2022

Aldridge State High School

Annual Improvement Plan

Annual Improvement Plan Sign Off:

Ross Higgins
Principal

Dan Lourigan
Chair, ASHS School Council
Endorsed at the School Council Meeting Monday 7th March 2022

Lyal Giles
North Coast Regional Director

Key Accountable Targets

These targets have been highlighted as they provide useful reference frames to evaluate the school's success in making our vision – a reality.

"Engaged students (3, 4, 6) learning with expert accountable staff (1, 2, 8b, 8c, 8d, 9c, 9d, 9e) in a calm, ordered caring environment (3, 5, 7, 8a, 8e, 9a, 9b)" –

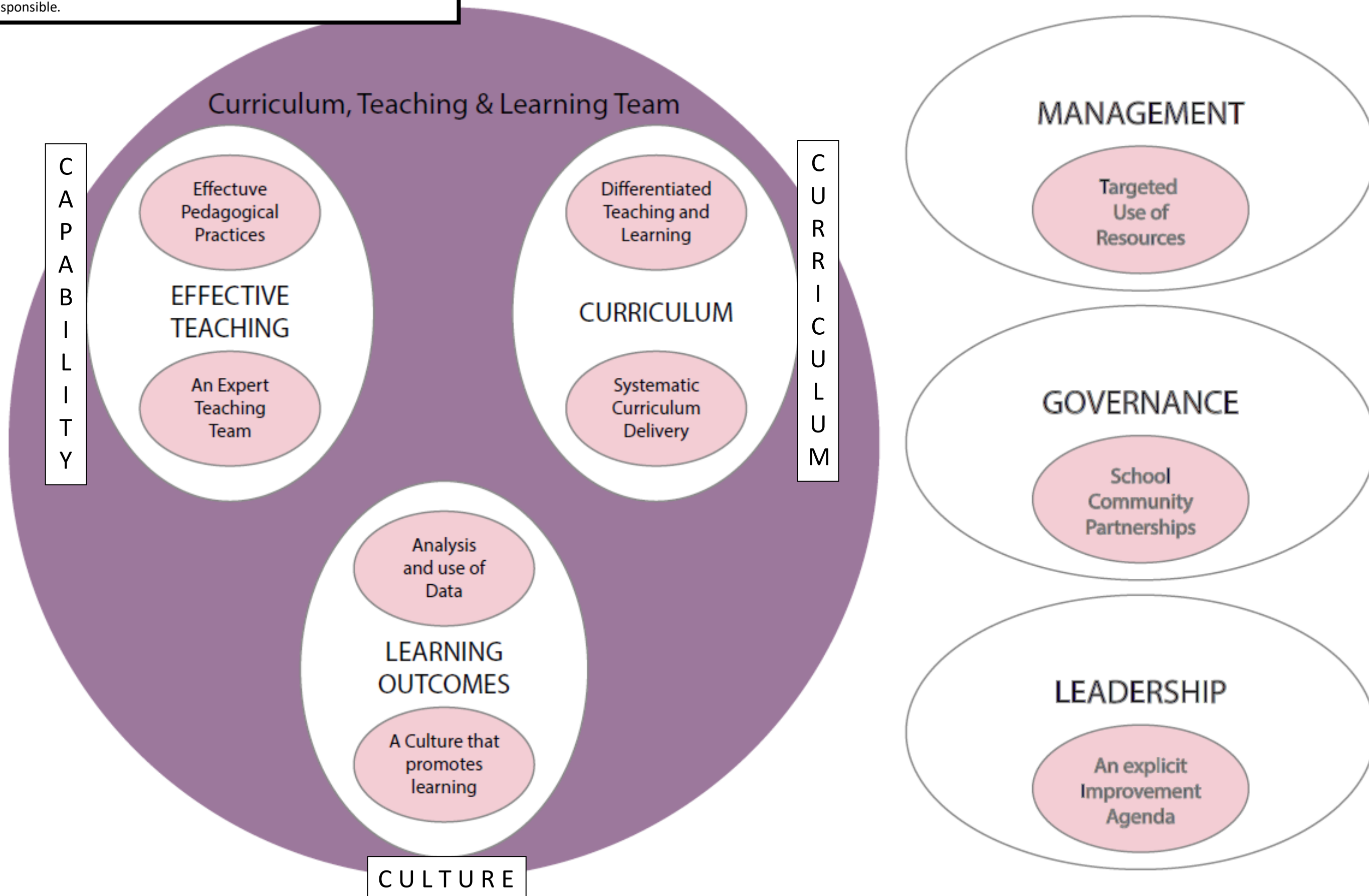| Target	Data Source	Explanation of Target Relevance
1. 95% Year 12 students exit with a QCE, QCIA or VET Certificate	QCAA	It is essential to ensure as many students as possible exit Year 12 with some form of formal learning accreditation. This data gives the percentage of students exiting with certified learnings.
2 (a) 50% A or B for Achievement on end of Term Reports 2 (b) Less than 15% D or E	One School	This data gives a read on whole of school achievement levels & when tracked across time will show if any traction has occur through the "like minded groupings" initiative & through the implementation of DoL/Visible Learning.
3 (a) 85% A or B for Behaviour on end of Term Reports 3 (b) Less than 5% D or E	One School	This data provides a feel for the tone & culture of the school as well as providing a measure of our social outcomes focus. While whole of school percentage tends to be in the 75% to 80% range the 85% target remains to aligns with 85% of students receiving achievement C's or above.
4 (a) 80% A or B for Effort on end of Term Reports 4 (b) Less than 10% D or E	One School	Effort is an indicator of students' engagement with their learning program. Historically this lies within the high 60%'s to low 70%'s range so the 80% goal is an aspirational target.
5. One School Daily Referrals less than 15.0 per day	One School	One School Referrals relate to incidents that the teacher could not manage within the classroom. A decrease in the daily referral number is indicative of an enhanced class & playground environment.
6. Student Attendance above 91%	Day Map	The Every Day Counts initiative is a whole of department focus. Attendance has always been a key priority for the school. Traditionally the Semester 1 rate will sat within the 89% - 91% range but has dropped below 85% recently.
7. Staff Morale above 80%	School Opinion Survey	This is a further tone & culture measure. The school is cognisant of the reality that at times specific whole of school discussions that may be occurring at specific times close to the data collection time may have a disproportional impact on this measure.
8. Parent Feedback – (a) Student Behaviour is well managed – 90% Agree (b) Teachers expect my child to do their best – 90% Agree (c) Expectations and rules are clear – 90% Agree (d) This is a good school – 90% Agree (e) Teachers care about student wellbeing – 90% Agree	School Opinion Survey	This data provides perception feedback from a parent's viewpoint. 9a provides a feel around "calm, ordered environment" while 9b, c, d and e relate to "expert, accountable staff".
9. Student Feedback – (a) Student Behaviour is well managed – 90% Agree (b) Teachers interested in my well being – 90% Agree (c) My teacher's expect me to do my best – 90% Agree (d) My teacher's motivate me to learn – 90% Agree (e) This is a good school – 90% Agree	School Opinion Survey	This data provides perception feedback from a student's viewpoint. 10a provides a feel around "calm, ordered environment" while 10b, c, d and e relate to "expert, accountable staff".

			Performance Over Last 4 Years			
Target	**Data Source**	**2022 Results**	**2021**	**2020**	**2019**	**2018**
1. 95% Year 12 students exit with a QCE, QCIA or VET Certificate	QCAA				100.0% (95.0% QCE)	96.4% (94.0% QCE)

2. 50% A or B for Achievement on end of Term Reports Less than 15% D or E — One School

(Average for Year 8 to 12) 2022 Terms Average: A/B: D/E:

	2022 A/B	2022 D/E	2021	2020	2019	2018
			A/B: 41.8 D/E: 17.9	A/B: 41.0 D/E: 16.0	A/B: 43.9 D/E: 15.8	A/B: 46.5 D/E: 16.2

	Term 1	Term 2	Term 3	Term 4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
A & B					42	41	41	44	38	39	41	46	42	43	45	46	46	47	48	46
D & E					19	19	18	15	18	20	18	8	17	16	16	15	19	16	15	16

3. 85% A or B for Behaviour on end of Term Reports Less than 5% D or E — One School

(Average for Year 8 to 12) 2022 Terms Average: A/B: D/E:

	2021	2020	2019	2018
	A/B: 77.9 D/E: 4.0	A/B: 78.7 D/E: 3.8	A/B: 78.9 D/E: 4.5	A/B: 80.0 D/E: 4.5

	Term 1	Term 2	Term 3	Term 4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
A & B					79.3	76.9	77.1	78.2	79.1	80.5	81.3	79.2	81	82	80	78	79	80	81	80
D & E					4.8	5.1	3.4	2.8	3.8	3.4	3.2	4.8	5.3	3.7	4.2	4.6	5.9	5.7	3.7	5.1

4. 80% A or B for Effort on end of Term Reports Less than 10% D or E — One School

(Average for Year 8 to 12) 2022 Terms Average: A/B: D/E:

