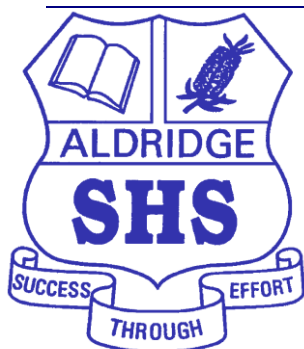


## Our school at a glance



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Contact Person	Mr Ross Higgins

## Principal's foreword

### Introduction

#### Aldridge State High School 2014 SCHOOL ANNUAL REPORT



My name is Ross Higgins and as Principal of Aldridge State High School I take pleasure in presenting this report to you.

This report provides information pertaining to the key school activities and performance indicators.

**School Priorities:** The primary goals for this school focus on the enhancement of literacy, numeracy and social outcomes. Within this we look to ensure that clear pathways exist between school and the world of work.

We aim to provide a calm, caring and ordered environment for our students. An environment where the bar for academic and behavioural expectations is set high, but where there is ample support to help our students reach these academic and behavioural targets. Our curriculum, teaching and learning philosophies and lesson delivery format are built up from an understanding of how adolescent students learn best.

Our school is well resourced with attractive highly maintained grounds. Features include a school farm, numerous large shaded areas, a swimming pool, a theatrette, very comprehensive computer infrastructure, a covered sports area and a large multipurpose Hall.

Small staff turnover is indicative of the manner in which most staff view their working life at Aldridge.

In 2013 the school became one of the first 26 Independent Public Schools (IPS) in the state. The IPS label indicates systemic acknowledgement of the high level of service this school provides.

We believe that academic, vocational and social achievement stem from our motto: "Success through Effort"

Regards

Ross Higgins  
Principal



# Our school at a glance

## School progress towards its goals in 2014

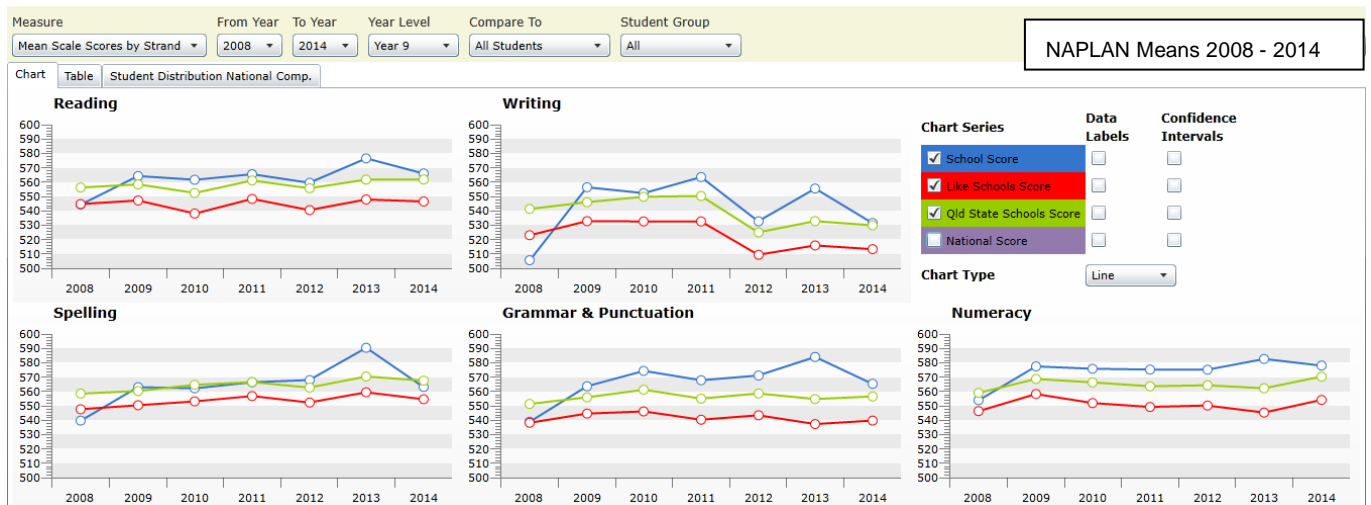
In the school 2014 Annual Improvement Plan there were 10 key targets noted (see below). Each target has a link to an aspect of our school Vision Statement – “Engaged students (3, 5, 7) learning with expert accountable staff (1, 2, 9b, 9c, 9d, 10b, 10c, 10d, 10e) in a calm, ordered caring environment (4, 6, 8, 9a, 10a)” –

Key Target/Goal	Outcome/Result
1. 95% Year 12 students exit with a QCE ( ), QCIA or VET Certificate	94% (91%)
2. 20% OP's 1 – 5, 65% OP 1 - 15 & QCS Test “A”	1 – 5: 16.7%; 1 – 15: 79.6%; QCS A – 11.1%
3 (a) 50% A or B for Achievement on end of Term Reports 3 (b) Less than 15% D or E	53.2% Average across 2014 12.3% Average across 2014
4 (a) 85% A or B for Behaviour on end of Term Reports 4 (b) Less than 5% D or E	81.5% Average across 2014 4.9% Average across 2014
5 (a) 80% A or B for Effort on end of Term Reports 5 (b) Less than 10% D or E	72.1% Average across 2014 9.8% Average across 2014
6. One School Daily Referrals less than 10.0 per day	15.28 Referral average
7. Student Attendance above 91%	90%
8. Staff Morale above 90%	81%
9. Parent Feedback – (% Agree)	
(a) Student Behaviour is well managed – (90%)	76.9%
(b) Teachers interested in child's well being – (90%)	92.3%
(c) Useful feedback provided to child – (90%)	84.6%
(d) My child is getting a good education at ASHS – (90%)	92.3%
(e) Teachers care about my child – (90%)	92.3%
10. Student Feedback – (% Agree)	
(a) Student Behaviour is well managed – (90%)	93.1%
(b) My teachers care about me – (90%)	86.0%
(c) Teachers provide useful feedback about my school work – (90%)	96.6%
(d) My teachers encourage me to do my best – 90% Agree	97.7%
(e) I am getting a good education at ASHS – 90% Agree	98.9%

Target Achieved

The school intentionally does not have NAPLAN noted amongst its key targets but accepts that the system has a keen interest in how schools perform in this standardised diagnostic test. The graphs below track the performance of the school against like schools and state schools across the 2008 – 2014 period.

### Literacy & Numeracy Charts - Aldridge State High School



2014 again saw the school performance on the NAPLAN tests being at or above State average and well above like schools across all five domains. The significance of this is highlighted when considering studies have shown that socio-economic status (SES) is one of the four key factors that impact on NAPLAN results. Aldridge was identified as a low-SES school in 2010. For the four year period 2010 – 2013 the school was part of a National program that focused on enhancing student outcomes in low-SES schools.

2014 also marked the second year of the school's Independent Public School journey. Aldridge SHS was one of the first 26 schools to be recognised in this fashion with another 54 schools becoming Independent Public Schools in 2014.

Highlights of 2014 included:

### Whole School:

- 73 students (48% of Year 12 cohort) completing either a Certificate II or III level VET Certificate
- 13% of Year 12 students completed a School Based Traineeships or Apprenticeships by the end of 2014.
- 92% QTAC Applicants offered a tertiary place.
- 80% of OP eligible students received an OP between 1 and 15 (2013 & 2014 highest two %'s in last 10 years).
- Student attendance rate at 90.0% for Semester 1 2014. This was amongst the highest rate for any standalone High School (Years 8 to 12) in the North Coast Region and is the fifth consecutive year that Student Attendance has been above 90%.
- Over 130 staff & students marched on ANZAC Day.
- Library being open every Sunday from 8.00 am to 12 noon. This has now been occurring for over 5 years & is indicative of the additional support provided to students at Aldridge by committed staff members.
- Aldridge became an accredited Australasian Schools Accreditation Agency school. Aldridge was the first Regional Queensland school to receive this accreditation status and only the 7<sup>th</sup> school in the State.



### Senior Schooling

- Activities Week (Learning Experiences: Work Experience – 20 students, Barista course – 27 students, RSA – 65 students, RGS – 24 students, FSS – 8, Wakeboard – 9 students, Boat Licence – 29 students & UQ trip – 12 students)
- Blood Bank donations (30+ students)
- QCE/OP information night
- HPV (9% school participation)
- Year 13 program for all Year 12 cohort accessing key community people to help prepare students for university, TAFE, training & work (life after school)
- Senior students accessing the USQ Hub in Maryborough as part of the Head Start program
- Set plan process for Year 10
- Year 11 & 12 "At Risk" interviews conducted each term ( 20+ students & parents)
- Students work experience throughout the year ( 70+ students)
- Senior Leadership Camp & Workshop (30 students)
- 20+ Senior students helped out with a community event in Queens Park focussing on young students (Under 8's Week Activitiy)
- One Senior student received a \$60 000 University of Queensland Vice-Chancellor scholarship.
- Another senior student received a \$12 000 USQ Vice Chancellor.
- 79.6% OP eligible students received an OP between 1 and 15.

## English

- 15 Year 12 students verified at VHA standard
- 50% Year 12 English Extension students verified at VHA standard
- 17 teams involved in Write a Book in a Day competition
- 12 senior and 19 junior students involved in Creative Writing Program
- NAPLAN results across the four literacy domains were consistent with State levels

## Maths

- NAPLAN – 20% of students in the top 2 bands (first time)
- NAPLAN means 3rd highest for all schools in the Fraser Coast area.
- ICAS (UNSW) competition – 1 High distinction (top 1% in Australia), 2 Distinctions, 25 Credits, 12 Merit Awards.
- Year 8 QAMT Fraser Coast Maths competition 1st place

## Science

- 18 VHAs awarded in Senior Sciences at exit, including a VHA10 in Physics and Chemistry for one student and a VHA9 for another student in Physics.
- Four Year 12 Physics Students were recognised by the Australian Institute of Physics (AIP) for their very high Achievement in senior Physics. This Certificate is awarded to students who are awarded VHA4 or higher.
- Finalists in the annual University of Newcastle Science & Engineering State Super Challenge
- One senior student received second prizes at the annual USC Senior Science Investigation Awards night, in the senior division, for her study into Pool Equilibrium. A Year 11 student was given special recognition for his outstanding oral presentation on his water quality analysis of the Ululah Water system.
- Nine Year 12 Biology students, as a community service, were involved in 3 day excursion to Fraser Island, with Miss Ruth Graham during activities week to clean up rubbish around popular tourist sites.
- A Year 11 student was chosen, on application, to attend The University of South Australia Mawson Campus as part of the ASSETS (Aboriginal Summer School for Excellence in Technology and Science) program.
- Six week Year 7 Extension Science program in Term 4 attended by 19 high performing students from local feeder schools.
- Mr's Stone's Year 11 Chemistry class continued analysis of the Ululah Lagoon which is part of an 11 year (and counting) long term study into the water quality of local water supplies, including also, the Mary River.

## Physical Education

- As part of the Recreation component of HPE, eight (8) camps were organised. Students had the opportunity to enjoy hiking, snorkelling, sailing, climbing and mountain biking experiences, in a variety of locations. Camps were conducted in Mapleton, Hervey Bay, Fraser Island, Brooyar National Park, Noosa and Great Keppel Island.
- Twenty-six (26) of our senior students successfully achieved the QCAA requirements for PE. Five of these students exited with a VHA rating.

## Manual Arts

- D2C (Doorways to Construction) - Five students completed program
- Senior construction students helped with the preparation of facilities for the Year 7 area such as the assembly and installation of 24 bench seats, built a cricket pitch on the school oval and poured a concrete floor in the Ag farm shed as well as the shelving in the farm area.
- Year 12 construction student made it to the final 3 of the School Based Apprentice of the Year award for the North Coast Region.

