


ROADVALE STATE SCHOOL 2024 AIP

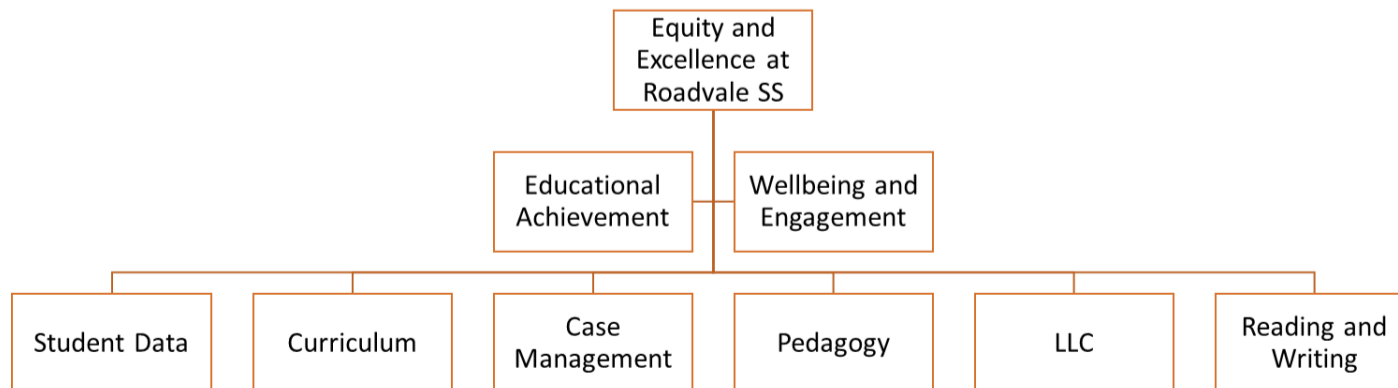


School Priority:
Improve the validity and fidelity of our A to E data to ensure that we achieve equity and excellence by:

- Monitoring and taking action to maintain and improve proportion of students achieving C and above in English and mathematics.
- Monitoring and taking action to maintain and improve proportion of students achieving an A or B in English and mathematics
- Monitoring and taking action to improve our school attendance rates.
- Monitor our suspension rates.

Measurable Outcomes							
	Current data				Target data		Success Criteria
Student data Inc ICP – students counted in year levels. Data is from end semester 2023 but included for 2024 year levels e.g. Year 1 were the students in prep in '23	2023		A	B	C	D	<ul style="list-style-type: none"> Achieve 100% A-C in English and Mathematics Increase A results in English by 1 marker students Increase B results in English and Mathematics by 2 marker students Students will <ul style="list-style-type: none"> Understand what is being asked of them through explicit teaching Understand how to improve through the use of bump it up walls Set personal goals
	Year 1	English	1	1	1		
		Maths	2		1		
	Year 2	English	2	1	1		
		Maths	2	2			
	Year 3	English		3	2		
		Maths	2	1	1	1	
	Year 4	English	1	2	2		
		Maths	1	2	2		
	Year 5	English	2	3	3		
		Maths	2	1	5		
	Year 6	English	1	4	4		
	Maths	1	4	4			
Curriculum	<ul style="list-style-type: none"> The provisioning plan has existed on One School. Evidence of tier 2 and 3 planning has been confined to C2C multi-age planning model Before, after, end, end, moderation has been engaged with, but not systematically 				<ul style="list-style-type: none"> Shared, understanding provisioning plan. Evidence of tier 2 planning for English and Mathematics (V9 AC) There will be evidence of tier 3 planning by the teachers of English and Mathematics. Before, after, end, end, moderation has been engaged with systematically and with the cluster 		<ul style="list-style-type: none"> Teachers are using the tier 2 English and Mathematics tool to improve student learning. Teachers and leadership can articulate the importance of systematic moderation at all levels. Leadership is systematically reviewing this work (inspect to expect).
Case Management & Intervention	<ul style="list-style-type: none"> Data wall was re-introduced in term 3 and team used this in term 3 and 4 as a tool to support student improvement 				<ul style="list-style-type: none"> Continued, systematic, use of the learning wall including systematic discussion of data and the implementation and measurement of student improvement strategies 		<ul style="list-style-type: none"> Teachers can articulate where students are performing and what they are doing to support improvement.