	2021	2020	2019	2018
	A/B: 67.2 D/E: 11.4	A/B: 69.8 D/E: 8.1	A/B: 70.2 D/E: 9.4	A/B: 72.6 D/E: 9.3

	Term 1	Term 2	Term 3	Term 4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
A & B					68.0	65.2	66.8	68.7	65.7	64.0	64.3	66.3	69.3	69.4	69.4	70.1	69.4	71.5	71.5	68.2
D & E					11.8	12.0	11.9	9.8	10.7	11.5	12.4	11.6	9.5	9.1	4.1	9.6	11	9	8	10

5. One School Daily Referrals less than 15.0 per day — One School

[1] Data taken from Week 6 to 10. (Average for Year 8 to 12) 2022 Average:

	Term 1	Term 2	Term 3	Term 4	Year: 17.22				Year: 15.33				Year: 24.32				Year: 21.79			
					T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
					19.7	20.1	16.4	12.9	18.4	16.1	15.2	18.9	26.3	24.1	18.5	19.5	24.0	21.9	27.1	22.1

6. Student Attendance above 91% — One School

Coding Key

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

2022 Attendance

	Term 1	Term 2	Term 3	Term 4	One School 2021	One School 2020	One School 2019	One School 2018
7					Semester 1 83.4	Semester 1 86.3	Semester 1 86.5	Semester 1 89.2
8								
9								
10					Semester 2 80.7	Semester 2 83.6	Semester 2 84.5	Semester 2 86.8
11								
12								
Whole School					Entire Year 82.1	Entire Year 85.0	Entire Year 85.5	Entire Year 88.0

Target	Data Source	2021	2020	2019	2018
7. Staff Morale above 80%	School Opinion Survey	49	57	52	72

8. Parent Feedback –
(a) Student Behaviour is well managed – 90% Agree
(b) Teachers expect my child to do their best – 90% Agree
(c) Expectations and rules are clear – 90% Agree
(d) This is a good school – 90% Agree
(e) Teachers care about student wellbeing – 90% Agree

Data Source: School Opinion Survey

	ASHS	NCR	All HS	ASHS
(a)				66.4
(b)				91.6
(c)				87.4
(d)				83.2
(e)				81.0

9. Student Feedback –
(a) Student Behaviour is well managed – 90% Agree
(b) Teachers interested in my well being – 90% Agree
(c) My teacher's expect me to do my best – 90% Agree
(d) My teacher's motivate me to learn – 90% Agree
(e) This is a good school – 90% Agree

Data Source: School Opinion Survey

	ASHS	NCR	All HS	ASHS
(a)				56.1
(b)				74.5
(c)				96.0
(d)				78.8
(e)				77.1

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

Curriculum, Teaching & Learning Team

C A P A B I L I T Y

C U R R I C U L U M

EFFECTIVE TEACHING

- Effectuve Pedagogical Practices
- An Expert Teaching Team

CURRICULUM

- Differentiated Teaching and Learning
- Systematic Curriculum Delivery

LEARNING OUTCOMES

- Analysis and use of Data
- A Culture that promotes learning

C U L T U R E

MANAGEMENT

- Targeted Use of Resources

GOVERNANCE

- School Community Partnerships

LEADERSHIP

- An explicit Improvement Agenda

IDENTITY

Commendations/Affirmations:

C1. The school continues to enjoy a strong commitment from students and staff to the school virtues and quality education.

C2. Genuine caring relationships are evident between students and teachers and staff are clearly passionate about their work.

A1. The school has a strong identity defined by the Aldridge Way, with the provision of a clear purpose and a simple vision and this is further defined via the behaviour matrix.

A2. The simplified school virtues are clearly visible across classrooms and in enrolment materials.

A3. The Executive Leadership Team has set up school structures to enable broad engagement in the school's direction, a bold strategy that sets the preconditions for strong staff voice.

A4. The school has maintained a wide range of activities and signature programs that enrich student experiences.

Key Recommendations:

R1. Articulate a sharp and clear strategic direction that engages and commits the school community to successfully respond to imminent and emerging transitions.

R2. Use the existing consultation process to provide opportunities to develop a succinct statement of the desired culture.

R3. Celebrate, and publicize widely, the amazing things that are happening at the school to ensure that the school community is well informed.

LEARNING OUTCOMES

Commendations/Affirmations:

C3. The school has a clear and pervasive use of data, and this drives many conversations and interventions in the school community.

A5. The school has attempted to focus on the skills for students to take ownership of their learning, as articulated in the pedagogical framework, using a systematic approach to project-based learning for high achieving students.

A6. The student services team is actively caring for students and are managing behaviour referrals effectively.

A7. The school is tracking and monitoring student performance systematically.

Key Recommendations:

R4. Refine the domain model to ensure whole school focus and concerted whole staff effort.

R5. Take on the challenge of changing enrolments with a positive strategy that encourages growth, flourishing programs and a narrative that is about the future.

R6. Adopt a strategic staffing focus that ensures continuity of services required into the future and buffers the school from the immediate impacts of enrolment decline.

CURRICULUM

Commendations/Affirmations:

C4. The school caters for a diverse range of students through its middle school strategy, senior school pathways and an extensive range of subject offerings and signature programs.

C5. The introduction of non-authority subjects, vocational education programs, and links with TAFE enable students to successfully transition from school to work or further studies.

A8. The school has implemented a three-tiered curriculum design framework: Unit plan, Scope, and sequence, and Learning goal and success criteria.

A9. Student outcomes data is utilised to inform practice in curriculum design and student pathways.

A10. Literacy and Numeracy are reflected in the school priorities.

A11. The school has implemented a vertical curriculum approach for senior school.

Key Recommendations:

R7. Embed the curriculum design framework across all faculties and ensure it is being enacted in all classrooms.

R8. Implement a broader, whole-school literacy strategy that enhances the level of rigour within the curriculum and ensures that all faculties accept responsibility for the consistency of practice.

EFFECTIVE TEACHING

Commendations/Affirmations:

C6. There is a high level of expertise in staff teaching Senior subjects.

C7. All teachers are engaged in collegial practice including regular classroom observations and there is an accepted culture of HOD 'pop ins' providing support for teaching staff.

C8. Staff are committed to the provision of high quality co-curricular and extra-curricular programs.

C9. The school has three teachers with Highly Accomplished Teacher status and considerable interest from other staff in the accreditation process.

A12. There is evidence of differentiated practice and programs at the upper and lower ends of student ability.

A13. Staff are undertaking professional development and learning in their areas of interest.

Key Recommendations:

R9. Encourage staff to take risks and innovate their teaching practice to lift learning engagement and achievement data across all classrooms, using a common language of evidence-based practice and a focus on active learning.

R10. Embed quality pedagogical practices to ensure all students improve, evidenced through incremental progress and growth.

R11. Enhance the culture of professional learning and feedback that engages all staff as active learners.

GOVERNANCE

Commendations/Affirmations:

C10. Student voice is strong and valued and this is being deliberately activated in student leadership groups and is building the "Aldridge family"

A14. The devolved model of decision making is genuinely including a range of staff and layering the process to ensure it is meaningful, creating broader awareness of each issue and capturing the various perspectives of staff.

A15. The school is acutely aware of the impact of declining enrolments and is managing resources to address the decline.

A16. The Parents and Citizens [P&C] has actively supported the school with many projects to enhance the facilities.

A17. The school has a long-standing School Council with strategic representatives from key local groups.

Key Recommendations:

R12. Refine the domain model to ensure whole school focus and concerted whole staff effort.

R13. Take on the challenge of changing enrolments with a positive strategy that encourages growth, flourishing programs and a narrative that is about the future.

R14. Adopt a strategic staffing focus that ensures continuity of services required into the future and buffers the school from the immediate impacts of enrolment decline.

LEADERSHIP

Commendations/Affirmations:

C11. The Executive Leadership Team encourage and support all staff to engage in the decision-making processes in the school.

C12. Heads of Department have strong relationships with their teams and support their growth and development in the school.

C13. There is a strong mentor network evident amongst the Heads of Department and senior teachers.

C14. The Student Leadership Program is effective and active within the school and the wider community.

A18. Many staff feel respected, supported, and trust the leadership team to enact the vision of the school.

A19. Attempts are evident to improve staff morale by encouraging staff to share their opinions in the school decision making processes.

Key Recommendations:

R15. Systematically develop leadership capability and a feedback culture that fosters learning for leaders, individually and collectively.

R16. Resolve the timetable issues to maximise benefits for students and staff.

MANAGEMENT

Commendations/Affirmations:

C15. The Senior leadership team are recognised for the support that they provide staff and their genuine efforts to respond to staff needs.

A20. The Development Performance Framework process provides staff the opportunity to set personal goals that informs the focus of their professional learning.

A21. Small focus groups have been instrumental in designing the Annual Improvement Plan.

A22. Staff have been actively involved in programs designed to attract future students.

Key Recommendations:

R17. Collaboratively develop and implement a professional learning plan that is aligned to the school priorities in the next improvement plan.