## Performing Arts

- Aldridge Got talent – Theatre/ concert/Restaurant/ Art attended by over 250 community members
- Dance showcase performances at the Fraser Coast Show and Chaplaincy Dinner
- First place in the Jazz/ Hip hop section at the Maryborough Eisteddfod

- Film and TV awards night
- Year 12 Music class – one student received a VHA 10
- Year 12 Film & TV – 2 students awarded VHA 10
- Year 12 Dance – Top student supported as a VHA 8
- Grin and Tonic contemporary Shakespeare performance 200+ students
- Music students travelled to Brisbane to the “Script” Concert
- Dance students attended Sunshine Coast Eisteddfod receiving 2 Highly Recommended
- Dance Night involving dance students from all classes and 100+ community
- PFA Talent night involving students from each subject area and community

## Business

- Year 9 Market Day – successful ventures that resulted in a donation of \$300 to Riding for the Disabled and \$350 to Ronald McDonald House.
- Simulated office – well utilised in Certificates I and II Business to provide a real life business experience.
- Court house excursions for legal studies.
- Accounting excursion for Walker Street Express.
- Guest speakers including representatives from Fraser Coast Regional Council (social media), Epic Employment, Engineers Arms, Bluant Real Estate, Jim’s Antennas, Commonwealth Bank, Office of Fair Trading and the Adopt a Cop.
- Year 12s attending the Accounting Forum at QUT.
- ASX Sharemarket Game used as a learning tool for investing.

## Home Economics

- Made the finals of the Queensland Wool for School Competition
- Joined with MSHS to cater for the Chaplaincy Dinner in February
- Catered for Meritorious Certificate Awards & Athletics & Swimming Carnivals
- Ran a number of successful restaurant functions including – High Tea, Tapas, Christmas in July and Pizza Restaurant in Year 10 – 12 Hospitality

## Japanese

- 18 students, 3 staff and 2 parents participated in 2014 Japan Tour
- Whilst in Japan, Aldridge signed a formal “Friendship Agreement” with the Tome Board of Education, committing to a friendship relationship for 5 years
- Hosted a group of students and adults from Tome in October/November 2014
- Entire Year 12 cohort passed Senior Japanese, with 66% of students awarded VHA (ranging from VHA 3 - 9), 17% HA and 17% SA
- Hosted Yurika Ikeda (Japanese student from Fukuoka) for the full academic year
- Senior students attended the University of the Sunshine Coast Japanese Language Immersion Day
- Largest cohort of Year 11 students studying Japanese (13 students)

## Extra Curricular Activities

### Sport

#### Volleyball

- NATIONAL SCHOOLS CUP (HONOURS) – 13 Year Girls Gold Medal, 15 Year Boys Gold Medal.
- QUEENSLAND SCHOOLS CUP (HONOURS) - 15 Year Boys Gold Medal, 14 Year Boys Silver Medal, 13 Year Girls Bronze Medal, 14 Year Boys 4<sup>th</sup>, 16 Years Boys 6<sup>th</sup>  
20 students represented Fraser District from Aldridge SHS in Volleyball, 14 were selected in Wide Bay teams, 3 were selected in State teams, 2 in National teams and a further two students were noted as MVP’s (Most Valuable Player) in their respective age division in the National Schools Cup Honours competitions.
- One staff member selected as Coach of Wide Bay Open Boys Volleyball team.

#### Football (Soccer)/Futsal

- District Runners Up in the Bill Turner Cup competition.
- Two teams made State finals of Futsal Champions of Champions competition.

- One student selected in Queensland 15 Years Football team.
- An Aldridge staff member was manager of the Wide Bay Open Football team.

## Hockey

- Aldridge SHS Open Girls team were District & State Schools Cup Champions while the boys were runners up in the Queensland Schools Cup competition.
- Four girls and two boys were selected in Wide Bay teams with one of the girls selected in the State team.

## Rugby League

- Open Boys Rugby League district champions.

## Athletics & Cross Country

### **Fraser District Athletics Carnival**

- Aldridge performed very well coming 2<sup>nd</sup> in the Junior Section and 4<sup>th</sup> overall.
- Aldridge students were Age Champions in the 13 Years Girls, 13 Years Boys and 15 Years Boys with one of these students setting a new record in the 13 Years Girls 400m.
- 22 athletes from Aldridge have been selected to represent Fraser District at the Wide Bay Trials

### **Wide Bay Athletics Carnival**

- Eleven students attended with ten gaining selection in the Wide Bay Team to compete at the State Track and Field Titles in October.
- An Aldridge student won the 13 Years Boys Age Championship
- Of interest from the carnival, when points were compiled for all schools who participated, with only 11 students, Aldridge was the fourth highest placed school in the region.

### **Queensland Track and Field Titles**

- Aldridge was represented by five students at these titles.
- All students performed very well achieving personal bests in a number of events.
- Results of students: 13 years boys – Silver Medal Javelin, 6<sup>th</sup> Discus, 7<sup>th</sup> Shot Put, 17<sup>th</sup> Triple Jump, 13 years Girls – 4<sup>th</sup> 400m, 8<sup>th</sup> Shot Put, 9<sup>th</sup> 200m, 14<sup>th</sup> High Jump, 15<sup>th</sup> Long Jump, 16 Years Girls – 9<sup>th</sup> Javelin, 16 years boys - 7<sup>th</sup> High Jump, 14<sup>th</sup> Long Jump, Hayley Nicolson – 4<sup>th</sup> Discus, 8<sup>th</sup> Shot Put
- From this carnival one student was selected in the Queensland Heat Team to compete at the All Schools National Challenge in Adelaide in December where he placed 4<sup>th</sup> in Australia.
- Three students achieved National Qualifying Standards which qualified them to compete at the Australian Junior Championships in Sydney in March 2015.

## **Public Speaking**

- Aldridge fielded four junior teams in the local debating competition. Three of these teams made the semi-finals with one team progressing to the finals.
- Three students competed in Toastmasters. One of these students was selected as the winner.
- Six students competed in the Maryborough Eisteddfod Speaking competitions with one student winning the section and another receiving a Highly Commended.
- One student was successful in reaching the State Final of the Apex Speaking competition.
- An Aldridge student was successful in winning the local Rostrum Voice of Youth competition.
- An Aldridge student also filled a Senior Adjudicator role for Apex.

## **Chess**

- Twenty students competed in 5 teams in the Wide Bay Chess Competition with our highest placed team finishing 3<sup>rd</sup>. This is the fifth consecutive year that Aldridge SHS has been placed in the top 3.

## **Human Powered Vehicles**

- Close to 100 students, supported by a number of staff and parent volunteers, participated in the Willowbank HPV Event and/or the Maryborough Technology Challenge.



## Super Scribblers Club

- This group was established by the school's English Head of Department to provide an outlet for students with a passion for writing. Most of these students had previously engaged with the "Creative Writing" program that is jointly run by Aldridge & the University of the Sunshine Coast. The club meets once each week.

## Power of Passion

- Established in 2012 this group involves itself with activities such as under 8 weeks and responding to unforeseen & expected trauma and tragedy.
- Currently more than 20 students are a part of "PoP".

## Future outlook

Literacy, numeracy and the enhancement of social outcomes will continue to be at the core of this school's fundamental purpose.

Through until the end of 2013, Aldridge was one of the schools on the National Partnerships Low-SES program. Part of the undertaking associated with being a National Partnership school was the production of a Four Year Strategic Plan.

Key focus areas of this plan included:

- School to work transition.
- Addressing aspects of disadvantage that impacted on student learning and attainment.
- Literacy & numeracy enhancement with NAPLAN tests being a key measure.
- Enhancing partnerships with the community.
- Embedding of the Aldridge Pedagogical Platform.

In 2014, the school continued the good work undertaken in the 2010 – 2013 period. Alignment with the National Curriculum, both in the early years of secondary schooling (Years 7, 8 and 9) and in the Senior Phase (Years 10, 11 and 12) will require focussed work over the next four years.

Embedding Year 7 as a key part of secondary schooling will need to be a priority piece of work. Much effort was expended across 2014 to ensure the smooth beginning that resulted for Year 7's in 2015 but this needs to be a continued focus across the next 4 years.

## School Profile

### Coeducational

### Year 8 - Year 12

**Total student enrolments for this school:** (Student counts are based on the Census [August] enrolment collection).

	Day 8	Aug	Girls (Aug)	Boys (Aug)	Enrolment Continuity (Feb – Nov)
2010	994	931	468	463	87%
2011	983	937	459	478	88%
2012	980	930	454	476	88%
2013	965	940	439	501	90%
2014	1047	999	500	499	89%

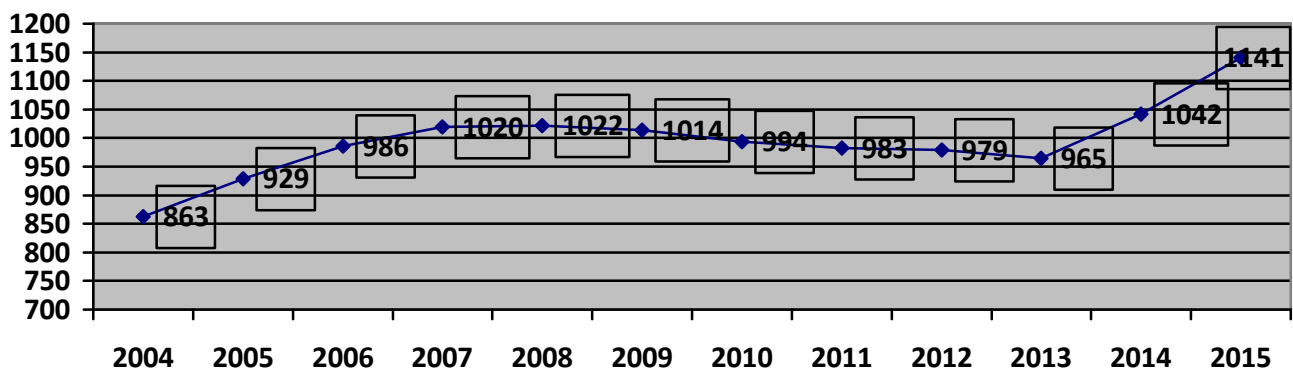
## Characteristics of the student body:

Student enrolments increased significantly from 2003 to 2007 and had declined marginally over the 2010 – 2013 period. Enrolment at the beginning of 2014 sat at 1047, the highest Day 8 enrolment for the school to date in no small part due to the Year 8 cohort peaking at 265 students (40 students greater than any previous group).

Enrolment data is reflective of the very strong community support for our school.

Day 8 Enrolment figure for 2015 was 1141. This figure is expected to be closer to 1200 by the time the smaller first prep group (Year 8) exit the school in 2020.

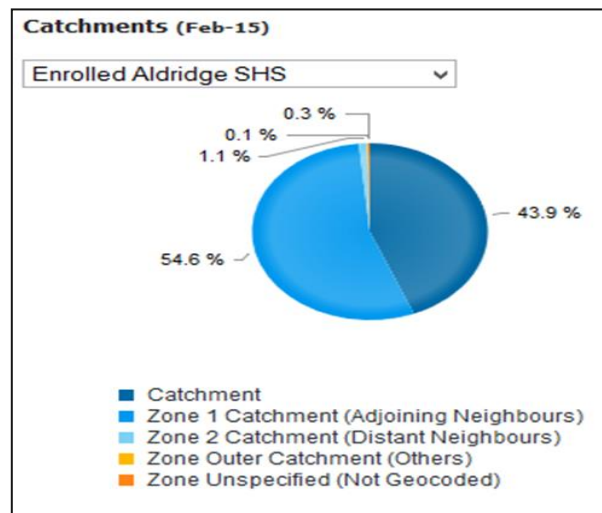
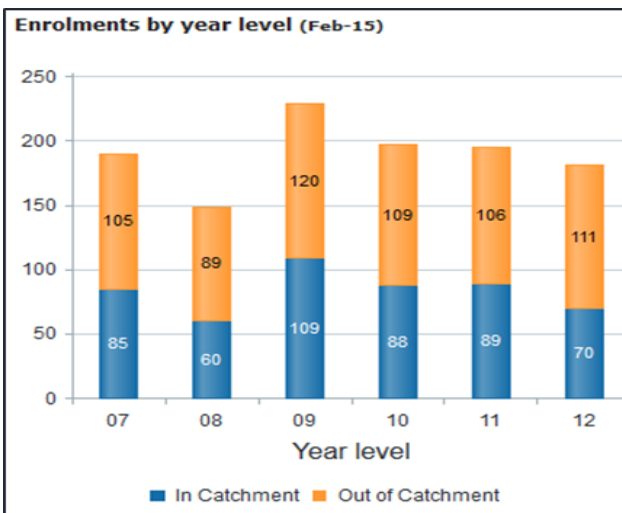
## Day 8 Enrolment 2004 - 2015



A significant number of students come from families at the lower end of the socio-economic spectrum. Over the period 2007 - 2009 there was a decline in the number of students looking to move to tertiary study after the completion of Year 12 however in the last five years (2010 – 2014) the percentage of students moving from school to university has increased from 17% to 30%.

