort.</li> <li>○ 25% SDA data drop from Semester 1 to 2 2019.</li> </ul> </li> </ul>
<p><b>3. WRITING</b> Increase the percentage of students in the U2B's for Writing in Year 7 &amp; 9.</p> <p>(A – C% on One School reports for English, Humanities and Science at 85% or above)</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ NAPLAN results</li> <li>○ English A–E results Semester 1 and 2 Year 7, 8 and 9.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Previous English results trend across Year 7 to 9.</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Student engagement and behaviour monitored as new teaching strategies applied</li> <li>○ P – 10 Literacy continuum monitoring</li> <li>○ Case management records</li> <li>○ Student work samples.</li> </ul> </li> </ul>

**Ross Higgins**  
Principal  
Aldridge State High School

**Tammy White**  
School Council Chair  
Aldridge State High School

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## Our initiatives include

INITIATIVE	EVIDENCE BASE
<p><b>Pedagogy Coaching</b></p> <ol style="list-style-type: none"> <li>1. Provide targeted professional development and coaching to deepen teachers' understandings of the ATSIL standards.</li> <li>2. Peer mentoring Program</li> <li>3. Establishment of "observation" classrooms (D10 and D12)</li> </ol>	<ul style="list-style-type: none"> <li>• Archer, AL and Hughes, CA 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY.</li> <li>• DuFour, R and Fullan, M 2013 Cultures built to last: systemic PLCs at Work Hawker Brownlow Education, Victoria.</li> <li>• Hattie, J and Anderman, EM (eds) 2013 International Guide to Student Achievement Routledge, NY.</li> <li>• Shaddock, A 2014 Using data to improve learning: A practical guide for busy teachers ACER Press, Australia.</li> <li>• Sharratt, L and Fullan, M 2012 Putting FACES on the data: What great leaders do! Corwin, Thousand Oaks, CA.</li> </ul>
<p><b>Supporting Gifted and Talented students</b> (Academic, Cultural and Sporting)</p> <ol style="list-style-type: none"> <li>1. Primary Outreach program</li> <li>2. Year 7 &amp; 8 G&amp;T program</li> <li>3. Engagement of a task specific G&amp;T Site Co-ordinator.</li> <li>4. Subsidised engagement with ICAS, Aurecon Bridge Building, Higher level Sports etc.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="https://oneportal.deta.qld.gov.au/EducationDelivery/Stateschooling/Pages/Giftedandtalentedstudents.aspx">https://oneportal.deta.qld.gov.au/EducationDelivery/Stateschooling/Pages/Giftedandtalentedstudents.aspx</a></li> <li>• Stuart, M and Stainthorp, R 2015 Reading Development and Teaching. Sage, London</li> <li>• Timperley, H 2008 "Teacher professional learning and development". In The Educational Practices Series – 18. Ed. Jere Brophy International Academy of Education &amp; International Bureau of Education, Brussels</li> <li>• Timperley, H and Parr, J 2004 Using evidence in teaching practice: Implications for professional learning Hodder, Moa, Beckett, Auckland</li> </ul>
<p><b>Supporting Baseline skill acquisition for all students</b></p> <ol style="list-style-type: none"> <li>1. Supporting the ongoing rollout of the Reading Links Program (Dr Carol Christiansen)</li> <li>2. Utilisation of diagnostic testing to accurately identify reading levels and distance travelled.</li> <li>3. Utilisation of Essential Essentials program (Numeracy)</li> <li>4. BKSB Subscriptions (Literacy)</li> </ol>	<ul style="list-style-type: none"> <li>• Tomlinson, C 2004 Differentiation for Gifted and Talented Students, Sage Publications, UK</li> <li>• Walpole, S &amp; McKenna, M 2017 How to Plan Differentiated Reading Instruction, New York, The Guildford Press</li> <li>• Victoria Education Department <a href="http://www.education.vic.gov.au/school/parents/behaviour/pages/studentattendnace.aspx">www.education.vic.gov.au/school/parents/behaviour/pages/studentattendnace.aspx</a></li> </ul>