R18. Engage marketing expertise to promote the positive and unique aspects of the school to the wider community

Whole of School Key Achievements

The ASAA Accreditation Panel identified the following areas of school practice as demonstrating high levels of performance.

The Senior leadership team are recognised for the support that they provide staff and their genuine efforts to respond to staff needs. [C11, C15]

Genuine caring relationships are evident between students and teachers and staff are clearly passionate about their work. [C1, C2]

All teachers are engaged in collegial practice including regular classroom observations and there is an accepted culture of HOD 'pop ins' providing support for teaching staff. [C7, C8]

The school caters for a diverse range of students through its middle school strategy, senior school pathways and an extensive range of subject offerings and signature programs. There is clear targeted support for students. [C4, A6]

The Student Leadership Program is effective and active within the school and the wider community. Student voice is strong and valued. This is being deliberately activated in student leadership groups and is building the *Aldridge family*. [C10, C14]

Key Strategic Future Foci

1. Develop systematically, pedagogy and leadership capability and a feedback culture to foster learning for teachers and leaders, individually and collectively. [R9, R10, R15]

2. Construct a compelling narrative about the strengths and points of difference of the school and spread this message widely. [R3, R13]

3. Grow a culture that challenges the whole school to move from good to great. [R1, R2]

An Explicit Improvement Agenda

Key Strategies:
▶ Redevelop the communication processes to ensure that aligned leadership of domain initiatives and timely dissemination of proposals and decisions will impact on teacher practice.

▶ Develop a collaborative strategic planning process that identifies an EIA with line of sight to classroom targets, monitoring and feedback.

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

Analysis & Discussion of Data

Key Strategies:
▶ Further develop staff capacity in using a range of data to inform teaching and learning.

▶ Develop a shared understanding and commitment to the school's data collection plan.

▶ Develop and implement a consistent model for moderation of student assessment across the school.

A Culture that Promotes Learning

Key Strategies:
▶ Adopt processes that allow staff to regularly review the school's RBPS intent and processes to ensure they are embedded across the school and consistently implemented.

▶ Research, develop and implement learning opportunities for students that promote a culture of inquiry, innovation and independent learning within classroom learning programs.

Targeted use of Resources

Key Strategies:
▶ Enhance the budget development process to allow key staff to collaboratively develop, monitor and evaluate the effectiveness of human and financial resource allocations in priority areas.

▶ Review and enhance the resourcing and access of students to ICT devices in modified programs to support teachers to deliver planned curriculum. Broad array of diverse curriculum offerings for the full range of students supported by flexible delivery options.

An Expert Teaching Team

Key Strategies:
▶ Clarify, communicate and enact the alignment of line management topics to walkthroughs and the *Aldridge Learning Model*.

▶ Develop a professional learning plan that enables all instructional leaders to support teachers in delivering the pedagogical strategies within the *Aldridge Learning Plan*.

Systematic Curriculum Delivery

Key Strategies:
▶ Consult with the wider school community and with teaching staff regarding the future timetabling proposal to enable a timely decision to be made (for 2019).

▶ Refine the whole-school curriculum, assessment and reporting plan.

▶ Adopt whole-school structures and processes to ensure that teachers and school leaders are able to effectively and regularly participate in curriculum planning and moderation.

Differentiated Teaching/Learning

Key Strategies:
▶ Continue to expand co-curricular and extracurricular opportunities to accelerate learning for gifted and talented and/or U2B students.

▶ Develop Quality Assurance (QA) processes to monitor ICP implementation.

▶ Develop and document consistent processes for recording extension and support strategies to assist students to meet and/or exceed the year level or band achievement standards.

Effective Pedagogical Practices

Key Strategies:
▶ Communicate and enact clear expectations regarding the use of effective teaching strategies within the revised *Aldridge Learning Model* across the school to maximise student engagement in the learning process.

▶ Develop a process of instructional leadership to model, share and review pedagogical engagement strategies beyond learning goals and success criteria.

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

School-Community Partnerships

Key Strategies:
▶ Develop and implement processes to engage parents in learning partnerships to enhance student wellbeing and learning outcomes.

▶ Further involve the school council in developing the strategic direction of the school.

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

The school virtues of *'Respect, Responsibility, Caring, Commitment and Self-discipline'* are significant school pillars in supporting student wellbeing.
Staff members articulate that these virtues are driving the school's expectation that every student is able to learn and achieve. Student wellbeing is a priority and the student support services team provides a referral process and avenues of wellbeing support through a range of internal and external programs, resources and agencies.

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

The leadership team has introduced a new system of strategic planning based on the domains of the National School Improvement Tool (NSIT).
In this system deputy principals work with groups consisting of Heads of Department (HOD) and teachers to develop strategies for school improvement. Leaders and teachers acknowledge the innovation this encourages through small group collaboration. Most school leaders and teachers identify a need for clarity regarding the processes for ratifying these strategies as whole-school expectations, and for the consultation and communication of these to all leaders and teachers.

Significant progress has recently been made in developing strategies to enhance elements of the expert teaching team domain.
Teaching staff and leaders acknowledge that the newly developed Annual Performance Development Plan (APDP) process is moving teachers from a compliance process to one of professional growth. Planning has aligned line management protocols to walkthroughs and the *Aldridge Learning Model*. Some of these strategies are yet to be enacted across the school. 7

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

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

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

The school works to enhance a culture of inclusivity.
Initiatives including Cert iii RATEP and Local Community Engagement Through Co-Design (LCETC) 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.

WHOLE of SCHOOL Priority Learning Areas:

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

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

STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES & TARGETS	TIMELINES	KEY RESPONSIBLE OFFICER(S)

E X P L I C I T   I M P R O V E M E N T   A G E N D A *(vertical left column)*

Ⓜ entoring (Collegial)

Key strategies include:
- Expand the mentor program for beginning teachers across the first three years
- Continue to utilise HAT and Experienced Senior Teachers to model evidenced based strategies from the Aldridge Learning Model and best practice (Behaviour management/ Literacy).
- Utilise professional development budget to provide digital and in class pathways for teachers to engage and share best practice evidenced based teaching and 21st century digital technology strategies
- Establish gradual progression of classroom/ teacher sharing to create open culture focused on evidence based strategies and 21st century learning
  - Small groups cross faculty peer discussion on evidence based strategies
  - Peer lesson observations
  - Mentor and HOD lesson observations
  - Use of observation room
  - Observation strategies written into DPF goals evidence

Performance Measures & Targets:

EQ School Opinion Survey – (Staff)   2021 Level
- I have access to relevant professional development.   (> 80%) 81.0%
- I receive useful feedback about my work at this school.   (> 80%) 69.0%
- This school encourages coaching and mentoring activities. (> 80%) 94.7%
- This school gives me opportunities to do interesting things. (> 80%) 77.2%
- Students are encouraged to do their best at this school.   (> 80%) 86.2%

EQ School Opinion Survey – (Student)
- My teachers expect me to do my best.   (> 80%) 96.0%
- My teachers help me with my school work when I need it.   (> 80%) 84.0%
- My teachers provide me with useful feedback about my school work. (> 80%) 76.5%
- I understand how I am assessed at my school.   (> 80%) 78.0%
- My school work challenges me to think.   (> 80%) 96.0%
- I am interested in my school work.   (> 80%) 56.0%

100% if teaching staff actively engaged with Collegial mentoring on a termly basis   100%

Timelines: Annually / Annually

Key Responsible Officer(s): Deputy Principal (Senior School) / Capability Domain Team

Ⓐ ttendance

Key strategies include:
- Promotion of importance of attendance to community.
- Promotion of inter house group competition and rewards
- Rewards for high and improved attendance
- Adherence to policy for non-attendance.

Performance Measures & Targets:

Whole of school attendance >90%
- <85% attendance at <20%
- >90% attendance above 60% (Using Oneschool performance dashboard)
- >95% attendance above 30% (Using Oneschool performance dashboard)

Data to Monitor
- Semester 2 2021 to end of year 2022 attendance rates mapped at a whole of school and Year level from term to term.
- Trends from previous years (drop Term 1 to 3 with pick up in Term 4).
- Unexplained absence and percentage of students in <85% and >95% ranges.
- Student retention levels across the year.
- SOS data – (Students)Teachers care, Good Education (Parents) Well being, Good Education
- Performance gap between Indigenous and Non-Indigenous students

Timelines: 5 week review cycle / Termly (aligned with cohort reports)

Key Responsible Officer(s): Deputy Principal (Junior School) / Deputy Principal (Senior School) / Year Level Co-ordinators / Student Services Officer

Ⓓ ifferentiation

Key strategies include:
- Continued "setting" in core classes ensuring movement is flexible and attainable for students
- Continued ICP development to ensure targeted resources and age appropriate learning
- Continued transition Gifted and Talented program and expand into identification and extension of Aldridge students
- Continuation of Tutorial system for academic junior classes to establish student agency
- Extension of accelerated pathway options for students in the Senior School (Years 10 – 12)
- Expanded engagement with the tertiary sector to align with student vocational intent/interest.
- Creation of "differentiated" pathways from school to work for students.