To support this work, we will also:			
Pedagogy	<ul style="list-style-type: none"> No evidence of a pedagogical approach 	<ul style="list-style-type: none"> By the end of 2024 there will be pedagogical framework that is implemented 	<ul style="list-style-type: none"> Teachers and leadership will be able to explain what the schools' pedagogical approaches are and why these strategies have been chosen in relation to our students needs and behaviour.
LLC Work	<ul style="list-style-type: none"> Many teachers are beginning to experiment with learning walls and there is one staff member who was using a bump it up wall (plus the substantive teaching principal). 	<ul style="list-style-type: none"> All teachers will be using learning wall in term 2 in English, Mathematics, Science and German. All teachers will be using bump it up walls in term 4. 	<ul style="list-style-type: none"> Teachers will co-create learning walls with their classes. Teachers will create bump it up tools. Students will be able to articulate where to go for information. Students will identify how they can improve their work, using the bump it up information. Teachers will look at other staff members learning walls and bump it up tools to learn from each other.
Reading & Writing	<ul style="list-style-type: none"> A Whole school reading program called Boost is in existence but formal measures of the programs success exist. 	<ul style="list-style-type: none"> Develop an updated Review the Roadvale P-6 Reading Framework linked to the simple view of reading, cluster work and 'Boost' – this work is to be completed in term 2 and reviewed in term 4. Monitor the data from the program through regular data cycles including using the PLD screener and probe testing Explicitly teach writing, linked the criteria in NAPLAN. 	<ul style="list-style-type: none"> We can measure the success of the reading program.



To achieve this, we will (actions): (the professional learning and capability)	Other Measures & Artefacts	Funding	Staff
<p>1. Curriculum</p> <ul style="list-style-type: none"> ✓ Develop and communicate a whole school curriculum plan (provisioning plan) (term 1) ✓ Implement version 9 of the AC in English and Mathematics. ✓ Quality assure the enacted curriculum and associated assessment processes to ensure alignment with the content and achievement standards in English and Mathematics in 2024 where we have moved to V9 of the AC. ✓ Continue to develop band plans for all subject areas. This work will be done inline with timelines for AC version 9. RSS will not look backwards at this time to write band plans for those subjects still working on version 8.4 of the AC. ✓ Develop and implement 2nd level of planning for Mathematics and English, aligned to version 9 of the AC ready for the start of the 2024 school year. ✓ Use this document to monitor student achievement and in the case management processes. ✓ Engage in school wide moderation processes in week 3 (before moderation and week 10 after moderation) with additional end, end moderation to be built into the calendar. ✓ Participate in regional moderation ✓ With the support of the school supervisor, identify other schools who are moving to V9 of the AC in English and Mathematics to participate in moderation with ✓ Utilise the resources on the assessment and moderation hub to develop our unit planning ✓ Continue to seek regional support for this work. <p>2. Develop, document and implement an effective Pedagogical approach</p> <ul style="list-style-type: none"> ○ Ongoing: Analyse data sets associated with teaching and learning (reporting data, diagnostic data, attendance data) ○ Term 1: Develop a shared understanding of evidence informed pedagogical decision making using the resources on the assessment and moderation hub – focus on English and Mathematics. ○ Term 2 and 3: Explore how pedagogies are currently employed in relation to the data and determine the pedagogies that are most effective in relation to the curriculum (English and Mathematics), learner and learning. ○ Term 4: Create a shared, whole school document reflective of our whole school approach to pedagogy to ensure that there is a shared understanding, by all staff, including those who work part time, of the whole school approach to pedagogy in English and Mathematics. ○ Articulate, through the AIP and case management meetings, what improvement will look like. Implement measures such as observations to gauge to efficacy. <p>3. LLC work</p> <ul style="list-style-type: none"> ✓ Develop and implement a shared understanding of all aspects of the LLC work to improve student results ✓ Ensure all staff understand and are using learning walls ✓ Develop staff capacity to understand and use bump it up walls or bump it up tools ✓ Support staff and understand how this work can be used to support students to use this work for their own learning <p>4. Case Management</p> <ul style="list-style-type: none"> ✓ Continue to develop and implement a case management approach at Roadvale SS utilising the Case Management Approach by Sharratt <ul style="list-style-type: none"> ○ Early Term 1: Collaboratively update the data wall ○ Engage with the case management referral process written at the end of 2023 (processes saved in core data-admin-school frameworks for 2024 and kept in the school processes folder) and clarify the differences between case management and support referrals (all to support student learning, improvement and engagement. ○ Use the process to document and record intervention strategies on One School ○ Use the case management approach to monitor and measure student improvement ○ Use this work to ensure teacher aides are effectively utilised. 	<p>100% of Roadvale SS teachers are using learning walls to support learning.</p> <p>All student whose attendance is below 85% (tier 3) will have strategies to support put in place and documented.</p> <p>Continue to implement a whole school reading program with specific measures of student improvement identified.</p> <p>Have a Roadvale reading framework written and implemented</p> <p>Artefacts: Tier 1 and 2 planning Evidence of teacher planning Evidence of moderation Pedagogical framework Learning walls Bump it up walls/tools Data walls with annotations Case Management calendars Reading data</p>	<p>TRS for planning days to ensure co-designed learning experiences across all learning areas and year levels.</p> <p>.05 staffing allocation being held for this work in 2024 (10 days per semester). This will allow the school to cover 1 x planning day for 3 key teachers per term + 2 days per term for moderation or visits re reading per term.</p>	<p>LLC PD for all staff each term</p> <p>Principal All staff. Teachers, TAs, GO, SLP, Support Staff.</p> <p>Many of these actions are tied to staff 2024 APDPs.</p>