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<p><b>Support for teaching staff to focus on teaching &amp; learning and curriculum development through:</b></p> <ol style="list-style-type: none"> <li>1. Engagement of Faculty Support Officers in key areas: English, Maths, SOSE, Physical Education, Agriculture, Senior Schooling and Home Ec.</li> <li>2. Additional Technician time to support BYOX Program</li> <li>3. Student Tutor Program</li> </ol>	<ul style="list-style-type: none"> <li>• Archer, AL and Hughes, CA 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY.</li> <li>• DuFour, R and Fullan, M 2013 Cultures built to last: systemic PLCs at Work Hawker Brownlow Education, Victoria.</li> <li>• Hattie, J and Anderman, EM (eds) 2013 International Guide to Student Achievement Routledge, NY.</li> <li>• Shaddock, A 2014 Using data to improve learning: A practical guide for busy teachers ACER Press, Australia.</li> <li>• Sharratt, L and Fullan, M 2012 Putting FACES on the data: What great leaders do! Corwin, Thousand Oaks, CA.</li> <li>• Stuart, M and Stainthorp, R 2015 Reading Development and Teaching. Sage, London</li> <li>• Timperley, H 2008 "Teacher professional learning and development". In The Educational Practices Series – 18. Ed. Jere Brophy International Academy of Education &amp; International Bureau of Education, Brussels</li> <li>• Timperley, H and Parr, J 2004 Using evidence in teaching practice: Implications for professional learning Hodder, Moa, Beckett, Auckland</li> <li>• Tomlinson, C 2004 Differentiation for Gifted and Talented Students, Sage Publications, UK</li> <li>• Walpole, S &amp; McKenna, M 2017 How to Plan Differentiated Reading Instruction, New York, The Guildford Press</li> </ul>
<p><b>Enhancing student engagement with school and the curriculum through the provision of additional programming and extra-curricular activities</b></p>	
<p><b>Refining the capacity for School Performance Measurement</b></p>	
<p><b>Enhancing School - Community Links and Profile</b></p>	

## Our school will improve student outcomes by

1.

Actions	Costs
<p><b>Pedagogy Coaching</b></p>	<p>\$65 000</p>
<ul style="list-style-type: none"> <li>• Whole School Literacy program roll out</li> <li>• Peer mentoring Program</li> <li>• Infrastructure Upgrades to Observation rooms</li> <li>• Numeracy Coach</li> </ul>	

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2.

Actions	Costs
<b>Supporting Gifted and Talented students</b>	\$124 500
<p><u>Academic</u></p> <ul style="list-style-type: none"> <li>• Writing - University of Sunshine Coast Creative Writing Program (Yrs 6 – 12)</li> <li>• Writing – Super Scribblers Club</li> <li>• Premiers Reading Challenge Prizes</li> <li>• Maths, Science and English/Writing – ICAS (UNSW) Tests</li> <li>• Humanities Competition Subsidies</li> <li>• Walk of Fame Mural Project</li> <li>• ANCQ Chemistry test and Titration Competition</li> <li>• SOSE – National History Competition and Geography Competition</li> <li>• Headstart (USC) /University Links Programs</li> <li>• Aurecon Bridge Building Competition (Year 9 and 10 Science)</li> <li>• Science &amp; Engineering Challenge</li> <li>• Coding/Robotics/Drone Club</li> <li>• Year 5 - 7 Gifted &amp; Talented Program</li> <li>• Summer and Winter School Indigenous Programs (QUT &amp; UNSW)</li> <li>• Chess Club</li> </ul> <p><u>Cultural</u></p> <ul style="list-style-type: none"> <li>• Extension Music Program (include IM additional time)</li> <li>• Eistedfodd Entry support</li> <li>• Debating and Public Speaking Program</li> <li>• Indigenous Program support               <ul style="list-style-type: none"> <li>○ Artist in Residence</li> <li>○ Deadly Choices</li> <li>○ Boys to Men</li> <li>○ Girls Academy (as part of State Pilot)</li> </ul> </li> </ul> <p><u>Sporting</u></p> <ul style="list-style-type: none"> <li>• Volleyball Excellence Program</li> <li>• AHEAD (Aldridge Hockey Engagement and Development) Program</li> <li>• Human Powered Vehicle (HPV) Event (supporting both Mainstream &amp; LEC programs)</li> <li>• Supporting high performing students from low SES homes</li> </ul>	

3.