Performance Measures & Targets:

EQ School Opinion Survey – (Student)   2021 Level
- My school work challenges me to think.   (> 80%) 96.0%
- I am interested in my school work.   (> 80%) 56.0%

Number of students in "Azzure" zone in Years 7 – 9   (>20%) 15.0%
One School Reports A&B percentage   (>50%) 43.4%

Number of students engaging with "accelerated" options in Year 10 & 11 (>20) 6

Number of students completing tertiary level subject in Year 11 and 12 (>20) 10

Number of students noted as "Destination Unknown" in Students Left Data in Aldridge Data Warehouse (<10) 28

Timelines: Annually / Termly / Semesterly / Annually / Ongoing

Key Responsible Officer(s): Deputy Principal (Learning Enhancement) / Gifted & Talented Co-ordinator / Curriculum HOD's / School to Work Transition Officer

EIA Overall Leadership
Executive Leadership Team

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

STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS

I D E N T I T Y

Identity Domain Leadership
Dan Lourigan – DP (Junior School)

STRATEGY FOCUS & ACTIONS

Articulating the Way Aldridge does Business

Further refine/develop "The Aldridge Way"
- Seek feedback from stakeholders
- Align decision making to reflect the purpose, vision and virtues of our school as articulated in "The Aldridge Way".

Marketing (Promotion) Plan

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

School Improvement Focus

- Facilitate student success as described in Culture Domain
- Celebration of success:
  - Student
  - Staff
- Embed Developing Performance Framework processes
  - Implement alignment with AITSL standards as a core aspect of DPF
- Further the engagement of students with school both socially and academically
- Embed the systematic review of curriculum, assessment and teaching strategies in response to student success & SATE
- Review and refine student management processes in response to data.
- Further promote the necessity for an environment of positivity, optimism and ongoing improvement.
- Further develop processes which reflect accountability and transparency
- Strategic Planning documents developed in consultation with stakeholders.
- Key plans are in place and reviewed annually

Communication

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

School Image

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

Coding Key		Standard
(green)	Target Met	A
(yellow)	Within 5% of target	B
(grey)	5% to 10% off target	C
(red)	Over 10% off target	D or E

PERFORMANCE MEASURES

▶ Statement of Purpose (SOP) aligns with actions
▶ SOP regularly updated to reflect data trends
▶ 'The Aldridge Way' (TAW) underpins most Strategic Planning & Decision making.
▶ 'The Aldridge Way' communicated through various forums
▶ Regular review of Statement of Purpose /'The Aldridge Way'
▶ Marketing Plan reviewed by end Term 4 2022.

School Opinion Survey Data
EQ School Opinion Survey – (Parents)
- The expectations and rules are clear at this school.
- Teachers at this school are interested in my child's wellbeing.
- This school works with me to support my child's learning.
- This school keeps me well informed.
- Staff at this school are responsive to my enquiries.
- This school asks for my input.
- My child likes being at this school.
- This school has a strong sense of community.
- This is a good school.
- Teachers at this school provide my child with useful feedback about his or her school work.
- My child's learning needs are being met at this school.
- This school is well maintained.

EQ School Opinion Survey – (Students)
- The expectations and rules are clear at my school.
- Student behaviour is well managed at my school
- My school encourages me to participate in school activities.
- I like being at my school.
- My teachers motivate me to learn.
- This is a good school.
- My school is well maintained.

EQ School Opinion Survey – (Employees)
- Student behaviour is well managed at this school.
- I enjoy working at this school.
- If I raised a concern, I feel confident that it would be taken seriously.
- I feel that staff morale is positive at this school.
- I have access to relevant professional development.
- I receive useful feedback about my work at this school.
- This school encourages coaching and mentoring activities.
- This school keeps me well informed about things that are important to my work.
- This school is well maintained.

Auditors Reports
- Education Improvement Branch (EIB) Report
- Systems Audit Report
- ASAA Report

Enrolment Data
- Percentage of students with the ASHS catchment area choosing to attend ASHS.

School Website
Regularly updated to enable parents to source most information they need independent of school personnel.

TARGETS

- Reviewed Marketing Plan endorsed at Term 4 2022 School Council
- AIP and Budget endorsed at Term 1 2022 School Council Meeting.
- Plans reviewed in Term 4 and endorsed at the next School Council meeting in Term 1 2022
- ENGAGEMENT and ACHIEVEMENT data shows relative gain for each cohort from term to term each year.

School Opinion Survey Targets
EQ School Opinion Survey (P)   2021
- Clear expectations   (90%)   87.4%
- Well Being   (90%)   81.0%
- Learning supported   (90%)   82.9%
- Kept Informed   (90%)   75.9%
- Responsiveness   (90%)   84.6%
- Input   (90%)   52.5%
- Likes being here   (90%)   82.2%
- Sense of community   (90%)   81.3%
- Good School   (90%)   83.2%
- Feedback   (90%)   81.6%

- Learning needs met   (90%)   75.5%
- Well Maintained   (90%)   86.0%

EQ School Opinion Survey (S)   2021
- Expectations   (90%)   89.5%
- Behaviour   (90%)   56.1%
- Participation   (90%)   77.8%
- Like being here   (90%)   64.0%
- Motivated to learn   (90%)   78.8%
- Good School   (90%)   77.1%
- Well Maintained   (90%)   74.5%

EQ School Opinion Survey (E)   2021
- Behaviour   (90%)   64.9%
- Enjoy working here   (90%)   89.5%
- Concerns   (90%)   70.2%

- Morale   (80%)   49.1%
- PD Access   (90%)   81.0%
- Useful feedback   (90%)   69.0%
- Coaching/Mentoring   (90%)   94.7%
- Kept Informed   (90%)   72.4%

- Well Maintained   (90%)   69.0%

Auditors Reports
- EIB – support for actions implemented to address issues from 2018 report.
- Systems Rating: Sound or above
- ASAA Accreditation retained

- Within catchment   2021
  enrolment %   (75%)   49.2%

STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS

GOVERNANCE (vertical text in left margin)

STRATEGY FOCUS & ACTIONS

School Council/P&C

- Roles & responsibilities noted on Website.
- Constitution reviewed annually.
- Student engagement identified from those with noted leadership capacity & preparedness to voice opinions.
- Maintain Council (and P&C) role in endorsing key school documents (AIP; RBPS; Workforce Plan; Curriculum, Teaching & Learning Plan)
- Council agendas & minutes to be available on Website.

Aldridge Executive Leadership Team

School Explicit Improvement Agenda

- **MAD (M** – Mentoring Colleagues, **A** – Attendance, **D** – Differentiation)
- To support the EIA - All staff to have "FUN" – **F**ocus on key issues (Literacy/Numeracy/Social Outcomes), **U**nrelenting quest for Improvement, **N**o excuses Mentality
- Annual policy review/alignment check
- Produce strategic planning documents (Four Year Strategic Plan, Improvement Plan and Budget) with regular reviews focussed on a broad range of outcomes and strategic initiatives (New 4 year plan due by the end of the year).
- Produce plan/overview of staff roles/responsibilities & faculty decision making processes.
- Systemic & school based data collection processes, sufficiently differentiated to cater for the range of abilities & subject areas, designed to inform decision making & target setting to focus attention on key priorities & initiatives.
- Build a personal and interpersonal environment where characteristics of a high functioning team include:
  - All staff trust, and feel supported by, school leaders
  - School is an ego free zone where constructive critiquing is sought and collegiality is demanded
  - Interpersonal issues addressed at the staff member level & rarely need Admin input.
- Maintain processes/ protocols for resource allocation (physical, human and financial)
- Annual Review of the Workforce Plan based on data supporting student outcome attainment including:
  - Student services support
  - SWD programming
  - Indigenous programs
  - Teacher aide allocation
  - Staffing balance (including Gender/Workforce Age & experience/Expertise).
- PD for Executive team focussing on how other systems monitor & enhance individual student & school performance (may involve Interstate or International travel - Educational Leaders Summit in Singapore, visits to schools in other states or other countries & QSPA Conference)
- Build confidence in staff to be involved in whole of school initiatives/planning.
- Investigate how best to gain opportunities for two way communication especially around key strategic & operational matters

Production of Whole School Professional Learning Plan

- All staff involved in DPF plan process with clear links to AITSL standards.
- Monitor alignment of PD with AIP & DPF
- Formalised Beginning teacher program for new to school or new to KLA teachers
- Formalised Mentoring program
- Formalise/structure Domain set up to "promote" HOD whole of school leadership roles.

Faculty Teams

Faculty Governance

- Within faculty key responsibilities roles (Year curriculum co-ordination, QCAA Subject etc) publicised to faculty staff & on website.
- Regular faculty staff gatherings planned.
- Review of Faculty target achievement occurs at least 4 times per year.
- Succession Planning – staff & Strategic documents

Developing Performance Framework & Professional Standards for Staff

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

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

Governance Domain Leadership
Ross Higgins – Principal

PERFORMANCE MEASURES

School Opinion Survey Data

EQ School Opinion Survey – (Parents)
- This school is well maintained.
- Staff at this school are responsive to my enquiries.
- This school keeps me well informed.
- This is a good school.