Timeline				
	Term 1	Term 2	Term 3	Term 4
Student data				
Curriculum	<ul style="list-style-type: none"> • Provisioning plan • Begin V9 implementation • Moderation within the school and cluster engaged with 	<ul style="list-style-type: none"> • Active use of the tier 2 planning tools to improve student learning • Moderation within the school and cluster engaged with 	<ul style="list-style-type: none"> • Active use of the tier 2 planning tools to improve student learning • Moderation within the school and cluster engaged with 	<ul style="list-style-type: none"> • Active use of the tier 2 planning tools to improve student learning • Moderation within the school and cluster engaged with
Case Management & Intervention	<ul style="list-style-type: none"> • Present the updated CM framework • Update the data wall • Develop and use a termly calendar to engage in the CM work 	<ul style="list-style-type: none"> • Develop and use a termly calendar to engage in the CM work 	<ul style="list-style-type: none"> • Update the data wall • Develop and use a termly calendar to engage in the CM work 	<ul style="list-style-type: none"> • Develop and use a termly calendar to engage in the CM work
Reading & writing	<ul style="list-style-type: none"> • Develop Refine and implement Boost Program • Data monitoring • Define what writing looks like at Roadvale SS • Develop and implement a writing program linked to the homework policy 	<ul style="list-style-type: none"> • Review of the program against student engagement and teacher feedback 	<ul style="list-style-type: none"> • Data monitoring • Review of the program against data 	<ul style="list-style-type: none"> • Review of the program against student engagement and teacher feedback
Pedagogy	<ul style="list-style-type: none"> • Develop a shared understanding of evidence informed pedagogical decision making 	<ul style="list-style-type: none"> • Explore how pedagogies are currently employed in relation to curriculum, learning and learner 	<ul style="list-style-type: none"> • Explore how pedagogies are currently employed in relation to curriculum, learning and learner 	<ul style="list-style-type: none"> • Create a shared, whole school pedagogical document • More sharing in term 1 2025

LLC Work	•	• All teachers will be using learning wall in term 2 in English, Mathematics, Science and German. •	•	• All teachers will be using bump it up walls in term 4.
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Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

School Principal	P&C	School Supervisor
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