Currently around 33% of the Senior cohorts are OP eligible compared with 50% Statewide.

8% of the student body identify as being Indigenous with 11% being identified as part of the Learning Enhancement Centre (Special Education Program). Few of the school's students have an ethnic background other than Australian. The school draws its student population from a large geographic area with more students coming from outside the school's recognised catchment area as those who come from within the catchment area (as per graphs below)

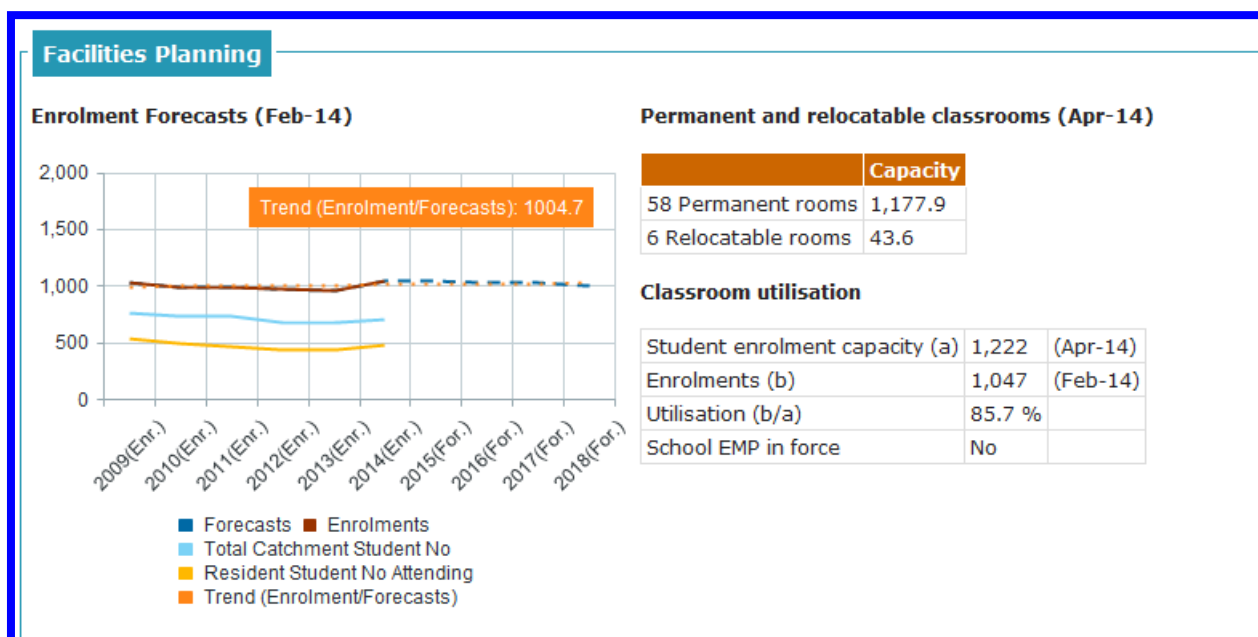




## Our school at a glance

In 2015, with the arrival of Year 7's on site the school anticipated enrolment to increase to around 1150 and expects the enrolment number to remain between 1140 and 1200 for the following five years.

The school's current enrolment capacity is calculated at 1222 (see Table below). This calculation uses room capacities for specific room types (ie: General Learning Areas – 28 students, Specialised Rooms such as Manual Arts rooms – 24 students) and then takes 80% of that total. With average class sizes in the Junior years varying between 19 and 20 and in the Senior years between 13 and 16 over the last four years, the school will be challenged to ensure adequate facilities to house all students with our current Infrastructure once enrolment passes 1175 without altering our current day structure and increasing out of hours classes.



### Average Class Sizes

Phase	Average Class Size				
	2010	2011	2012	2013	2014
Year 8 – Year 10	19	20	20	20	20
Year 11 – Year 12	13	14	15	14	16

Class sizes have basically remained constant over the last five years. It is anticipated that the average class size in Years 7 – 10 in 2015 will increase as the Year 7 & 8 curriculum program now has no choice element with students rotating through all elective areas in classes of between 22 and 28.

The school is mindful of maintaining broad curriculum choice in the Senior years. While a rule of thumb that notes subjects need at least 10 students initially enrolled in Year 11 to begin applies, subjects will often run with under this number of enrolments.

Subjects such as English Extension, Physics, Chemistry, Maths C and Music are ones that the school deems as essential and will run irrespective of enrolment numbers although if needed they will run as composite classes.

A review of Senior School Curriculum offerings is planned for 2015. This review will take into account – subjects featuring heavily in tertiary pre-requisite lists, student interest and direct links to immediate post school employment.

# Our school at a glance

## School Disciplinary Absences

From 2007 to 2010, short term suspensions sat above 350 per year. This figure dropped to around 300 in both 2011 and 2012, to be followed by a very significant drop (around 30%) in 2013. The increase in 2014 reflects One School Behaviour Referral data which saw the yearly average for referrals double from 2013 to 2014.

School interrogation of SDA data focuses more on a comparison between Semester 1 and 2 of that year (expect Semester 2 to be 75% or less of Semester 1) and when comparing between years focus on the actual number of students suspended not suspension events.

Disciplinary Absences	Count of Incidents							
	2007	2008	2009	2010	2011	2012	2013	2014
Short Suspensions - 1 to 5 days	351	369	372	354	291	301	220	370
Short Suspension (No. of students)				184	178	151	126	172
Long Suspensions - 6 to 20 days	16	5	18	49	17	26	26	5
Exclusions	0	0	>5	9	2	6	1	15
Cancellations of Enrolment	4	3	0	4	7	6	0	14

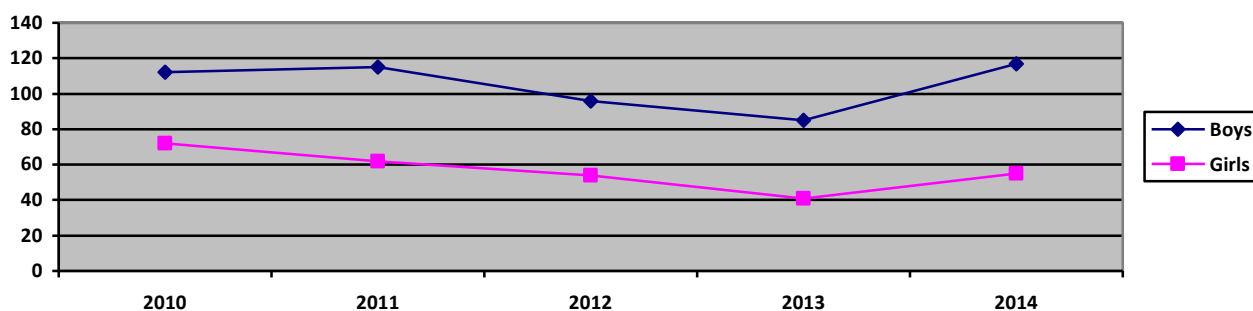
# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

The most significant feature regarding the graph below (which tracks suspension by number of students and gender) is the rise amongst our male student population. While the number of girls being suspended did increase, the 2014 number simply returned to the level seen in 2012. The boys on the other hand went from the smallest number of boys being suspended in the five year period 2009 – 2013 to 2014 having the largest number of boys being suspended in the 2010 -2014 period.

This data does confirm the influence that the general feel & tone amongst the student cohort can have on some of the students whose behaviour can be influenced by the actions of others.

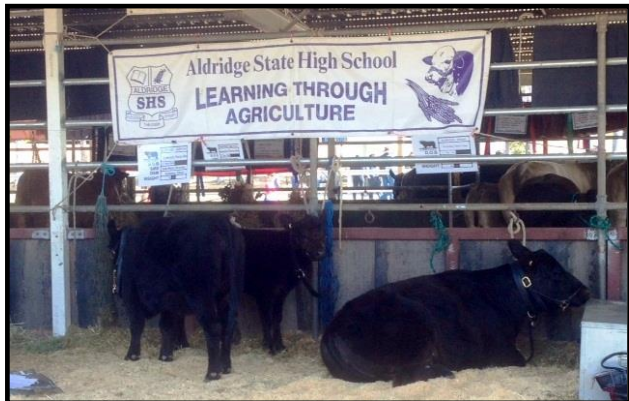
## Comparison 2010 – 2014 Based on Total Number of students receiving SDA 1 to 5 days



Additionally while the event number and number of students suspended decreased from Semester 1 to Semester 2 (actual SDA's Semester 2 90.3% of Semester 1 total & number of students suspended in Semester 2 was 86.3% of Semester 1 total) the 75% target noted in the 2014 AIP was not achieved. Further interrogation of the data actual notes that both the number of events & number of students actually suspended increased for girls in Semester 2 when compared to Semester 1.

## Curriculum offerings

### Our distinctive curriculum offerings



Aldridge carries a broad, and increasing, range of senior subjects including OP academic subjects, non-OP vocational studies (SAS's) and an extensive range of Certificate courses available through TAFE, external RTO providers, Maryborough State High School and Aldridge. The TAFE courses were run predominantly on Thursdays in 2014. Aldridge is the only Maryborough School that offers QCAA Authority and VET Agriculture related subjects in the junior and senior schools. The school also offers Japanese as a LOTE in junior and senior for those students who particularly wish to study a language other than English. Opportunities to engage with tertiary level study are available and students have accessed USQ, UQ and USC subjects.

We routinely accept large numbers of students from Primary schools who do not study Japanese - the curriculum offered at Aldridge causes little or no issue in relation to this.

In 2012 the two semester Extension English program was added to the Senior curriculum. This program has been included to provide a similar challenge to those students who excel in the English area to the challenge provided by Maths C & Physics to the more able Maths and Science students. In 2014, 50% of the students studying English Extension received VHA's.

The school has a Learning Enhancement Centre (Special Education Program), which offers a range of inclusion from full main stream to individualised specialist assistance classes. In 2014, over 100 students (11% of total school population) were identified as being part of the LEC. Students with disabilities and Learning Difficulties are well catered for at both Aldridge State High and Maryborough State High schools.

Creative Industries is a recent addition to our Performing Arts Certificate courses. Outdoor Studies is a recent Certificate II inclusion for students wanting training in outdoor tourism pursuits like Climbing, snorkelling etc.

An extension program in Physical Education (Volleyball) is offered in Years 8 and 9 (with Year 7 to be included in 2015). The purpose of this program is to support the whole school Volleyball program which has achieved both State and National honours over the last seven years.

Our Year 8 and 9 students study in the core areas of Maths, Science, English, SOSE, Physical Education and Japanese (Year 8). The National Curriculum is followed for English and Maths in Years 8 – 10. Students have extended exposure to the core Science curriculum in Years 8 and 9 to allow for choice amongst the scientific disciplines in Year 10. This allows those students with a scientific bent to study Physics, Chemistry and Biology from the beginning of Year 10 through until the end of Year 12.

Increasing opportunities for students to choose learning options builds student engagement, interest and effort. Accelerated extension groupings, like-minded groupings and the use of discretionary units, are the routine - not the exception. Mathematics and English are studied continuously through Years 8, 9 and 10.

It is the quality of the classroom teaching and learning experience that drives us and makes a real difference in the lives of our students. This school is serviced by staff who continually look for ways of achieving even stronger student outcomes and fostering stronger, more positive student - teacher relationships.

Above all - we seek to develop fine young men and women. Our research and our experience have led us to change the way we offer and what we offer, to our senior school students. We understand that only approximately one third of our students are University bound and have worked hard to develop exciting and worthwhile opportunities and pathways for all our students.

