

Aldridge State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Aldridge State High School** from **11 to 14 June 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD)/Principal Professional Advisor (PPA) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Jo Soothill	Peer reviewer
Leasa Smith	Peer reviewer
David Hinton	External reviewer



1.2 School context

Location:	Boys Avenue, Maryborough
Education region:	North Coast Region
Year opened:	1973
Year levels:	Year 7 to Year 12
Enrolment:	1063
Indigenous enrolment percentage:	9 per cent
Students with disability enrolment percentage:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	943
Year principal appointed:	2009
Full-time equivalent staff:	85.5
Significant partner schools:	Tinana State School, Sunbury State School, Maryborough West State School, St Helens State School
Significant community partnerships:	Fraser Coast Volleyball Association Inc, University of Sunshine Coast, Kasukabe Junior High School, KIFA (Kasukabe International Friendship Association), Maryborough Roller Derby, Maryborough Chamber of Commerce, Maryborough Apex Club-school hosts the debating competition, Gardiner Chess Wide Bay South Tournament
Significant school programs:	Reading Links program, Volleyball Extension Program, Creative Writing Excellence Program with University of Sunshine Coast (USC), Cattle Club, Sister School Program - Kasukabe Junior High School Japan, Cognitive Acceleration through Science Education (CASE) - Science



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals including Head of Special Education Services (HOSES), Business Manager (BM), 71 teachers, eight student leaders, 93 students, tuckshop convenor, cleaner, guidance officer, work placement officer, Community Education Counsellor (CEC), school council chair, computer technician, two administration assistants, Parents and Citizens' Association (P&C) representative, nine parents, faculty support officer - science and four teacher aides.

Community and business groups:

- Maryborough Military and Colonial Museum convenor.

Partner schools and other educational providers:

- Principal Maryborough West State School and principal Sunbury State School.

Government and departmental representatives:

- Local Councillor for Division 4 Fraser Coast Regional Council and PPA.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	School improvement targets
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
School data plan	Professional development plans
Responsible Behaviour Plan	School newsletters and website
School based curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

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.



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.



2.2 Key improvement strategies

Redevelop the communication processes to ensure aligned leadership and timely dissemination of proposals and decisions that impact on teacher practice.

Revisit the *Aldridge Way* to ensure engagement and clarity of understanding by all stakeholders.

Further develop staff capability in utilising a range of data to inform teaching and learning.

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.

Further develop the process to enable leaders and teachers to visit classrooms and to share teaching strategies.