

# Investing for Success

**Under this agreement for 2022  
Aldridge State High School will receive**

**\$520,510\***

## This funding will be used to

TARGET	MEASURES
<p>1. Increase the percentage of students at age appropriate reading levels by the end of Year 8</p> <p>(90% of students at age appropriate reading level by the end of Year 9 or percentage of students not at age appropriate level at the end of Year 9 is 25% less than Year 7 entry point)</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English %C or better Year 6, Semester 2 (2020)</li> <li>○ English %C or better Year 7, Semester 2 (2021)</li> <li>○ English %C or better Year 8, Semester 2 (2022)</li> <li>○ Year 7 NAPLAN Reading NMS (National Minimum Standard) data (2021)</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A–E and NAPLAN (National Assessment Program-Literacy &amp; Numeracy) Reading Relative Gain and NMS data from Similar Queensland State Schools (SQSS)</li> <li>○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Student feedback and work samples</li> <li>○ Movement on Prep-10 Literacy continuum</li> <li>○ English A–E data (Achievement, Behaviour and Effort)</li> <li>○ PATR (Progressive Achievement Tests in Reading) testing results October Year 7 and Year 8</li> </ul> </li> </ul>
<p>2. Enhance positive student engagement with school as measured by Daily Referral, Attendance, Meritorious Certificate and Effort data across all year levels</p> <p>(Whole School Attendance level at or above 90% for Semester 1 as measured on One School)</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ Daily Referral rate below 17 referrals/day</li> <li>○ A% and B% for Effort on One School Reports above 75%</li> <li>○ D% and E% for Effort on One School Reports below 15%</li> <li>○ Meritorious Certificate attainment above 40%</li> <li>○ Average Daily Attendance above 90%</li> <li>○ &lt;300 SDA's in 2022</li> <li>○ SOS "Good School" data above 90%</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ 25% SDA data drop from Semester 1 to 2 2022</li> <li>○ Attendance % of Year 8, 9 and 10 students within 1% of previous year attendance percentage for the same cohort</li> </ul> </li> </ul>
<p>3. Increase the percentage of students in the U2B's for Writing in Year 7 &amp; 9</p> <p>(A – C% on One School reports for English, Humanities and Science at 85% or above)</p>	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ NAPLAN results</li> <li>○ English A–E results Semester 1 and 2 Year 7, 8 and 9</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ Previous English results trend across Year 7 to 9</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Student engagement and behaviour monitored as new teaching strategies applied</li> <li>○ P – 10 Literacy continuum monitoring</li> <li>○ Case management records</li> <li>○ Student work samples</li> </ul> </li> </ul>