EQ School Opinion Survey – (Students)
- I like being at my school.
- This is a good school.
- My school is well maintained.

EQ School Opinion Survey – (Staff)
- I feel that staff morale is positive at this school.
- This school looks for ways to improve
- This school is well managed.
- I enjoy working at this school.
- This school encourages parents/carers to be active partners in educating their child.
- This school has an inclusive culture where diversity is valued and respected

EQ Internal Auditors Systems Reports
- School Improvement Unit (EIB) Report
- Systems Audit Report

External Quality Assurance
- ASAA Accreditation status

School Council
- Minutes posted on Website, One Note
- Constitution Reviewed at least every 2 years
- Staff aware of role & brief of Council
- Minuted endorsement through Council of key Strategic Documents (4 Year Plan, AIP, Curriculum Teaching & Learning Plan etc)
- Roles & Responsibilities available on the Web

Aldridge Leadership Team
- Responsibilities of classified officers noted & available to all school community members.
- Level of activity of Domain Leaders & Domain groups
- "Visibility" of HOD's at staff briefings & ALT meetings.

Faculty Teams
- Within faculty responsibilities known to all faculty members.
- Meeting regularity of faculty group
- Relative achievement & effort growth across KLA.
- Data used regularly to drive discussion & underpin future action and strategy effectiveness.
- Staff active engagement with faculty initiatives, DPF and target setting at a class, cohort & faculty level

TARGETS

School Opinion Survey Data (Target)

EQ SOS – (Parents) Target 2021
- Well Maintained (90%) 86.0%
- Responsiveness (90%) 84.6%
- Kept Informed (90%) 75.9%
- Good School (90%) 83.2%

EQ SOS – (Students)
- Like being here (90%) 64.0%
- Good School (90%) 77.1%
- Well Maintained (90%) 69.0%

EQ SOS – (Staff)
- Morale (80%)
- Looks to improve (90%) 82.5%
- Well Managed (90%) 60.3%
- Enjoy working here (90%) 89.5%
- Partnerships (90%) 90.7%
- Inclusive culture (90%) 83.6%

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

External Quality Assurance
- Fully Accredited ASAA School

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

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

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

STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS

STRATEGY FOCUS & ACTIONS

Aldridge Way
- Promote Vision statement with both staff and student body to further enhance ownership and clarity
- Ensure improvement agenda items are tied to engagement (Attendance), professionalism (Mentoring Colleagues) and/or learning environment (Differentiation)

Fostering Staff Leadership Capacity
- Continue to support staff generated ideas/initiatives as a mechanism to develop practical leadership.
- Support any staff member wishing to give up their time to actively sit on any Domain group.

Strong focus on Strategic Decision Making, Planning & Improvement
- Professional Development for staff in key leadership positions focussing on systems to improve school performance and enhance student outcomes. Including;
  - QSPA/QSSAL conference
  - INTASE conference
  - ASAA study tours
  - Local collaboration

- Strengthen alignment with staff DPF processes and Faculty Improvement Plan (and therefore AIP)
- School priorities focussed on as part of DPF processes

Monitoring & Targeting Student Progress
- Ensure target setting provides context for DPF processes.
  Set target → develop strategy → review → reset

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

Promote & Recognise Staff Excellence
- Embed structures to formalise staff recognition on a regular basis.
  - Agenda Structure
  - Review of Teacher Awards process
  - One Note tab
  - Pat on the Back Awards

Collegial sharing of practice (mentoring/ coaching) key aspect of professional learning.
- Collegial Mentor process for Professional Growth through DPF
- Formalise HOD observations of staff
  - Up to 8 per year
  - Direct feedback sessions post observation

The leadership team demonstrate purposeful leadership to build trust and promote professionalism
- Transparency in decision making processes
- Strategic planning around continued improvement
- Ethical decision making linked to Values and Beliefs statement

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

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

PERFORMANCE MEASURES

School Opinion Survey Data

EQ School Opinion Survey – (Parents)
- This school looks for ways to improve.
- Teachers at this school expect my child to do his or her best.
- Teachers at this school motivate my child to learn.
- This school takes parents' opinions seriously.
- Staff at this school are responsive to my enquiries.
- This school has a strong sense of community.
- This is a good school.

EQ School Opinion Survey – (Students)
- My school takes students opinions taken seriously
- My school looks for ways to improve
- This is a good school

EQ School Opinion Survey – (Staff)
- Staff are well supported at this school.
- This school takes staff opinions seriously.
- I feel that Staff Morale is positive at this school.
- I have access to relevant Professional Development
- Kept well informed about things important to my work.
- This school encourages coaching & mentoring activities
- This is a Good School
- I enjoy working at this school.
- School encourages parents to be active partners in educating.

HOD/DP Observations

Table results at DP line meetings

TARGETS

Target 2021

- Looks to Improve (90%) 70.8%
- Expectations (90%) 91.6%
- Teachers motivate (90%) 76.9%
- Opinions considered (90%) 65.9%
- Responsiveness (90%) 84.6%
- Sense of Community (90%) 81.3%
- Good School (90%) 82.1%

EQ School Opinion Survey – (Students)
- Opinions considered (90%) 55.4%
- Looks to Improve (90%) 76.5%
- Good School (90%) 77.1%

EQ School Opinion Survey – (Staff)
- Well Supported (90%) 65.5%
- Opinions considered (90%) 60.7%
- Staff Morale (80%) 49.1%
- Relevant PD (90%) 81.0%
- Well Informed (90%) 72.4%
- Coaching/Mentoring (90%) 94.7%
- Good School (90%) 80.4%
- Enjoy working here (90%) 89.5%
- Parents as partners (90%) 90.7%

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

LEADERSHIP

STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS

M A N A G E M E N T

STRATEGY FOCUS & ACTIONS

Workforce
- Production of Whole of School Professional Development Plan, whereby all staff are involved in DPF Plan process, aligned to AIP.
- Beginning teacher program for new to school or new to KLA teachers
- Formalised mentoring program
- All staff engaged with the pedagogy platforms and Aldridge Learning Model with links to Unit PlanTemplate.
- Promote visioning statement to engage all staff with a common & broadly owned vison of preferred future.
- Maintain processes/protocols for human resource allocation.
- Monitor and review staff attendance trends utilising MY HR Reporting.
- Annual review of Workforce Plan based on supporting data.
- Annual Staff recognition or both teachers and Ancillary Staff

Communication
- Maintain and investigate additional communication strategies with parents – text messages, newsletters, facebook, website, parent teacher evenings.
- Continue with the staff communication tools – staff discussion boards/vodcasts/optional briefings, ALT meetings, Whole of School briefings (3 per term), Executive Management Meetings, Ancillary Staff Meetings, Subject area meetings, year level co-ordinator meetings, One Note, LCC, Administration Officer staff weekly meetings
- Maintain regular meetings for School Council and P & C, encouraging participation by the community and staff.
- The further development of a School Marketing Plan around school image and achievement.

School Policies and Procedures
- Development by management on a cyclic review of school policies and procedures, to be reviewed in consultation with faculties, staff and parent forums.
- Maintenance of a central, up to date register for school policies and procedures.

Resources
- Continue to focus on providing well maintained facilities, up to date equipment, and student resources.
- Annual review of facility plan to address key focus areas for the school.
- Continue to promote community engagement through the shared use of facilities.
- Promote security procedures and expectations to staff to ensure resources are secured and have longevity of life.

School Budget
- Maintenance of existing highly managed budget process and reporting.
- Presentation of an overall budget allocation document to School Council and ALT members for final review & endorsement.
- Continuation of budget position presentations to P&C and School Council.