Actions	Costs
<b>Supporting Baseline skill acquisition for all students</b>	\$115 000
<ul style="list-style-type: none"> <li>• Reading Links Program (includes support for LOTE exempted students in Year 8 Jap)</li> <li>• PATR and other diagnostic testing</li> <li>• Essential Essentials (Numeracy)</li> <li>• BKSB Subscriptions (Literacy)</li> </ul>	

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4.

Actions	Costs
<b>Support for teaching staff to focus on teaching &amp; learning and curriculum development</b>	\$130 000
<ul style="list-style-type: none"> <li>• Engagement of Faculty Support Officers in key areas:               <ul style="list-style-type: none"> <li>◦ English, Maths, SOSE, Physical Education, Agriculture, Senior Schooling and Home Ec.</li> </ul> </li> <li>• Additional Technician time to support BYOx Program</li> <li>• Student Tutor Program</li> </ul>	

5.

Actions	Costs
<b>Enhancing student engagement with school and the curriculum</b>	\$116 200
<ul style="list-style-type: none"> <li>• Equine Assisted Learning Program</li> <li>• PAWS Reading Program</li> <li>• Archaeological Field Lab Enhancement</li> <li>• Humanities Excursion Subsidies</li> <li>• Humanities Medieval Incursion</li> <li>• “Scientists in School” Program</li> <li>• Subsidising attendance at/entry into dramatic performances, competitions, excursions.</li> <li>• Grin &amp; Tonic’, Local History Excursions (Year 7 &amp; 9), Spelling Bee etc</li> <li>• Radio Club</li> <li>• Weekend Library Opening</li> <li>• Transition Programs (Year 6 to 7 and Year 12 to TAFE/Tertiary)               <ul style="list-style-type: none"> <li>◦ Art, Music, Science, Maths, Volleyball, Agriculture, Dig for a Day, Coding &amp; Robotics</li> </ul> </li> <li>• Year 10, 11 and 12 Activities Week Program (subsidize RGS, RSA, Barrista etc courses)</li> <li>• Student Leadership Camps/Programs</li> <li>• Parent Participation Activities/Programs</li> <li>• “Captain’s Table”, Key Partner School meetings &amp; Focus Groups</li> <li>• Sustainability Project</li> <li>• Recess 1 “Curriculum Clubs”</li> <li>• Redesign &amp; inclusion of technology in E1 &amp; E2</li> </ul>	

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6.

Actions	Costs
<b>Refining the capacity for School Performance Measurement</b>	\$13 500
<ul style="list-style-type: none"> <li>• School Statistics Registration</li> <li>• Engagement with Australasian Schools Accreditation Agency (ASAA)</li> <li>• RADII School Diagnostics Registration</li> </ul>	

7.

Actions	Costs
<b>Enhancing School - Community Links and Profile</b>	\$64 400
<ul style="list-style-type: none"> <li>• Duke of Edinburgh Bridge Awards Level 1 &amp; 2</li> <li>• Revegetation Project</li> <li>• School Marketing Officer</li> <li>• Participation in: <ul style="list-style-type: none"> <li>○ ANZAC Day Ceremonies, Community Fund Raising Initiatives, Key Primary Partner School initiatives, Sustainable Schools Program with Tinana State School, IM Performances in the town, Drama Performance (ie: Do the Five), AGT set up cost, ASHS Golf Day.</li> </ul> </li> <li>• Activities that link to the Identity Domain.</li> <li>• Employment/training programs with local industry</li> </ul>	

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