**Queensland  
Government**

Our initiatives include	
INITIATIVE	EVIDENCE BASE
<p><b>Pedagogy Coaching</b></p> <ol style="list-style-type: none"> <li>1. Provide targeted professional development and coaching to deepen teachers' understandings of the AITSL professional standards (Australian Institute for Teaching &amp; School Leadership)</li> <li>2. Peer mentoring Program</li> <li>3. Highlighting the use of "observation" classrooms (D10 and D12)</li> </ol>	<ul style="list-style-type: none"> <li>• Archer, AL and Hughes, CA 2011 Explicit instruction: Effective and Efficient Teaching Guildford Press, NY</li> <li>• DuFour, R and Fullan, M 2013 Cultures built to last: systemic PLCs at Work Hawker Brownlow Education, Victoria</li> <li>• Hattie, J and Anderman, EM (eds) 2013 International Guide to Student Achievement Routledge, NY</li> <li>• Shaddock, A 2014 Using data to improve learning: A practical guide for busy teachers ACER Press, Australia</li> <li>• Sharratt, L and Fullan, M 2012 Putting FACES on the data: What great leaders do! Corwin, Thousand Oaks, CA</li> <li>• <a href="https://oneportal.deta.qld.gov.au/EducationDelivery/Stateschooling/Pages/Giftedandtalentedstudents.aspx">https://oneportal.deta.qld.gov.au/EducationDelivery/Stateschooling/Pages/Giftedandtalentedstudents.aspx</a></li> <li>• Stuart, M and Stainthorp, R 2015 Reading Development and Teaching. Sage, London</li> <li>• Timperley, H 2008 "Teacher professional learning and development". In The Educational Practices Series – 18. Ed. Jere Brophy International Academy of Education &amp; International Bureau of Education, Brussels</li> <li>• Timperley, H and Parr, J 2004 Using evidence in teaching practice: Implications for professional learning Hodder, Moa, Beckett, Auckland</li> <li>• Tomlinson, C 2004 Differentiation for Gifted and Talented Students, Sage Publications, UK</li> <li>• Walpole, S &amp; McKenna, M 2017 How to Plan Differentiated Reading Instruction, New York, The Guildford Press</li> <li>• Victoria Education Department <a href="http://www.education.vic.gov.au/school/parents/behaviour/pages/studentattendnace.aspx">www.education.vic.gov.au/school/parents/behaviour/pages/studentattendnace.aspx</a></li> </ul>
<p><b>Supporting Gifted and Talented students</b> (Academic, Cultural and Sporting)</p> <ol style="list-style-type: none"> <li>1. Primary Outreach program</li> <li>2. Year 7, 8 &amp; 9 G&amp;T (gifted &amp; talented) program</li> <li>3. Engagement of a task specific G&amp;T Site Coordinator</li> <li>4. Subsidised engagement with ICAS (International Competitions &amp; Assessments for Schools), Aurecon Bridge Building competition, Higher level Sports etc.</li> <li>5. Accessing of QCAA (Queensland Curriculum Assessment Authority) Accelerated options in term 4 Year 9 &amp; Year 10</li> </ol>	



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



## Our school will improve student outcomes by

Actions	Costs
<b>Pedagogy Coaching</b>	52,800
<ul style="list-style-type: none"> <li>• Peer mentoring Program (Explicit Improvement Agenda Focus)</li> </ul>	
<b>Supporting Baseline skill acquisition for all students</b>	51,438
<ul style="list-style-type: none"> <li>• Reading Links Program (includes support for <i>Languages Other Than English</i> exempted students in Year 8 Japanese)</li> <li>• PATR and other diagnostic testing</li> </ul>	
<b>Supporting Gifted and Talented students</b>	52,399
<p><u>Academic</u></p> <ul style="list-style-type: none"> <li>• Writing Programs (University of Sunshine Coast Creative Writing Program, Super Scribblers Club)</li> <li>• Premiers Reading Challenge Prizes</li> <li>• Science, English &amp; Writing – ICAS (University of NSW) Tests</li> <li>• Walk of Fame Mural Project</li> <li>• Australian National Chemistry Quiz (ANCQ) and Titration Competition</li> <li>• SOSE (Studies of Society &amp; Environment) – National History and Geography Competition</li> <li>• Headstart University of Sunshine Coast (USC) /University Links Programs</li> <li>• “Language of Learning” Tutorial support &amp; signage</li> <li>• Aurecon Bridge Building Competition (Year 9 and 10 Science)</li> <li>• Science &amp; Engineering Challenge and Science Olympiad Competition</li> <li>• Variable Progression Initiative Support</li> <li>• Coding/Robotics/Drone Club</li> <li>• Year 5 - 9 Gifted &amp; Talented Program</li> <li>• Chess Club</li> </ul> <p><u>Cultural</u></p> <ul style="list-style-type: none"> <li>• Extension Music Program (including Instrumental Music additional time)</li> <li>• “Aldridge Got Talent” AGT (Venue Hire, Awards, Workshop, Professional Musicians etc)</li> <li>• Eistedfodd Entry support</li> <li>• Debating and Public Speaking Program</li> <li>• Indigenous Program support               <ul style="list-style-type: none"> <li>○ Artist in Residence</li> <li>○ Deadly Choices</li> <li>○ Boys to Men</li> </ul> </li> </ul> <p><u>Sporting</u></p> <ul style="list-style-type: none"> <li>• Volleyball Excellence Program</li> <li>• Golf Program</li> <li>• Rugby League Program</li> <li>• Human Powered Vehicle (HPV) Event (supporting both Mainstream &amp; Learning Enhancement Centre programs)</li> <li>• Supporting high performing students from low SES (Socioeconomic Status) homes</li> </ul>	