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

PERFORMANCE MEASURES

School Opinion Survey Data

EQ School Opinion Survey – (Parents)
- School keeps me informed
- Responsive to my enquiries

- Staff at this school are approachable
- Parents' opinions taken seriously
- School celebrates student achievements
- Respectful relationships fostered
- School looks for ways to improve
- School has strong sense of community
- This is a Good School

EQ School Opinion Survey – (Students)
- I feel safe at my school)
- Students' opinions taken seriously
- Student behaviour is well managed
- School looks for ways to improve
- My school is well maintained
- Encouraged to participate in school activities
- Encourages students to respect one another
- School celebrates student achievements
- This is a Good School

EQ School Opinion Survey – (Staff)
- Aware of health, safety & well being procedures
- Adequate focus on workplace safety
- Safe place to work
- Encourages parents to be active partners
- ICT issues resolved promptly
- School well maintained
- School well managed

TARGETS

School Opinion Survey Data
          Target 2021

EQ School Opinion Survey – (Parents)
- Kept Informed   (90%) 75.9%
- Enquiry Responsiveness (90%) 84.6%
- Staff Approachable (90%) 85.8%
- Parents opinions   (90%) 65.9%
- Celebrate students (90%) 94.4%
- Respectful r'ships (90%) 81.4%
- Looks to improve   (90%) 70.8%
- Sense of community (90%) 81.3%
- Good school   (90%) 83.2%

EQ School Opinion Survey – (Students)
- Safe at school   (90%) 74.1%
- Opinions   (90%) 55.4%
- Behaviour M'ment (90%)   56.1%
- Looks to improve   (90%) 76.5%
- Well Maintained   (90%) 74.5%
- Participation   (90%) 77.8%
- Mutual respect   (90%) 84.6%
- Achievements   (90%) 92.2%
- Good School   (90%) 77.7%

EQ School Opinion Survey – (Staff)
- Safety Awareness   (95%) 100%
- Safety focus   (90%) 91.4%
- Safe place to work (90%) 89.8%
- Parents encouraged (90%) 90.7%
- ICT issues   (90%) 82.5%
- Well Maintained   (90%) 69.0%
- Well Managed   (90%) 60.3%

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

Management Domain Leadership
Cynthia Jones – BM (AO6)
Shane Haddow – DP (Senior School)

SIU RECOMMENDATIONS	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS
C U R R I C U L U M (vertical)			

• Embed the whole-school Curriculum Design Framework with a differentiation focus Three Tier
  ➢ Unit Plan
  ➢ Scope and sequence
  ➢ LG and Success criteria
 	
• curriculum, assessment and reporting plan
	Curriculum, Teaching & Learning Plan
	
	• Utilise briefings and faculty meetings to embed the concept of the Three Tier Framework across faculties with a major focus on classroom differentiation
	  ➢ Use of whole school differentiation template
	
	• The Curriculum, Assessment and Reporting plan is kept current & relevant through:
	
	  ➢ *Yearly Review by admin and all faculty HODs*
	  ➢ *Document amendments discussed with staff prior to implementation*
	• Unit Plan templates to be reviewed
	• "Turnitin" to continue be used for plagiarism to be addressed
	• BYOx to be used for students to have greater access work
	• Set Plan process in year 9 and 10 to be continued allowing greater understanding of student pathways.
	• Allocation of support time for staff to moderate effectively at each level of the curriculum process
	• Use Meeting structure time, Student Free days, for differentiation/ moderation purposes
	• Trent and Gayle to restructure the whole school curriculum plan to ensure it is accurate and up to date
		Alignment exists between the curriculum framework and unit plans with Australian and QLD curriculum documents, ASHS Statement & pedagogical framework.
		
		Accessibility of Plan
		
		Adherence to Plan
		
		Budgetary commitment $4600 Turnitin
		
		Embedded process of electronic submission of assessment in years 11 & 12
			• Curriculum, Teaching and Learning Plan – Embedding.
			• Unit Plan templates finalised.
			• Staff feedback (through line management) to HOD → ALT
			• 90% Electronic submission senior assessment
			• Reduction in plagiarism

• Adopt whole-school structures and processes to ensure that teachers and school leaders are able to effectively and regularly participate in curriculum planning and moderation	**Develop Internal Moderation Processes**
	
	• Utilise current meeting structures to integrate subject moderation processes
	• All faculties to have regular internal moderation and cross marking
	  ➢ Internal Moderation and Feedback form (**IMF**)
	• Central location for all assessment and unit plans for each Department
	
	Structured Curriculum planning and review processes
	
	• Timelines advertised for all faculties to adhere to
	• Curriculum delivery and assessment reviewed regularly in response to student learning data at Faculty and Whole school level
		Consistency exists in unit planning and marking across all faculty areas
		
		All Assessment Items accompanied by IMF form
		  • HODs to monitor
		  • Electronic markbook to record
		
		Accessibility and usage of Unit plans
			Internal faculty review – annually
			
			Cross marking and completion of IMF form within 2 weeks of due date

• Classroom Differentiation	• Develop a whole school documented student referral process. • Formalise school protocols for the recording of support intervention and differentiation for individual students in a central location. • Expand opportunities and formalise practices to challenge and extend high achieving students. • Establish data cycles to identify the achievements, progress, strengths and weaknesses of all students to inform decisions on teaching and learning.	• Staff understanding and engagement in process • Common recording sheet/location for differentiation • Parent/Student/Staff opinion survey • Staff actively engaged in process • G and T program survey of students/parents • Staff engagement in extension and tutorial programs • Improved A – B, A – C and D – E data • Line management process to monitor differentiation and data cycles	• 100% staff demonstrate a level of differentiation in class • 10% increase in parent/student opinion survey caters for student needs • >40% A – B Data • <15% D – E data
SCHOOL RECOMMENDATIONS			

• SATE	**SATE Implementation**
	
	• Timelines met re submission of assessment items and study plans
	• Departments to continue to develop assessment based on new ATAR formatting guidelines
	• External Examination procedures
	  ➢ Alternate exams developed
	  ➢ Policy development
	  ➢ Mock external assessments
	  ➢ Subject Tutorials continued during External Exams
	• Staff accredited as Assessment Endorsers, Confirmers, External Assessment Writers and External Assessment Markers
		Smooth transition to new system
		
		Staff confidence
		
		Staff accreditation
		
		TLAPs and Study Plans completed and accessible from central location
			100% of Assessment items and study plans submitted on time
			
			100% staff completed courses 1, 2 & 3
			
			20% staff accredited as either endorsers, confirmers, external writers and/or external markers
			
			95% QCE/QCIA/VET attainment

• The junior secondary curriculum aligns to ACARA review documents and in English, Mathematics, Science and SOSE	**Junior KLAs to include Essentials as part of 3 tier structure** • In 2022 faculties will engage with the ACARA review looking to align Junior curriculum with SATE requirements. 7-8 for 2023 and moving into 9-10 in 2024 • Mainstream/Essentials/Modified	EQ School Opinion Survey – Parents • My child's learning needs are being met • Teachers motivate my child to learn • School works to support my child's learning • Teacher's expect student to do their best	EQ School Opinion Survey – Parents • Needs met (90%) 75.5% • Motivation to learn (90%) 76.9% • Learning supported (90%) 82.9% • High Expectations (90%) 91.6%

			Achievement >50% A – B & <15% D - E
	• Streamed Mainstream classes • Assessment and curriculum delivery modified for Essentials classes • ICPs for Modified classes for identified students • Gifted & Talented students identified and ICP's developed to support needs. • Tutorial classes to continue in junior school		
• Broader Whole school Literacy & Numeracy Plans	**Whole School Literacy & Numeracy Plans** • Investigate literacy options and collaboratively develop program – Utilise literacy and numeracy progressions within the ACARA • Build on current processes – verbs, TEEL • Reading Links – Decoding/Transition/Comprehension • Improved student writing skills Literacy and Numeracy priority supported through the allocation of dedicated curriculum time to deliver specialist programs	Differentiation through timetable structure to cater for wide range of student ability levels Reading links success – decoding/transition/comprehension Embedded practice school wide Consistent "language" and processes Individual student improvement evident (as measured by marks assigned) across written tasks within subjects	Whole school plans finalised end 2019 100% of faculties have identified literacy and numeracy components in unit plans Reading Links - 65% graduate from program 95% of students functionally literate by the end of year 9 as evident by: • Achieving C or better in English >90% – report card
• Continued strong partnerships with community and business organisations to support student pathways	**Senior Schooling** • Partnerships with Universities in particular USC to be developed further • ASHS & USC to develop further accelerated pathways into Tertiary studies • Links with employment agencies such as EPIC to be further utilised • Further support role of School to work officer (Sarah) • Collation of Data regarding Year 13 outcomes • Continued strong partnerships with community and business organisations to support student pathways • Short course literacy/ numeracy courses	University entry pathways Early Offer guarantee enrolments SATs/Work Placement Headstart enrolments VETIS usage Next Steps report	5% Early Offer guarantee 10% SATs/Work Placement 15% Headstart enrolments 90% Year 13 involved in further study or employment
• NAPLAN	**NAPLAN** • Alignment to Regional strategies • Year 9 writing focus • U2B • NMS	Relative Gain as key indicator (5 → 7, 7 → 9)	100% students not on ICP's reaching NMS Equal or above Like Schools in all areas Biggest Gain in Writing 10% U2B for Writing