Some of our recent innovations include:

- Holding individual family interviews with Year 10 families where goals, pathways, subjects and experiences are used to develop individual Student Education and Training Plans (SETP).
- Increasing pastoral care aspects for students by supporting the placement of two additional Year Level Co-ordinators.
- Offering an increasing variety of Certificate courses as an integral part of students' timetables
- Industry linked programs with local Engineering and Construction firms
- Links to tertiary sites – USQ, UQ, QUT and USC
- Extending the Year 7 transition program with specific curriculum focussed offerings.



### **Closer monitoring and interviewing of students based on Report Results**

The school has several processes that ensure a close monitoring of student results exists. In addition to the Parent/Teacher reporting processes that involve four written reports and three planned face to face opportunities, part of the Year Level Co-ordinator responsibilities is to identify those students who have achieved all A's and B's at each reporting period as well as identifying those students who have failed to achieve a C in any subject.

In the case of students in Year 11 and 12, students who do not receive at least a C in more than one subject are required to have an interview with their parents and the Head of Department (Senior Schooling) to discuss the appropriateness of subject selection and student engagement with their program of study.

Effort and behaviour of the student body are monitored at a whole of school level through the Meritorious Certificate process and through One School Report data. Year Level Co-ordinators follow up individually with all students who just miss out on receiving a Meritorious Certificate (ie: given just 1 C) to ensure they set the gaining of a certificate as a goal for the following semester.

Meritorious Certificates were introduced into the school in 1996. Monitoring this data provides a snap shot into how effective the school has been in pushing/promoting exemplary behaviour and standards amongst students. The overall percentage of students receiving certificates fluctuates between the high 30's and low 40's percent.

#### Meritorious Certificates 2012 – Term 1 2015

The dip pattern from Year 8 to 9 and rise from 10 to 12 is a constant, and concerning, feature. A significant concern also remains for the percentage of boys meeting the meritorious standard. The ratio of girls to boys receiving certificates has remained constant and the school will retain a focus on this until the ratio is close to 1:1. The middle of the year dip is a constant feature that needs consideration as to how it can best be addressed.

The importance of this data to the school is its alignment to the “social outcomes” focus. The school notes three key priorities – literacy, numeracy and social outcomes.

As a school we have a firm belief about the school's role as an institution of social engineering. We look to build solid citizens around our core values of respect, tolerance, self-discipline, responsibility honesty, commitment & caring.

While appreciating the difficulty associated with measuring “social growth” the school never the less has a number of data sources that collectively paint a picture of the tone & culture of the school.

This information provides a counter to the earlier discussed SDA (School Disciplinary Absence) data. 2014 Meritorious Certificate data showed an increase in both the number & percentage of students receiving this recognition. The percentage (and number) of students receiving Excellent or Very Good for Effort & Behaviour for all subjects in 2014 was higher than any previous year. The usual pattern that features a dip in Meritorious Certificate attainment in Term 2 did not eventuate.

# Our school at a glance

Further to this in 2015, the result in Term 1 remained at the same high level for years 8 – 12 (45%), while it sat at 44% for the entire school cohort (Years 7 – 12).

From the beginning of 2015, each of the year level co-ordinators have set specific aspiration goals which if achieved would give strong support to our success in moulding productive future citizens. A number of these targets relate directly to social indicators.

Meritorious Certificate Data 2012 – Term 1 2015

Year	Cohort Groups	2012			2013			2014			2015		
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
7	Boys										32 (36%)		
	Girls										64 (70%)		
	TOTAL										96 (53%)	50	
8	Boys	38 (38%)	41 (40%)	32 (31%)	34 (29%)	31 (26%)	33 (29%)	26 (22%)	24 (21%)	31 (27%)	43 (46%)		
	Girls	68 (75%)	47 (51%)	59 (63%)	46 (43%)	44 (42%)	43 (41%)	84 (58%)	74 (54%)	79 (60%)	33 (61%)		
	TOTAL	106(56%)	88 (45%)	91 (46%)	80 (36%)	75 (34%)	76 (36%)	110 (42%)	98 (39%)	110 (45%)	76 (51%)	50	
9	Boys	33 (31%)	30 (28%)	31 (30%)	28 (27%)	26 (25%)	23 (21%)	35 (31%)	28 (26%)	25 (23%)	26 (21%)		
	Girls	40 (38%)	42 (43%)	42 (39%)	53 (58%)	53 (57%)	54 (55%)	44 (44%)	55 (53%)	48 (49%)	69 (62%)		
	TOTAL	73 (35%)	72 (34%)	73 (35%)	81 (42%)	79 (40%)	77 (38%)	79 (37%)	83 (40%)	73 (35%)	95 (41%)	40	
10	Boys	32 (30%)	25 (23%)	32 (31%)	17 (15%)	22 (19%)	27 (24%)	35 (33%)	28 (29%)	33 (34%)	31 (30%)		
	Girls	44 (48%)	42 (46%)	39 (43%)	36 (38%)	35 (41%)	50 (59%)	49 (49%)	52 (53%)	53 (51%)	41 (45%)		
	TOTAL	76 (39%)	67 (32%)	71 (37%)	53 (25%)	57 (29%)	77 (38%)	84 (41%)	80 (41%)	86 (43%)	72 (37%)	40	
11	Boys	24 (25%)	16 (18%)	24 (30%)	30 (32%)	23 (23%)	30 (32%)	33 (35%)	25 (28%)	21 (23%)	26 (27%)		
	Girls	54 (55%)	52 (58%)	54 (63%)	44 (49%)	42 (50%)	48 (62%)	65 (57%)	55 (59%)	60 (65%)	59 (61%)		
	TOTAL	78 (40%)	68 (38%)	78 (47%)	74 (40%)	65 (35%)	78 (46%)	88 (45%)	80 (43%)	81 (44%)	85 (44%)	45	
12	Boys	19 (24%)	19 (24%)	25 (33%)	23 (32%)	13 (19%)	17 (25%)	30 (32%)	35 (40%)	37 (44%)	29 (33%)		
	Girls	48 (62%)	45 (58%)	45 (59%)	49 (63%)	42 (56%)	54 (74%)	45 (62%)	48 (68%)	54 (76%)	61 (68%)		
	TOTAL	67 (42%)	64 (41%)	70 (46%)	72(48 %)	55 (38%)	71 (50%)	75 (47%)	83 (52%)	91 (58%)	90 (51%)	55	
TOTAL	Boys	146 (30%)	131 (27%)	144 (30%)	132	115	130 (26%)	159 (30%)	140	147 (30%)	187 (155) 32%(31%)	55	
	Girls	254 (55%)	228 (51%)	239 (54%)	228	216	249 (50%)	277 (54%)	284	294 (59%)	327 (263) 61%(59%)	60	
	All	400 (42%)	359 (38%)	383 (42%)	360 (37%)	331 (35%)	379 (40%)	436 (42%)	424 (42%)	441 (45%)	514 (418) 45%(44%)	45	

Code:



Level with, or improvement from, previous semester/collection period (note year 8's term 1 compared to previous year's 8 term 1 results)

From 3% - 1% below level with previous semester/collection period

3% - 10% drop

More than 10% drop

60 Target for next term/semester

% Refers to % of that particular gender/cohort group population who received Meritorious Certificates

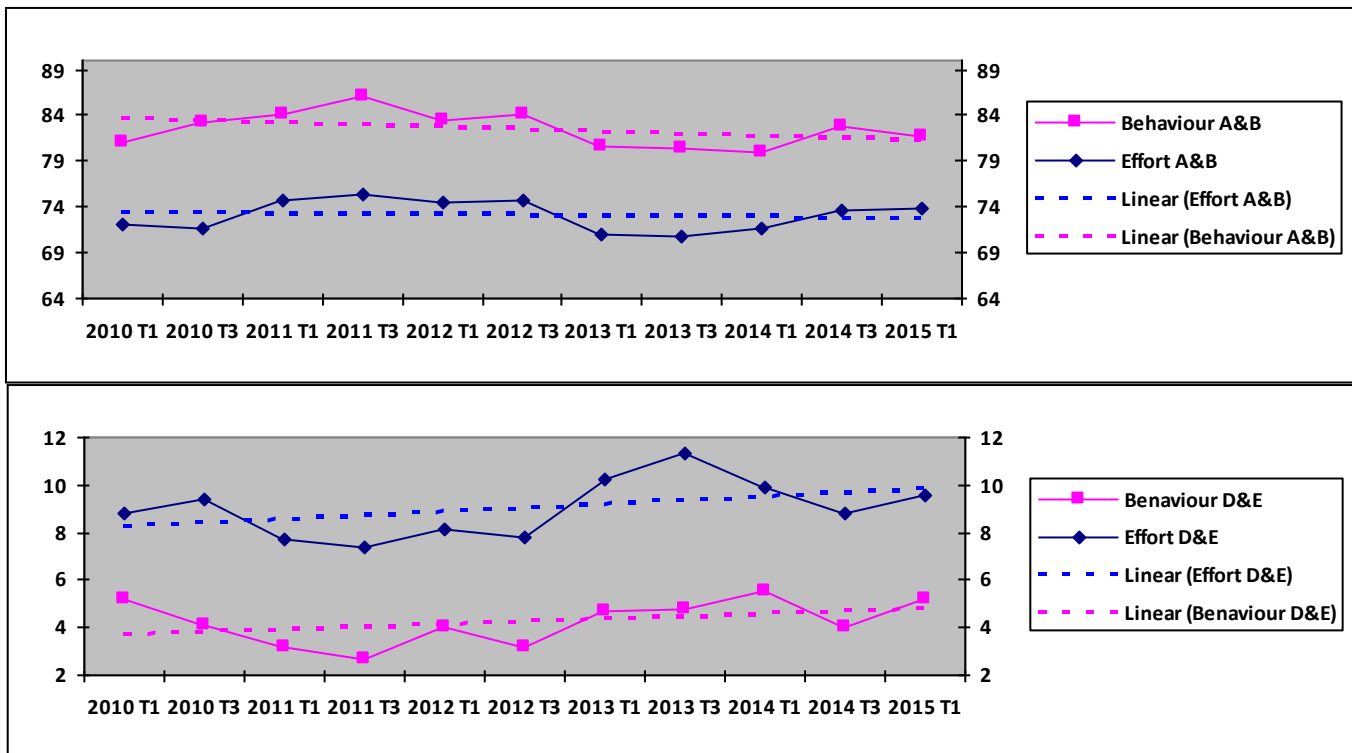
As well as monitoring this data, the school gauges "tone & culture" through One School Report data, Behavioural Referral data, Bullying Survey feedback and School Opinion Survey data.

## One School Report Data showing Behaviour & Effort (Table)

### Key Classroom Climate Behaviour/Effort Data Overview

	2010		2011		2012		2013		2014	
Behaviour	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3
A&B	81.1%	83.3%	84.2%	86.0%	83.5%	84.1%	80.6%	80.3%	80.0%	82.8%
D&E	5.2%	4.1%	3.2%	2.7%	4.0%	3.2%	4.7%	4.8%	5.5%	4.0%
Effort	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3	Term 1	Term 3
A&B	72.1%	71.7%	74.7%	75.4%	74.5%	74.7%	70.9%	70.7%	71.7%	73.9%
D&E	8.8%	9.4%	7.7%	7.4%	8.1%	7.8%	10.2%	11.3%	9.9%	8.8%

# Our school at a glance



One School Report Data (Graphs)

The behaviour and effort data as taken from end of term reports showed a concerning negative trend in 2013 after three years of steady improvement with improvement in 2014. The 2014 improvement is in contradiction to SDA data (page 10) and behaviour referral data (page 16) from 2014. An argument could be made to say that the school continues to be successful retaining high levels of A's & B's for behaviour & effort but has struggled in the last two years to continue the previous three year trend of decreasing D's & E's.

Class placement in core subjects (English, Maths, Science and SOSE) in Year 8 and 9 is ability based. The placement is reviewed each term based on performance of students' during that term. HOD's and teachers discuss results, as well as in class performance, to decide future class placement for each the following term. Feedback from Year Level Co-ordinators supports the use of like-minded groupings as an enhancer of class and school climate.