<b>Support for teaching staff to focus on teaching &amp; learning and curriculum development</b>	184,592
<ul style="list-style-type: none"> <li>● Engagement of Faculty Support Officers in key areas: <ul style="list-style-type: none"> <li>a. English, Maths, SOSE, Physical Education, Agriculture, Senior Schooling and Home Economics</li> </ul> </li> <li>● Additional Technician time to support BYOx (Bring your own device) Progra</li> <li>● Student Tutor Program</li> </ul>	
<b>Refining the capacity for School Performance Measurement</b>	12,500
<ul style="list-style-type: none"> <li>● School Statistics Registration</li> </ul>	
<b>Enhancing student engagement with school and the curriculum</b>	118,681
<ul style="list-style-type: none"> <li>● Visual Arts School Mural Program</li> <li>● Dance Exposure Program (Male Dance Performance)</li> <li>● Year 7 Marketing (as part of Year 6 School Visit program)</li> <li>● Awards Ceremonies (Meritorious, Speech Night, Sportsperson Night, Music/FTV)</li> <li>● Tutorial Room staffing</li> <li>● Equine Assisted Learning Program</li> <li>● PAWS Reading Program (pet assisted literacy program)</li> <li>● Archaeological Field Lab Enhancement</li> <li>● Humanities Medieval Incursion</li> <li>● “Scientists in School” Program</li> <li>● Subsidising attendance at/entry into dramatic performances, competitions, excursions: <ul style="list-style-type: none"> <li>a. Shaken Stir, ‘Grin &amp; Tonic’, Local History Excursions (Year 7 &amp; 9), Spelling Bee etc</li> </ul> </li> <li>● Radio Club</li> <li>● Weekend Library Opening</li> <li>● Transition Programs (Year 6 to 7 and Year 12 to TAFE/Tertiary) <ul style="list-style-type: none"> <li>a. Art, Music, Science, Maths, Volleyball, Agriculture, Dig for a Day, Coding &amp; Robotics</li> </ul> </li> <li>● Subsidize RSG, RSA (Responsible Service of Gambling/Alcohol), Barrista etc courses for students looking for part time work</li> <li>● Student Leadership Camps/Programs</li> <li>● Parent Participation Activities/Programs</li> <li>● “Captain’s Table”, Key Partner School meetings &amp; Focus Groups</li> <li>● Sustainability Project</li> <li>● Recess 1 “Curriculum Clubs”</li> </ul>	





Enhancing School - Community Links and Profile	48,100
<ul style="list-style-type: none"> <li>• Duke of Edinburgh Bridge Awards Level 1 &amp; 2</li> <li>• Re-vegetation Project</li> <li>• School Marketing Officer</li> <li>• Visual Arts linking to Community Program</li> <li>• Musical</li> <li>• Participation in:               <ul style="list-style-type: none"> <li>○ ANZAC Day Ceremonies, Community Fund Raising Initiatives, Key Primary Partner School initiatives, Sustainable Schools Program with Tinana State School, Instrumental Music Performances in the town, Drama Performance (Musical), AGT set up cost, ASHS (Aldridge State Highschool) Golf Day and QIGA (Queensland Interscholastic Golf Association) membership</li> </ul> </li> <li>• Activities that link to the Identity Domain</li> <li>• Employment/training programs with local industry and Government</li> </ul>	



**Ross Higgins**  
Principal  
Aldridge State High School



**Dan Lourigan**  
Chair  
Aldridge State High School Council