	CAPABILITY	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS
E X P E R T T E A C H I N G T E A M	**Key Outcomes:** – ▸ Continue to develop a culture of accountability in which Deputies, Hod's and teachers access and analyse data to make informed decisions and document and share differentiated teaching and pedagogical strategies ▸ Maintain alignment of the Developing Performance Framework and line management topics to walkthroughs/ Pop ins and the Aldridge Learning Model. ▸continue professional learning plan that enables all instructional leaders to support teachers in delivering the pedagogical strategies within the Aldridge Learning Model ▸ Implement a consistent pedagogical language across the school ▸ Maintain a culture of collaboration in which teachers share and mentor targeted best practice in an open-door classroom environment ▸ Clarify, communicate and enact the alignment of line management topics to walkthroughs/ Pop ins and the *Aldridge Learning Model*. ▸ Continue to align all teaching practices to the AITSL standards to provide a guide to measure teacher improvement	**Understanding** • Clear communication, through meeting structures, of the DPF process, line management processes and the capacity building flowchart • Staff meetings to focus more on professional learning then management processes. Briefings to have targeted PD focus linked to Aldridge Learning model and colleague mentoring topic for that term **Accountability & Data** • Ensure all staff understand how to access and utilise OneSchool data • Use DPF and Line management meetings to ensure that data is reviewed and used consistently to drive decisions about student differentiation and future pedagogical strategies • Line managers to monitor support evidence linked to staff DPF goals through lesson observations, Pop ins and staff digital folios and ensure alignment to AITSL standards • Mentors, Lesson observations and classroom profiling used to provide teacher feedback on their alignment to the Aldridge Learning Model **Culture of Collaboration** • Expand the mentor program for beginning teachers across the first three years • Continue to expand and target the Colleague observation process • Utilise HAT and Experienced Senior Teachers to model evidenced based strategies from the Aldridge Learning Model and best practice (Behaviour management/ Literacy). • Utilise Class Profilers to provide regular staff feedback on Essential Skills for Classroom Management where required • Utilise professional development budget to provide digital and in class pathways for teachers to engage and share best practice evidenced based teaching and 21st century digital technology strategies **Differentiation** Upskilling of teachers to support • Continued streaming in core classes ensuring movement is flexible and attainable for students • Continued ICP development to ensure targeted resources and age appropriate learning • Continued transition Gifted and Talented program and expand into identification and extension of Aldridge students • Continuation of Tutorial system for academic junior classes to establish student agency **Common Pedagogical Language** • Highlight & promote the role of HOD's accountability in leading their department and embedding pedagogical language in classes • DP's/ HOD's to promote the Aldridge learning Model and the Pedagogical Platform to ensure staff are consistent in their understanding and use of these models • New staff, beginning teachers and long term contracts are inducted with this common language and are mentored through the initial stages **Professional Learning Plan** • Continue to develop Professional learning plan to include focus on evidenced based learning and 21st century learning • Promote capacity spreadsheet to staff to ensure they understand the support available to them and the role the play in providing support to others • Redevelop the Middle Management capability focus to ensure HoD's and DP's are actively engaged in improvement through regular mentoring/ PD/ line management **Engagement Factors** Upskilling Teachers to improve student-teacher relationships • Mentor teachers to model relationship building activities – lesson starters • Continue extra-curricular extension courses on student and teacher engagement and achievement e.g. Extension Volleyball, Creative Writing with USC, Write a Book in a day, Aldridge Performing Arts Showcase, Aldridge Got Talent, Dance Night and Aldridge Night Out, Science and Engineering Challenge, Aurecon Bridge Building Competition, Sippy Downs Science Week, Senior Fraser ecology trip, Science Investigation Awards Australian Institute Physics lecture, Combined Schools Art Exhibition, Chess club, Public Speaking • Life experience opportunities (Japanese Exchange Trip – Kasukabe, School Trip to Ski Fields, Expo University & College stay) • Share teacher and student success with community through meetings, parades, Facebook, Newsletter, OneNote and data walls **Budget** • Continue reallocation of part of the Professional Development/ I4S budget to support internal capacity building	EQ School Opinion Survey – (Staff) • Staff are well supported at this school. • Staff morale is positive at this school. • Access to relevant professional development. • Useful feedback received about my work. • This school encourages coaching and mentoring activities. • Confidence to manage the behaviour of all students. • Teaching practice modified after reviewing student data. • Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) used for planning teaching, learning and assessment. • Confidence to embed Aboriginal and Torres Strait Islander perspectives across the learning areas. EQ School Opinion Survey – (Students) • Teachers expect me to do my best. • My teachers help me with my school work when I needed. • Teachers provide me with useful feedback. • I understand how I am assessed at my school. • My school work challenges me to think. • I am interested in my school work. • My school gives me opportunities to do interesting things. • School looks for ways to improve. • Teachers motivate me to learn. • My teachers are interested in my wellbeing. • I can access computers and other technologies for learning. • This is a good school. Developing Performance Process ⇨Staff engagement with DPFs process ⇨Identify explicit use of Pedagogical language in DPF and lesson observation sheet feedback/ discussion ⇨Classroom profiling feedback ⇨staff engagement with open door policy and observation of peers ⇨ mentor targeted topic outline One School Data ⇨ End of term data for all classes Other Measures ⇨ Mentor feedback ⇨ Meeting Agendas/minutes ⇨ Pedagogical language usage ⇨ Student survey feedback	EQ School Opinion Survey – (Staff) **Target 2021** • Well supported (90%) 65.5% • Staff Morale (70%) 49.1% • PD Access (90%) 81.0% • Feedback (90%) 69.0% • Coach & Mentor (90%) 94.7% • Behaviour (90%) 90.5% • Data use (90%) 95.1% • Curriculum aligned (90%) 94.9% • ATSI perspectives (90%) 80.5% EQ School Opinion Survey – (Students) • Expect best (90%) 96.0% • Help when needed (90%) 84.0% • Useful feedback (90%) 76.5% • Assessment (90%) 78.0% • Challenged to think (90%) 96.0% • Work interesting (90%) 56.0% • Interesting options (90%) 80.8% • Looks to improve (90%) 76.5% • Motivated to learn (90%) 78.8% • Well being (90%) 74.5% • Access to technology (90%) 100% • Good School (90%) 77.1% Developing Performance Agenda * 100% teacher engagement * Line Managers check Lesson Obs. sheets with HODs re pedagogical language (PL) * Language used in Unit Plans and student books aligns with PL One School Data * All staff identified blind spots in data & action to address on a termly basis

	CAPABILITY	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS

E F F E C T I V E P E D A G O G I C A L P R A C T I C E S	**Key Outcomes:**
	
	▸ 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.
	
	▸ Continue to develop a process of instructional leadership to model, share and review pedagogical engagement strategies beyond learning goals and success criteria.
	
	▸ continue to Implement a consistent evidenced based pedagogical language across the school linked to the Aldridge Learning model
	
	▸ Maintain a culture of collaboration in which teachers share and mentor best practice in an open-door classroom environment
	
	▸ Encourage and support staff to take risks to create innovative teaching practice
		Understanding
		• Clear communication, through meeting structures, of the DPF process, line management processes and the capacity building flowchart
		• Staff meetings to focus more on professional learning then management processes. Briefings to have targeted PD focus linked to Aldridge Learning model and colleague mentoring topic for that term
		
		Accountability & Data
		• Use DPF and Line management meetings to ensure that data is reviewed and used consistently to drive decisions about future pedagogical strategies
		• Line managers to monitor support evidence linked to staff DPF goals through lesson observations and staff digital folios to ensure teachers are utilising evidence based strategies and innovative 21st century learning including digital technology to deliver lessons
		• School leaders, mentors and peer groups to provide targeted feedback on teacher use of the Aldridge Learning model, evidence based strategies and 21st century learning
		
		Culture of Collaboration
		• Expand the mentor program for beginning teachers across the first three years
		• Continue to utilise HAT and Experienced Senior Teachers to model evidenced based strategies from the Aldridge Learning Model and best practice (Behaviour management/ Literacy).
		• Utilise professional development budget to provide digital and in class pathways for teachers to engage and share best practice evidenced based teaching and 21st century digital technology strategies
		• Establish gradual progression of classroom/ teacher sharing to create open culture focused on evidence based strategies and 21st century learning
		  ➢ Small groups cross faculty peer discussion on evidence based strategies
		  ➢ Peer lesson observations
		  ➢ Mentor and HOD lesson observations
		  ➢ Use of observation room
		  ➢ Observation strategies written into DPF goals evidence
		
		Differentiation
		Upskilling of teachers to support
		• Continued streaming in core classes ensuring movement is flexible and attainable for students
		• Continued ICP development to ensure targeted resources and age appropriate learning
		• Continued transition Gifted and Talented program and expand into identification and extension of Aldridge students
		• Establish Junior Tutorial Program to enhance Student Agency
		
		Common Pedagogical Language
		• Highlight & promote the role of HOD's accountability in leading their department and embedding pedagogical language in classes
		• DP's/ HOD's to promote the new Aldridge learning Model evidence based strategies and the Pedagogical Platform to ensure staff are consistent in their understanding and use of these models
		• New staff, beginning teachers and long term contracts are inducted with this common language and are mentored through the initial stages
		
		Professional Learning Plan
		• Continue to rewrite Professional learning plan to include focus on evidenced based learning and 21st century learning
		• Promote capacity spreadsheet to staff to ensure they understand the support available to them and the role the play in providing support to others
		
		Engagement Factors
		Upskilling Teachers to improve student reading and literacy
		• Utilise key staff to develop a whole school literacy approach
		• Expand the reading links concept to all classes where reading becomes a critical part of all lessons
		• Invest time faculty/ staff meetings and PD to upskill and engage staff
		• Implement in 2021 across all faculties a common literacy and reading program
		
		Budget
		  Reallocation of part of the Professional Development budget to support internal capacity building
		• Colleague observation support
		• Innovative practise funding
		• PD support for staff interested in evidenced based strategies
		• Investigate digital platforms for enhancing student learning
			<u>EQ School Opinion Survey</u> – (Staff)
			• Staff are well supported at this school.
			• Staff morale is positive at this school.
			• Access to relevant professional development.
			• Useful feedback received about my work.
			• This school encourages coaching and mentoring activities.
			• Confidence to manage the behaviour of all students.
			• Teaching practice modified after reviewing student data.
			• Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) used for planning teaching, learning and assessment.
			• Confidence to embed Aboriginal and Torres Strait Islander perspectives across the learning areas.
			