## Extra curricula activities

The school offers a vast range of student activities including:

- A very strong Volleyball program (National 17 years Boys Champions in 2009, second in 2008 and 2011, third in 2013, 15 years Boys Champions 2014, 13 years Girls Champions 2014) & at least one team State Champions in every year 2008 - 2014)
- A strong Hockey program across a 20 year time period.
- School Performance events (ie: Aldridge has Talent, Instrumental Music Concerts)
- Creative Writing program link with University of Sunshine Coast.
- Science & Engineering Challenge co-ordinated by University of Southern Queensland (fourth win in the last five years in 2014)
- Human Powered Vehicle teams
- Strong participation in Public Speaking and Debating and academic competitions
- Chaplain related activities



## Our school at a glance

- Super Scribblers lunchtime writing program
- Strong school presence at the local ANZAC Day march.(over 120 students)
- Leadership programs in each Year level that involve more than 150 students across the campus.

### **How Information and Communication Technologies are used to assist learning**

Aldridge has significant computer and ICT infrastructure and networking. Students access computers via:

- One of the many computer classrooms in the school (six currently)
- Science Foyer computers of which classes and part classes make continual use during normal lessons
- Mobile wireless laptop computers – students from Years 9 to 12 have the opportunity to be part of the 1 to 1 Laptop program.
- Numerous individualised classroom and subject arrangements
- Data loggers and specialised graphical calculators in Maths and Science
- Extensive use of 3D modeller in graphics and full graphics computer room for use during graphics lessons
- Internet research, electronic assignment production are the norm.

To further ensure the effective usage of ICT's to support student learning, the school focused strongly in the area of staff ICT professional development. Over 80% of staff have the ICT Certificate with 7 holding ICT Licenses and 1 staff member having an Advanced License level.

Data on One School (Behavioural & Academic) is used to:

- determine learning groups in a number of core areas
- identify areas of strength & weakness within key learning areas (ie: literacy & numeracy)
- compare learning outcomes between groups of similar ability

### **Social climate**

Above all - we seek to develop fine young men and women. Young people who strive for academic success through individual effort - to gain the highest OP, vocational and special education program results of which they are capable. Each student contributes to the richness of our school. We have a consistent academic emphasis regardless of a student's ability or the subject studied - our community reputation is very strong and is central to our school's operation. By positively affecting the way our students live their school life we enrich the way they will live in our community.

Our school vision statement characterises the tone and culture of the school:

*Engaged students learning with expert, accountable staff in a calm, ordered, caring environment.*

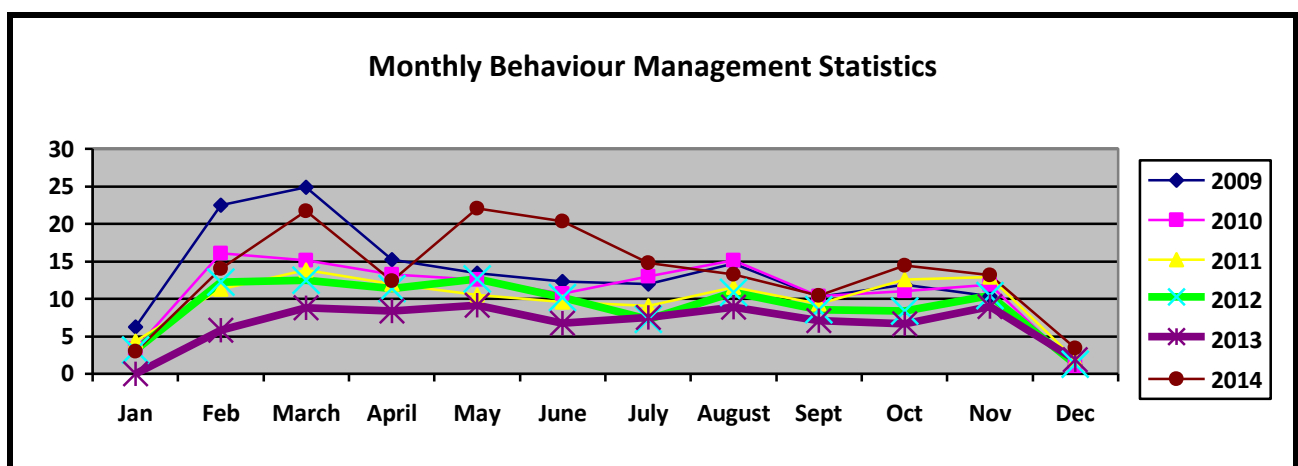
The balance of providing a calm, caring, ordered environment so that engaged learning can occur is a fundamental value of the school. It would be fair to refer to the school as a "strict", but caring school. We are a strong uniform school and this is highly regarded and supported by our community. We support our students' academic, social and emotional well-being through form meetings, Year level Co-ordinators, specific Heads of Department being assigned to Year 8, 9, 10, 11 and 12 students, purchasing additional Guidance Officer to enhance the Guidance support provided, School Nurse, ATSI support workers, external Alternative Programs Officer, Chaplain, specific targeted student development programs, Youth Support Officer, community organisations and institutions and Meritorious Certificate days. Our VIRTUES program is now embedded into the life of our school.

Both One School Behaviour records and the annual School Opinion Survey provide useful data as to how the "social climate" of the school is developing.

In 2013, the response format of the survey was altered which makes comparison with previous years to note trends and patterns a less valid exercise than would have been the case had the format remained constant.

## Graphs & Tables – Tracking Daily Average Behaviour Referrals by Month

Month	<i>Behaviour Incidents Daily Average</i>					
	2009	2010	2011	2012	2013	2014
January	6.25	3.33	4.40	3.17	0.0	3.00
February	22.45	16.05	11.30	12.19	5.90	14.05
March	24.86	15.09	13.83	12.45	8.80	21.71
April	15.20	13.21	12.00	11.40	8.36	12.40
May	13.43	12.55	10.48	12.64	9.14	22.05
June	12.35	10.67	9.53	10.13	6.86	20.37
July	11.93	13.00	9.07	7.29	7.50	14.79
August	14.67	15.09	11.57	10.87	8.91	13.29
September	10.29	10.38	9.33	8.53	7.07	10.47
October	11.85	11.05	12.60	8.41	6.65	14.44
November	10.33	11.91	12.91	10.45	9.00	13.15
December	1.11	1.13	1.86	1.30	1.90	3.40
<b>Year Average</b>	14.23	12.43	10.95	9.91	7.51	15.15



The graph and table above give support to the belief that the general “tone” of the school steadily improved over the 2010 – 2013 period but lapsed in 2014 especially in the second term (April to June). Daily referral averages across the year in 2014 doubled from 2013 (7.51 to 15.15) impacting significantly on the workload of the Junior School Year Level Co-ordinators.



## Our school at a glance

Key responses on the School Opinion Survey in this dimension are associated with the questions that ask about feeling safe at school, being treated fairly at school, is this a good school and if students are happy to go to this school (highlighted in yellow below). In the case of staff – school morale levels calculated from the School Opinion Survey – give a good indication of tone amongst school employees. This figure rose each year from 2009 to 2013 but dropped in 2014. The drop may have some relationship to behavioural data noted earlier.

To proactively address bullying (verbal, physical and cyber) each year the school conducts bullying surveys in Years 8, 9 and 10. From these surveys, students who are identified as bullying others are interviewed to ensure they are aware that this is the perceptions others have of them. Additionally those students who are identified as being bullied are interviewed to see if additional support/skilling can be provided to them.

Cyber bullying has become a significant issue. The school has run sessions both with students and parents to assist in addressing this growing issue over the last two years. Cyber Bullying now has a specific reference in the school's Responsible Behaviour Management Plan.

### Parent, student and staff satisfaction with the school

Feedback below shows that parents are supportive of the service provided by this school. 2014 did however show lower levels of satisfaction than previous years which can be linked to behavioural data noted earlier.

Of interest in 2014 was that while parents & staff satisfaction on the School Opinion Survey dropped from the very high levels of 2012 & 2013 to be at similar levels to other schools, student satisfaction rose in all areas.

Staff unexpected absence rates & staff transfer request rate still support the belief that Aldridge is a place at which they enjoy working.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	97%	100%	92%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	100%	100%	85%
their child feels safe at this school* (S2002)	100%	100%	85%
their child's learning needs are being met at this school* (S2003)	97%	100%	85%
their child is making good progress at this school* (S2004)	97%	100%	85%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	92%
teachers at this school motivate their child to learn* (S2007)	97%	100%	85%
teachers at this school treat students fairly* (S2008)	97%	100%	85%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	92%
this school works with them to support their child's learning* (S2010)	100%	95%	92%
this school takes parents' opinions seriously* (S2011)	96%	100%	85%
student behaviour is well managed at this school* (S2012)	100%	95%	77%
this school looks for ways to improve* (S2013)	100%	100%	92%
this school is well maintained* (S2014)	100%	100%	62%

## Our school at a glance

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	95%	99%
they like being at their school* (S2036)	97%	96%	98%
they feel safe at their school* (S2037)	94%	95%	95%
their teachers motivate them to learn* (S2038)	90%	92%	94%
their teachers expect them to do their best* (S2039)	97%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	91%	94%
teachers treat students fairly at their school* (S2041)	85%	84%	92%
they can talk to their teachers about their concerns* (S2042)	79%	83%	91%
their school takes students' opinions seriously* (S2043)	82%	90%	90%
student behaviour is well managed at their school* (S2044)	80%	86%	93%
their school looks for ways to improve* (S2045)	95%	97%	97%
their school is well maintained* (S2046)	94%	92%	93%
their school gives them opportunities to do interesting things* (S2047)	91%	89%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	94%
they feel that their school is a safe place in which to work (S2070)		96%	98%
they receive useful feedback about their work at their school (S2071)		86%	85%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		100%	94%
student behaviour is well managed at their school (S2074)		95%	93%
staff are well supported at their school (S2075)		95%	89%
their school takes staff opinions seriously (S2076)		87%	84%
their school looks for ways to improve (S2077)		96%	95%
their school is well maintained (S2078)		91%	89%
their school gives them opportunities to do interesting things (S2079)		93%	92%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

The school employs many strategies to enable parents to participate in the life of the school. These include:

- P&C, School Council, School Events (eg. Awards Night, Performances, Year 8 Meet & Greet, Year 9 afternoon, three Parent Teacher events a year, four reports a year, subject events like "cornfest", four subject selection nights), EQ surveys, Newsletters, Volunteer work (eg: LAP tutors, Tuckshop), automated text stream to advise parents when students are absent from form meeting at the beginning of the day or about upcoming whole of school/year level event.
- Currently employing a specific officer to increase communications home and to allow greater celebration of student and school achievements.
- Requiring parents to be involved with SET plan interviews and in interviews with Year 11 and 12 when students do not receive at least a C in more than 1 subject.

The school website has recently been revamped to allow parents to access school & subject information directly. A specific P&C section has been included on the Website. Texts and email interaction between staff and parents about attendance, homework, assignment completion are becoming part of the way business is done.

## **Preparing for the Inclusion of Year 7 in 2015**

During the course of the 2012 – 2014 period a great deal of activity occurred to prepare the school for the inclusion of Year 7's on to our site in 2015 and for the move across to high school by a number of Primary based teachers. Particular milestones & activities are noted below.

### Infrastructure & Furnishings

- Four new rooms built in under G block.
- Covered area built between G and F block & the surrounds landscaped.
- Landscaping of the area between G & F block (jointly funded by the school & through the Flying Start program).
- Purchase & delivery of new furniture/fittings for G Block
- Official Opening of G Block by Anne Maddern on behalf of the Education Minister on 18 February 2014.