			<u>EQ School Opinion Survey</u> – (Students)
			• Teachers expect me to do my best.
			• My teachers help me with my school work when I needed.
			• Teachers provide me with useful feedback.
			• I understand how I am assessed at my school.
			• My school work challenges me to think.
			• I am interested in my school work.
			• My school gives me opportunities to do interesting things.
			• School looks for ways to improve.
			• Teachers motivate me to learn.
			• My teachers are interested in my wellbeing.
			• I can access computers and other technologies for learning.
			• This is a good school.
			
			<u>Developing Performance Process</u>
			⇨Staff engagement with DPFs process
			⇨Identify explicit use of Pedagogical language in DPF and lesson observation sheet feedback/ discussion
			⇨Classroom profiling feedback
			⇨staff engagement with open door policy and observation of peers
			<u>One School Data</u>
			⇨ End of term data for all classes
			
			<u>Other Measures</u>
			⇨ Mentor feedback
			⇨ Meeting Agendas/minutes
			⇨ Pedagogical language usage
			⇨ Student survey feedback
				<u>EQ School Opinion Survey</u> – (Staff)
				               Target 2021
				• Well supported (90%) 65.5%
				• Staff Morale (70%) 49.1%
				• PD Access (90%) 81.0%
				• Feedback (90%) 69.0%
				• Coach & Mentor (90%) 94.7%
				
				• Behaviour (90%) 90.5%
				
				• Data use (90%) 95.1%
				
				• Curriculum aligned (90%) 94.9%
				
				• ATSI perspectives (90%) 80.5%
				
				<u>EQ School Opinion Survey</u> – (Students)
				• Expect best (90%) 96.0%
				• Help when needed (90%)84.0%
				
				• Useful feedback (90%) 76.5%
				• Assessment (90%) 78.0%
				• Challenged to think (90%) 96.0%
				• Work interesting (90%) 56.0%
				• Interesting options (90%) 80.8%
				
				• Looks to improve (90%) 76.5%
				• Motivated to learn (90%) 78.8%
				• Well being (90%) 74.5%
				• Access to technology (90%) 100%
				
				• Good School (90%) 77.1%
				
				<u>Developing Performance Agenda</u>
				 * 100% teacher engagement
				* Line Managers check Lesson Obs. sheets with HODs re pedagogical language (PL)
				* Language used in Unit Plans and student books aligns with PL
				<u>One School Data</u>
				* All staff identified blind spots in data & action to address on a termly basis

	CULTURE	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS

A CULTURE THAT PROMOTES LEARNING	**Key Outcomes:**
	
	Ongoing/Carried over from previous audit:
	C1: Adopt processes that allow staff to review the school's Student Code of Conduct intent and processes to ensure they are embedded across the school and consistently implemented.
	
	Most recent audit:
	
	R5. Align behaviour management expectations across the school to build confidence in school processes and its students
	
	A6. The student services team is actively caring for students and are managing behaviour referrals effectively.
		CONSISTENCY OF BEHAVIOUR MANAGEMENT
		• Staff meetings and PFDs utilised to train staff in relation to consistency of application of Student Code of Conduct
		• Possible topics:
		  a) Difficult conversations
		  b) Planning phone calls with parents
		  c) Following the current Behaviour Action Plan
		• Possible strategies:
		  a) Role plays
		  b) Videos
		  c) Concrete modelling
		• Weekly focuses on particular behaviour – utilise Effective Classroom Management via Learning Place
		• YLC Handbook compiled and published
			EQ School Opinion Survey – (Staff)
			
			EQ School Opinion Survey – (Students)
			
			EQ School Opinion Survey – (Parents)
				• YLC Handbook published by end of 2022
				• Staff Morale increase to 70% positive

	Most recent audit: R2. Use the existing consultation process to provide opportunities to develop a succinct statement of the desired culture.	The formulation of a succinct statement through staff meetings and other processes in regard to the following: • What does OUR Culture look like? • What should it look like? Focus on the following stimulus: **Culture Is Connections** A culture will be strong or weak depending on the interactions between the people in the organization, she said. In a strong culture, there are many, overlapping, and cohesive interactions among all members of the organization. As a result, knowledge about the organization's distinctive character — and what it takes to thrive in it — is widely spread and reinforced. In a weak culture, sparse interactions make it difficult for people to learn the organization's culture, so its character is barely noticeable and the commitment to it is scarce or sporadic. https://www.gse.harvard.edu/news/uk/18/07/what-makes-good-school-culture	Regular progress reports to staff on the compilation of statement document	The formulation of the Culture Statement by the end of 2022.
	Most recent audit: R3. Celebrate, and publicize widely, the amazing things that are happening at the school to ensure that the school community is well informed.	More communication of achievements and events through: • Assemblies (rolling Powerpoint presentations, MUSIC to walk into) • Zenith magazine (How can we make it great again? Make it collages of students? More of a year book? Back to hard copy?) • School calendar more widely utilised, discussed and published • Look at meeting structure and briefings (are they delivering what we need?) • Internal bulletins – investigate a weekly bulletin that promotes the next 2 weeks on the calendar • Seek staff input for ideas	• Feedback from community • 'Likes' and 'hits' on website and Facebook etc	• A detailed marketing strategy document is compiled by the end of 2022

Most recent audit: R18. Engage marketing expertise to promote the positive and unique aspects of the school to the wider community	• Engage staff as 'Grant Writers' (offer PD0 • Network with Hervey Bay High – talk to staff about how they are now marketing? • Recommend engaging someone with a marketing degree (as a consultant) • Promote what makes us stand out – points of difference (eg, Ag, Volleyball, Music etc.) • Uniform update? Both material and design. P&C. • School building update – grounds & facilities.	• A new marketing approach is developed for the school • Feedback from target demographic is part of the consultancy project	• A detailed marketing strategy document is compiled by the end of 2022
Most recent audit: C14. The Student Leadership Program is effective and active within the school and the wider community.	• Formalise Student leadership program • Compile a 'Student Leadership Handbook' • Construct a framework document for the leadership journey our students can take from Year 7 through to Year 12 • Recognise Leaders more frequently in school-wide forums	• Student feedback • Parent feedback	• Student Leadership program, handbook and framework are completed by the end of 2022
Most recent audit: A22. Staff have been actively involved in programs designed to attract future students.	• Recruit more staff to the Transition Program • Increase awareness of marketing as a genuine strategy to recruit enrolments • Encourage staff to become more proactive about being ambassadors for our school • Discourage negative conversations outside of the school environment • Morale being affected by what we worry we're missing out on – increase education of staff about the educational landscape beyond ASHS • Address the disconnect with staff being happy with their department but not with the school overall	• Parent feedback • Primary School feedback • Enrolment interviews – seek feedback regarding how parents made the decision to choose ASHS	EQ School Opinion Survey – (Parents)

	Culture	STRATEGY FOCUS & ACTIONS	PERFORMANCE MEASURES	TARGETS
A N A L Y S I S O F D A T A	Most recent audit: R6. Support teachers to become more effective in the analysis and use of student data to influence their practice and improve learning outcomes.	• Ensure alignment of data and targets: AIP→FIP→SIP/Class Targets • Continue to embed data use in DPF process to inform/reflect on teaching and learning. (AITSL reflection tool, A-E ABE data, Effect size analysis (Hattie methodology) • School data analysis plan refined (roles and responsibilities) -. See QTU/DET joint statement on data.	• Alignment of data AIP→FIP→SIP demonstrated during DPF process. • Publish revised school data plan As a tiered data collection and analysis resource for all staff.	• Staff handbook to include data analysis guidelines for staff. (Including record keeping etc) • HOD line management guide to include question on data to guide teaching practice.
	Carried over from previous audit: Develop a formal plan for staff wellbeing as report notes that: "A formal plan for staff wellbeing is not apparent."	• Continue to expand the design and implementation of the staff wellbeing program. • Promote awareness and encourage staff engagement in the wellbeing program • https://intranet.qed.qld.gov.au/Services/HumanResources/payrollhr/healthwellbeing/staffwellbeing/Pages/default.aspx	EQ School Opinion Survey – (Staff) • Staff Morale positive • Wellbeing of employees is a priority.	EQ School Opinion Survey Target 2021 • Staff Morale (80.0%)49.1% • Well Being (85.0%)74.5%