### Human Resources (staff & students)

- Establishment of a Year 7 2015 Committee in 2012 featuring Parent, School Council & Primary teacher members.
- Two general information afternoons for Primary teachers considering moving to High School (one in 2012 and 2013)
- Eight one week duration high school experience opportunities offered to primary teachers from four differing sites (six of these will have become ASHS staff members by 2015).
- A specific Transition Program for those primary teachers joining ASHS in 2015 began early in 2014.
- Continuation of Transition Programs for Primary students (offered to both Year 6 and 7 students in 2014).
- Leadership positions for Junior Secondary established (junior school/sports captains)

### Parents

- Information Evenings conducted at four main primary feeder schools for parents
- Two Open Evenings held in Semester 1 2014 for parents/students interested in enrolling in 2015
- An Information Evening held 19<sup>th</sup> June 2014 to cover issues associated with the school's Enrolment Management Plan.
- Updates posted in primary newsletters and on their website/Facebook pages.

## Reducing the school's environmental footprint

The school's electricity usage has increased each year from 2010 as the classroom climate control program (air conditioning) has progressed. By early 2015 all rooms that can be air-conditioned will be except for the newly commissioned rooms associated with Year 7's moving to High School.

Staff are continually encouraged to ensure air conditioners are set at no lower than 24<sup>0</sup> C and that lights are turned on when entering a classroom and off when leaving.

Water usage is more at the behest of climatic conditions. A significant part of the water usage increase in 2012 – 2013 was due to the school bore being out of action due to pump failure. A feature of the watering plan is a focus on specific key areas (eg: in front of Administration where parents enter the school, the area between C and D blocks where most students gather at Recess). In dry times these areas will be watered but most of the grounds are noted as relying on natural rainfall.

To limit water requirements for gardens a number of tanks have been put in place to collect and store run off from buildings.

	Environmental footprint indicators	
	Electricity (kWh)	Water (kL)
2010-2011	376,305	9,122
2011-2012	413,334	3,233
2012-2013	420,718	11,931
2013-2014	431,070	7,609

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

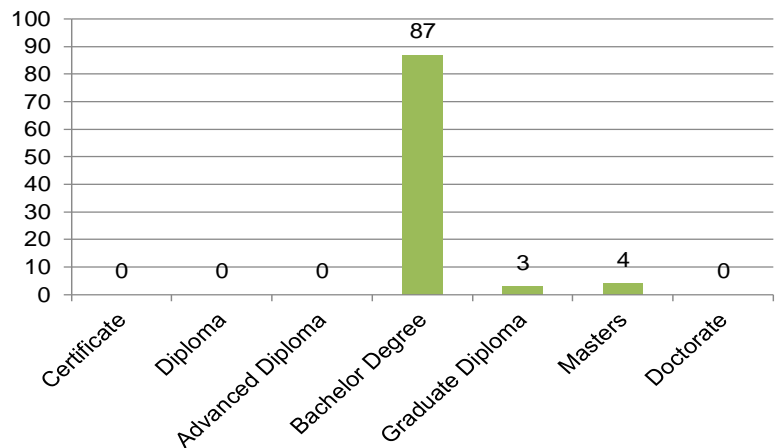
# Our staff profile

## Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	94	50	<5
Full-time equivalents	87	34	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	87
Graduate Diploma	3
Masters	4
Doctorate	0
<b>Total</b>	<b>94</b>



\* Teaching Staff includes School Leaders  
 \*\* Graduate Diploma includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on professional development in 2014 was \$ 31 369.

The major professional development initiatives are as follows:

- Implementation of the Aldridge Learning Model;
- Preparation for ASAA Accreditation;
- Further development of staff understanding of brain learning and how this aligns to the Aldridge Pedagogical Platform;
- QSA/QCAA Program development;
- Subject specific knowledge training.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

These professional development activities were run both as in house events (organised and led by school staff) and by registering for advertised events organised and run by QSA, EQ, QSPA, ASAA and a number of other private providers.

# Our staff profile

Average staff attendance	2011	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%	96%

## Unplanned Absences By Org Unit

clever • skilled • creative

### Report Parameters

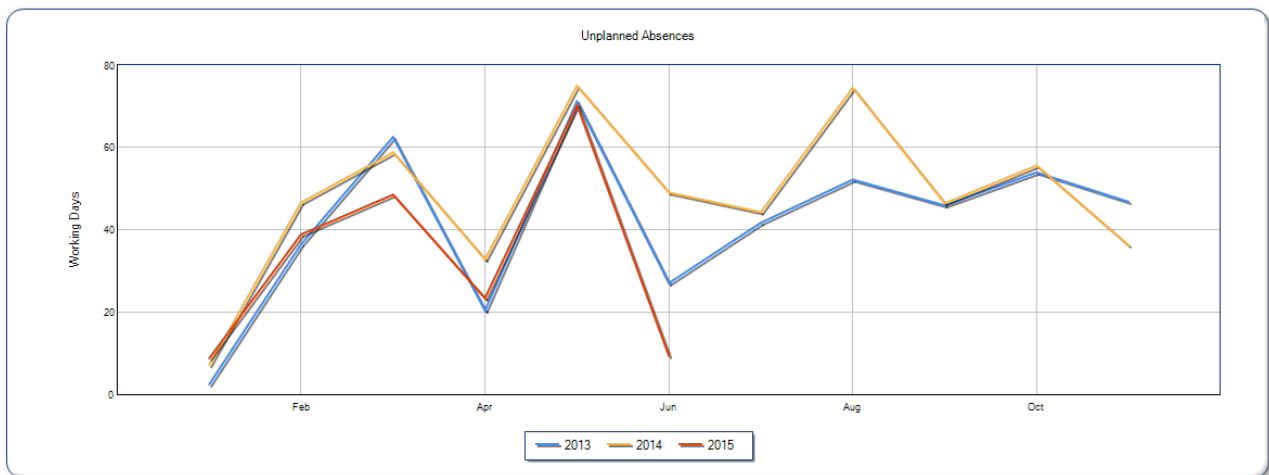
Region: -- All Regions --

Leave Type: Sick

Org Unit: Aldridge State High School [2017]

Occupational Group: -- All Occupational Groups --

### Teacher Unplanned Leave by Month & Year



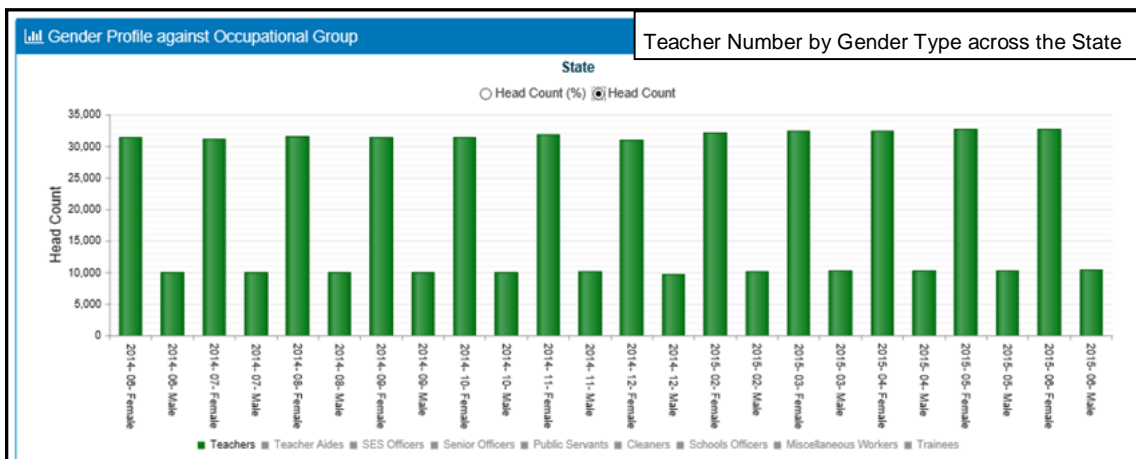
## Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for all of 2014.

## Workforce Planning

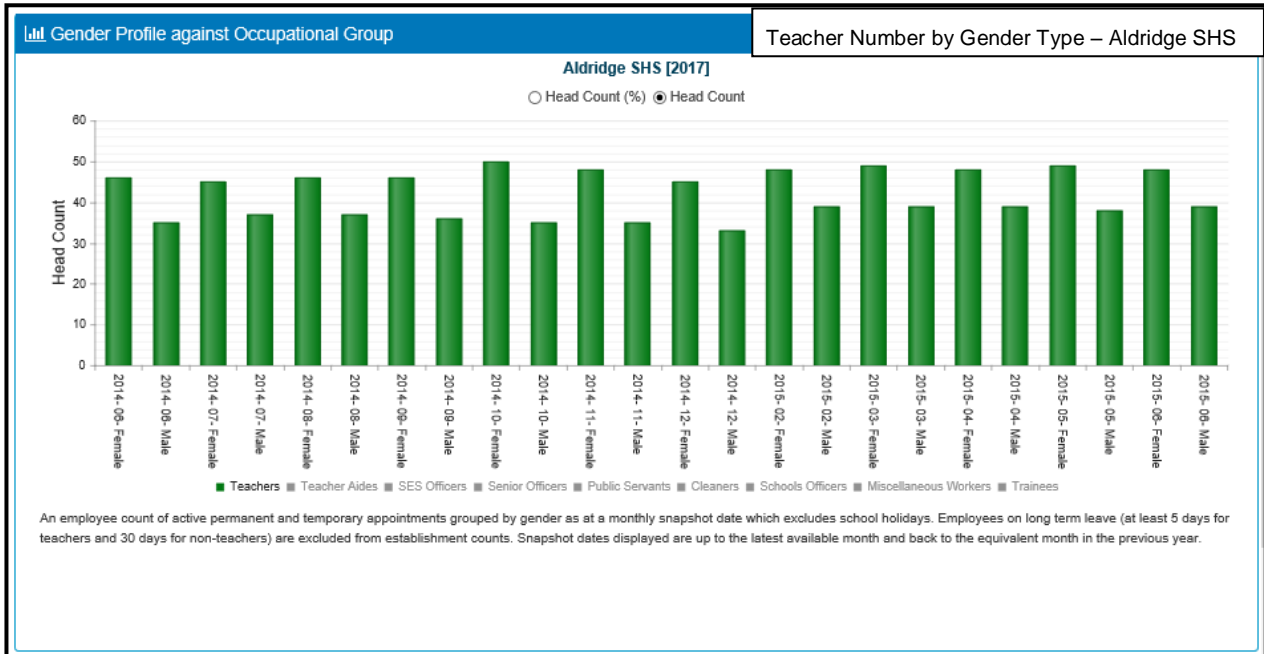
The school carries a rolling five year Workforce Plan. This plan aims to: (a) identify & manage in advance issues associated with curriculum delivery caused by staff leaving the site (promotion, transfer, retirement); (b) manage gender & age balance across the teaching staff; (c) note school intention should entitlement to classified positions alter and (d) maintain staff skilling as human resource delivery requirements are updated by authorising/governing bodies.

## Staff Balance

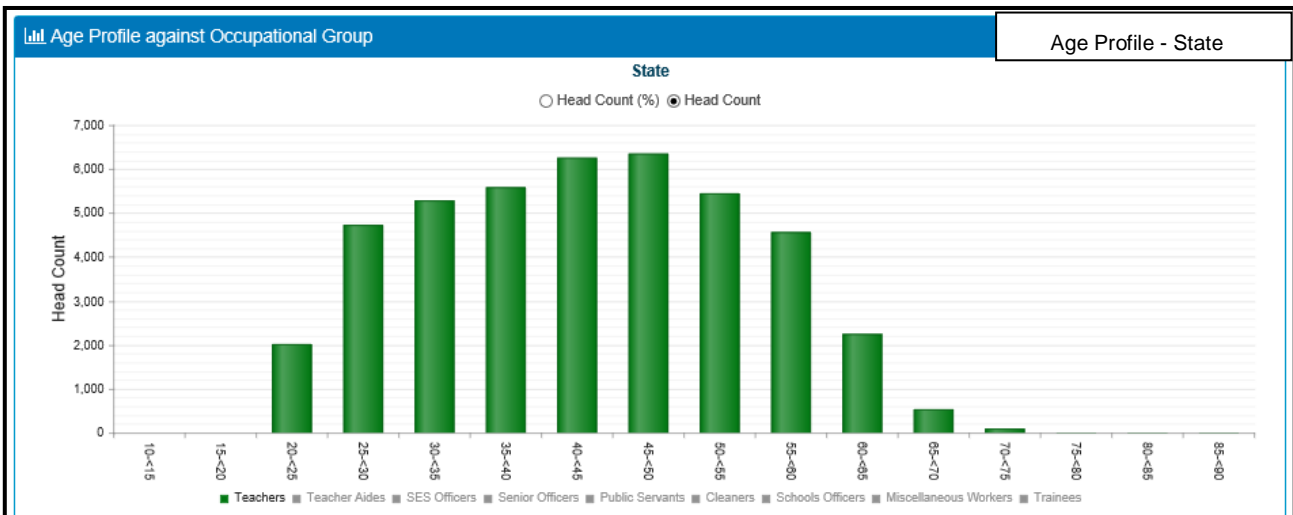


# Our staff profile

Across the state (as noted on the graph on the previous page) around 2/3 of the teaching workforce are women & 1/3 men. While this is the state profile, the school believes that having a more equally gender balanced teaching staff (somewhere in the 40 – 60 range) is of benefit to both students & the school as a whole. As noted below, the teacher gender balance at Aldridge SHS currently sits around the 45% - 55% mark.



Having a balance of youth & experience across a school staff is also important. Currently the school's teaching age profile is more heavily skewed towards the later years than the state profile.



The state teaching age profile notes a steady rise from the 25 – 30 year age group through until 45 – 50 with a more significant decline after that time through until age 60 with a more marked fall after that time.

When the school's considers transfer applications the first consideration will always be "school fit". Where the fit of several individuals is similar then the school considers aspects of gender & age balance.

Aldridge also has a close relationship with several tertiary pre-service programs (eg: QUT's Exceptional Teachers Disadvantaged Schools program). Part of the rationale of this strategy is to assist with the balance of the school's teaching age profile while allowing on site assessment of final year education students fit to our specific school environment.

## School income broken down by funding source

To access our income details directly, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

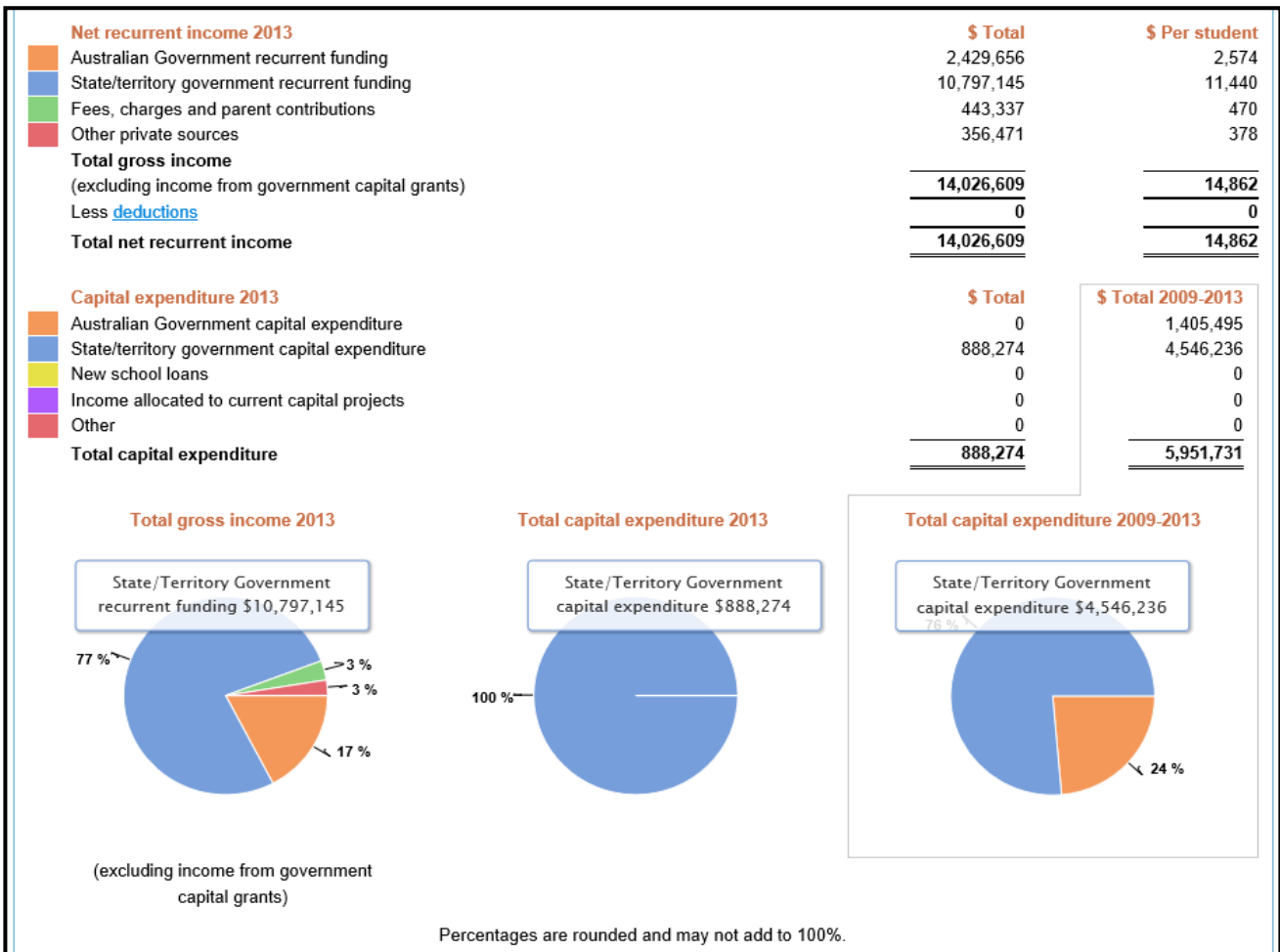
Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.





## Key student outcomes

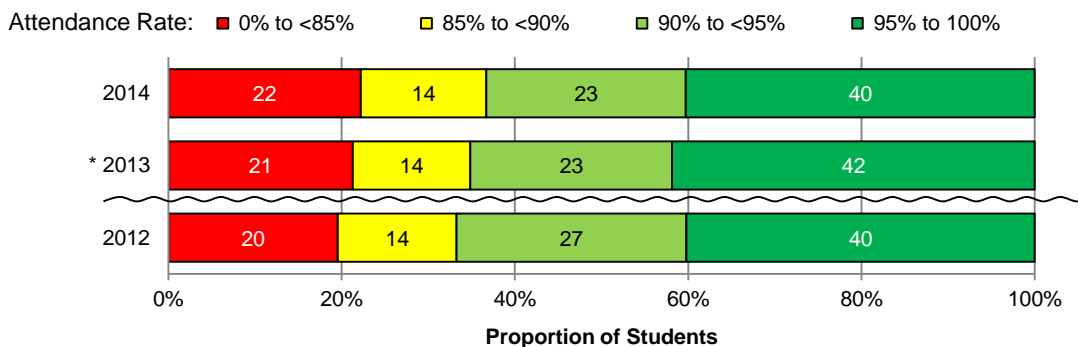
Student attendance	2011	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	91%	90%

The overall attendance rate in 2014 for all Queensland State Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)					
	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	88%	87%	93%	92%
2012	92%	88%	87%	93%	93%
2013	91%	90%	88%	91%	94%
2014	91%	88%	89%	91%	91%

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Aldridge SHS Processes affecting all students:

- Form teachers mark rolls between 8.40 am and 8.55am each morning.
- ID attend was introduced as the student attendance management software during the course of 2009. Text messages are automatically sent to parent mobile telephones following the marking of form rolls if students are noted as absent.
- Year Level Co-ordinators follow up those students who have not explained whole day absence within three days of returning to school. Part day unexplained absence is followed up on the day or the next morning.
- The vigilance of Year Level Co-ordinators and the introduction of the ID attend system has led to a

## Performance of our students

significant decrease in unexplained absence and a small increase in attendance rates.

- Where high levels of unexplained absence occur, letters are sent home reminding carers of their obligation to get students to school and what are the possible consequences for them if students fail to attend school regularly.

Students in “Learning or Earning Phase” and post compulsory students:

In addition to the actions noted above:

- Percentage attendance checks occur every five weeks. Students whose attendance drops below the 80% level are interviewed by Year Level Co-ordinators. Where no valid/justified reason exists for absence, warning letters of cancellation are generated. Students whose attendance rates remain below 80% for an extended period of time risk having their enrolments cancelled.
- Where student’s attendance exemplifies that an appropriate level of engagement with the program of instruction is NOT occurring, then efforts are made to engage the student with a program of instruction that has greater chance of success (ie: enrolment in Certificate courses at TAFE, Community Solutions, TESS).

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

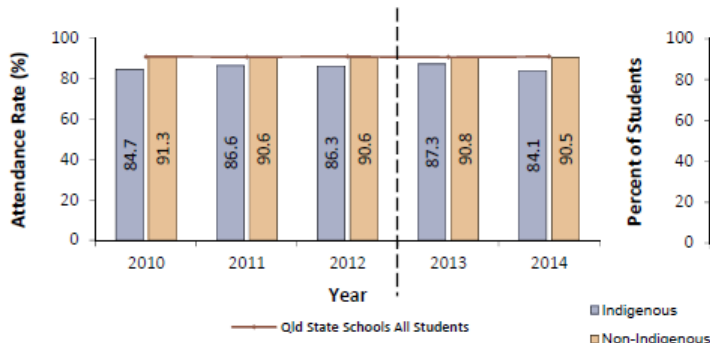
### Achievement – Closing the Gap

Indigenous Status	Year Levels in the School					Total
	8	9	10	11	12	
Indigenous	24	16	13	12	8	73
Non-Indigenous	228	194	185	174	151	932
Unknown						
<b>TOTAL</b>	<b>252</b>	<b>210</b>	<b>198</b>	<b>186</b>	<b>159</b>	<b>1005</b>

# Performance of our students

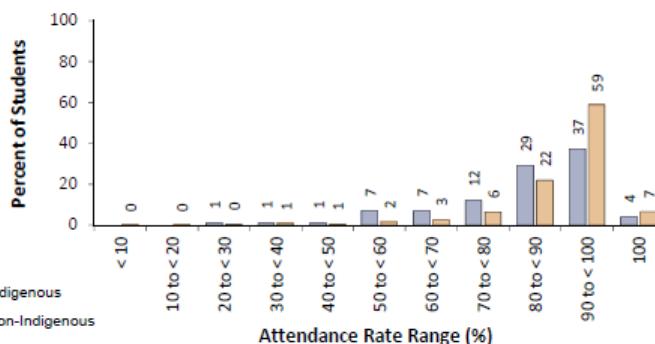
## Student Attendance

**Student Attendance Rate Semester 1**  
Indigenous & Non-Indigenous Students



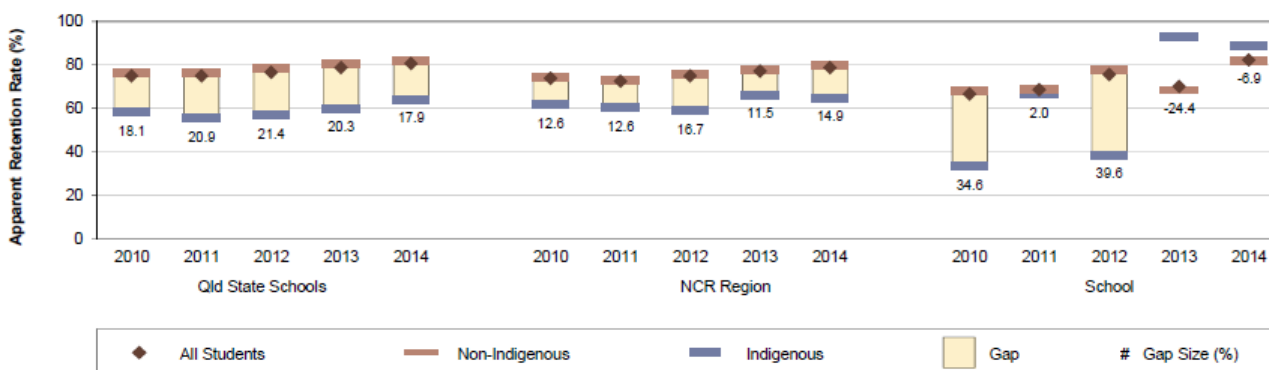
The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

**Proportion of Students by Attendance Range**  
Semester 1, 2014 - Indigenous & Non-Indigenous Students



% of All Student Attendance < 85%	22.2
% of Indigenous Student Attendance < 85%	47.5

## Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap



Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior. The retention rates are labelled "apparent" as they do not take account events such as interstate or overseas migration, repeating students, return of adult students and the movement of students to and from the state sector. For these reasons it is possible to obtain apparent retention rates greater than 100%. Based on the August Census enrolment collection.

Across the 2010 – 2013 period, the attendance rate gap between Indigenous & Non-Indigenous students gradually decreased from 6.6% to 3.5%. In 2014 the gap returned to 6.5%. A key contributor to this was the percentage of Indigenous students in the 20% to 70% attendance range in comparison to Non-Indigenous students. While the Indigenous student attendance percentage dropped by 3% this figure would have been greater without the significant efforts of the school's Community Education Counsellor who not only followed up tirelessly with students & families around non-attendance but ensured many vocational, tertiary & character development opportunities were available for regularly attending Indigenous students.

## Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 student cohort.

2011      2012      2013      2014

69%      76%      70%      82%

## Performance of our students

Outcomes for our Year 12 cohorts	2011	2012	2013	2014
Number of students receiving a Senior Statement.	133	149	143	153
Number of students awarded a Queensland Certificate Individual Achievement.	1	6	2	3
Number of students receiving an Overall Position (OP).	61	76	52	54
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	13	7	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	130	139	98	98
Number of students awarded an Australian Qualification Framework Certificate II or above.	77	54	68	70
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	119	130	120	138
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	61%	63%	83%	80%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%	97%	94%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	89%	93%	92%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	7	14	16	15	9
2012	16	19	13	24	4
2013	9	22	12	7	2
2014	9	17	17	10	1

As at 19 February 2015. The above values exclude VISA students.

# Performance of our students

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	126	73	18
2012	136	54	10
2013	53	56	14
2014	62	61	18

As at 19 February 2015. The above values exclude VISA students.

A more detailed overview of the types of Certificate courses offered at the school, the number of students who initially enrolled and the number who successfully completed these courses is noted below.

### YEAR 12 2014 VET DATA

CERTIFICATES	ENROLMENTS	COMPLETED	% COMPLETED
Certificate I in Business	12	9	75%
Certificate II in Business	19	17	89%
Certificate I in Construction	30	29	97%
Certificate II in Information, Digital Media and Technology	1	0	0%
Certificate I in Furnishing	31	26	84%
Certificate II in Retail Make Up and Skin Care	3	3	100%
Certificate II in Hairdressing	6	5	83%
Certificate I in Hospitality	20	20	100%
Certificate II in Outdoor Recreation	19	17	89%
Certificate I in Work Readiness	3	0	0%
Certificate I in Engineering	13	4	31%
Certificate II in Rural Operations	4	4	100%
Certificate II in Hospitality	4	4	100%
Certificate III in Children's Services	10	10	100%
Certificate II in Public Safety	4	4	100%
<b>TOTAL</b>	<b>179</b>	<b>152</b>	<b>84.9%</b>

The decrease in Certificate 1 enrolments is due to a deliberate school based decision. Prior to 2013, all students enrolled in a Certificate 1 in Work Readiness. On review, the value of this certificate for all students was questioned & the feeling of the school Leadership Team was this strategy was more associated with enhancing the 17 column table data than providing rich learning options for students that could assist their transition to the world of work. The certificate was still seen as having value for some of our Learning Enhancement Centre (SEP) students.

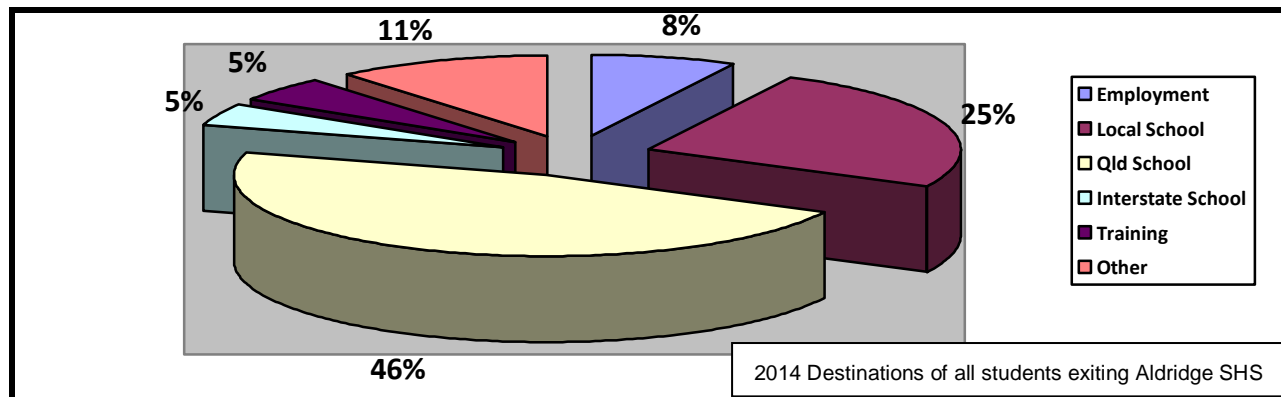
# Performance of our students

## Post-school destination information

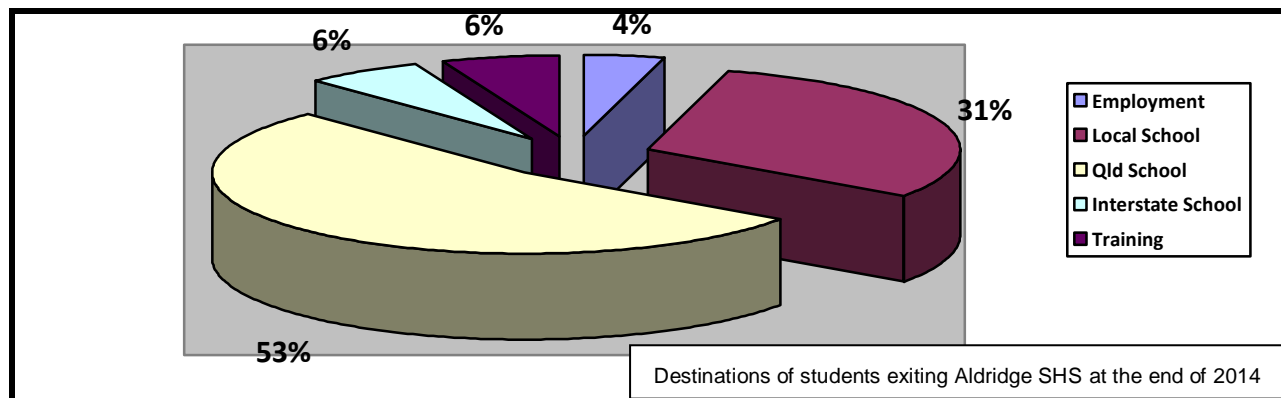
At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

## Early leavers information

During the course of the 2014 school year 199 students from Year 8 to 12 left the school.

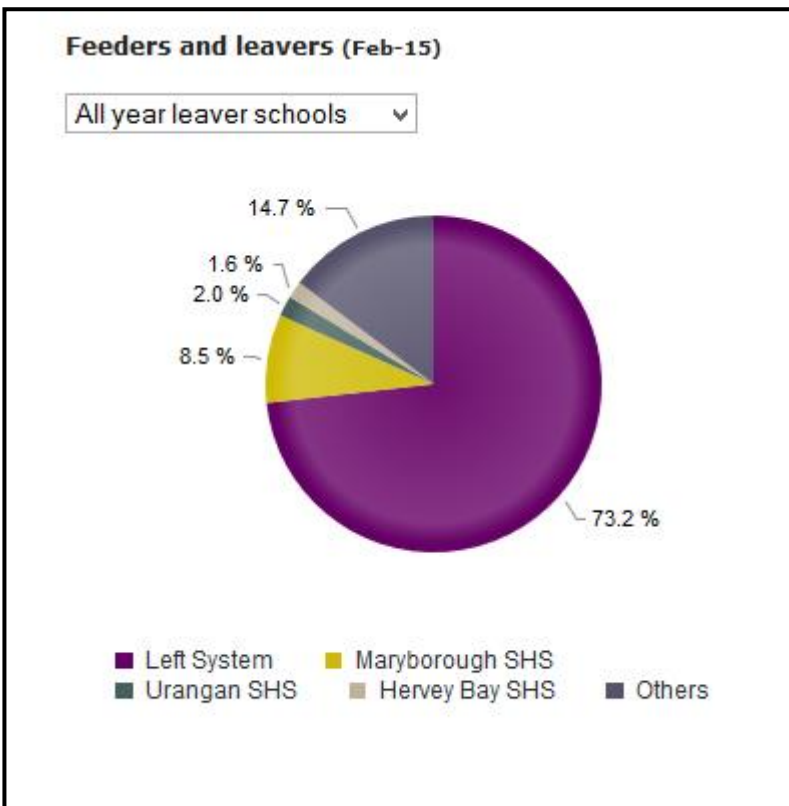
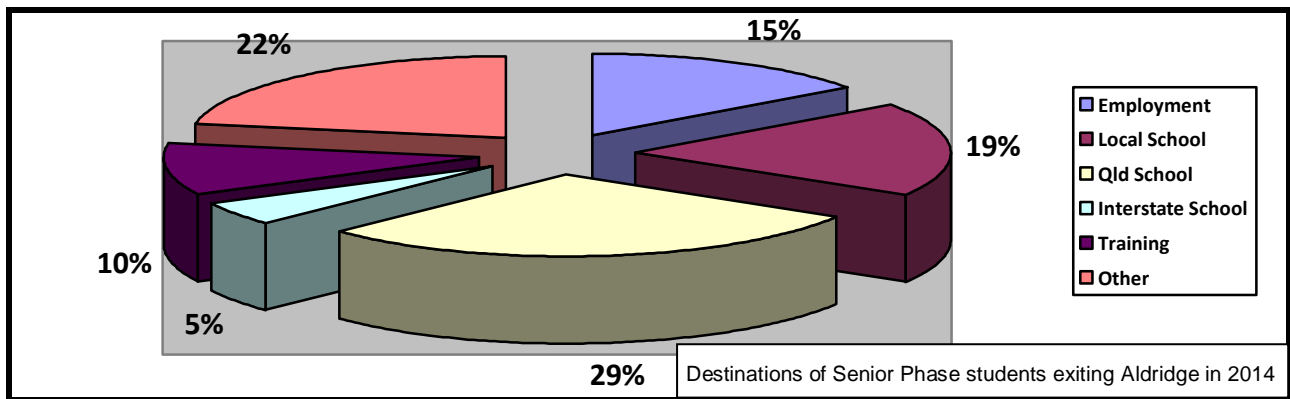


Of these 199 students, 49 ceased their enrolment at Aldridge SHS over the summer break. The majority of these (59%) came about through their families leaving Maryborough. 10% arose from specific training or employment opportunities with 31% deriving from a move to alternative local school. Key action in 2015 will revolve around the monitoring of students leaving Aldridge to attend other local schools & reasons for the move.



In the Senior Phase of Learning 89 students left the school in Years 10, 11 and prior to completing Year 12. Destinations of these students are noted on the following page.

# Performance of our students



To date in 2015, 61 students have left the school (2 of whom have since returned).

The One School graph relating to these events appears to the left.

Movement from Maryborough, usually due to economic factors, is still the prime reason for leaving the school.

Movement from this school to another local schooling provider (either public or private) has been closely monitored in 2015 & currently sits at less than half the 2014 percentage in relation to total movements and 20% of actual movements (10 in Semester 1 2015 compared with 50 in 2014).

Of the 10 student movements to local schools, one was to the private sector and nine were to Maryborough State High School. During the same period of time (Semester 1 2015), 64 students enrolled at the school.

