

# ROADVALE STATE SCHOOL 2025 AIP

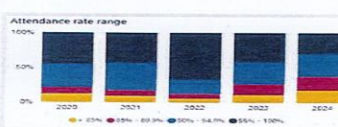
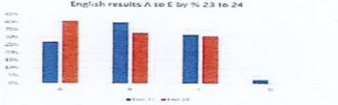
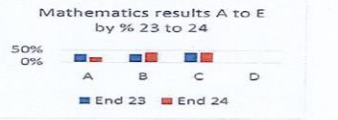
**School Priority:**

**We have drive in 2025 to realise the potential of every student. We will do this by:**


- Knowing our students
- Knowing the curriculum
- Knowing how to teach it.

Our goals are linked to the 3 focus areas in the Equity and Excellence strategy: Educational Achievement, Wellbeing and Engagement, Culture and Inclusion

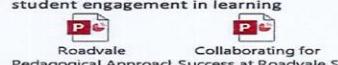
## Knowing Our Students

Current data	Target data ... By the end 2025	Strategies
  	<ul style="list-style-type: none"> <li>Achieve 100% A-C in English and Mathematics</li> <li>Increase B results in English by 2 additional marker students (from 13 to 15)</li> <li>Increase A results in Mathematics by 2 marker students (from 10 to 12)</li> <li>Increase B results in Mathematics by 1 marker student (from 16 to 17)</li> <li>Increase the number of students whose attendance is above 95% from 30 to 40% and decrease the number of students whose attendance is below 85% from 17% to 10%.</li> <li>Improved ability to spell by all students</li> </ul>	<ul style="list-style-type: none"> <li>Continued, systematic, use of the data wall including systematic discussion of data and the implementation and measurement of student improvement strategies</li> <li>Continued Evidence of case management – recorded on data wall</li> <li>Implement a whole school, as well as intensive and focussed supports for students in spelling</li> <li>Strategic and coordinated use of school supports such as SLP, Guidance Officer and Social Worker, to support the work.</li> <li>Evidence of interventions, recorded on One School, as support provisions</li> <li>Students set personal goals (this is a pedagogical approach)</li> <li>AIP data will be shared with parents and the community</li> <li>Each student, identified as a tier 2 or 3 behaviour student, will have support provisions recorded on One School and this may include a specific individual student risk assessment of behaviour plan.</li> <li>All students with disability have adjustments updated regularly – When updated, these will be included and shared through the weekly update</li> <li>Continue to engage Before, after, end, end, moderation is being engaged with systematically and with the cluster and within the school.</li> <li>Find ways to engage more deeply with other schools to learn how they are developing student success</li> <li>Ensure that we implement learning strategies that meet the needs of all RSS learners (pedagogical approach).</li> <li>Begin refine to further implement a targeted approach to teaching problem solving (work that was started in 2024)</li> <li>Continue to monitor other key measures of student wellbeing and implement relevant strategies to ensure learning time is not lost.</li> </ul>

## Knowing Our Curriculum

Current data	Target Data ... By the end of 2025	Strategies
<ul style="list-style-type: none"> <li>In 2024 Before, after, end, end, moderation was been engaged with systematically within the cluster and within the school. The appetite for this and engagement with this was strong</li> <li>In 2024 we continued, systematic, use of the data wall to focus on understanding what achievement standard our students needed to focus on, to get the required lift</li> <li>We refined our level 2 planning in English – adjusting when unit plans were being delivered to meet student needs.</li> <li>We are engaging more deeply with the 2<sup>nd</sup> level of planning (band and year planning) as a teaching team (know the curriculum) and this is embedded in Mathematics and English. It is not embedded in the other subjects and we are still utilising the v 8.4 C2C curriculum mapping. As we move to V9 of the AC, we will develop band planning linked to V9.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a shared unit planning document by all staff implementing version 9 AC subjects</li> <li>Develop comprehensive and complete level 2 V9 AC planning for Science and Technologies for implementation in 2026</li> </ul> 	<ul style="list-style-type: none"> <li>Work collaboratively to develop level 2 planning for Science and Technologies for implementation in 2026 that meets the needs of our small school</li> <li>Continue to attend PD sessions to learn about V9 and its implementation, especially in multi-age classes</li> <li>In developing our 3 levels of planning, know who are students are and how we can design units that are meaningful and engaging for our students</li> <li>Know our students to order units to ensure we provide students with the best opportunities to succeed.</li> <li>Continue to engage in before, after, after, end moderation to ensure the fidelity of data</li> </ul>

## Knowing How to Teach it

Current Data	Target Data	Strategies
<ul style="list-style-type: none"> <li>The work of Lynn Sharratt continues. There is an ongoing expectation that staff will continue to use learning and bump it up walls and set goals with students. Many of the other aspects of the Sharratt work are embedded e.g. case management, principal as lead learner, parental and community involvement, shared responsibility and accountability.</li> <li>In 2024 we developed a shared pedagogical framework and this has been embedded in the unit planning template. This work cannot be forgotten and needs to be revisited.</li> <li>We regularly engage, with in and external to our school, moderation.</li> <li>We pride ourselves on knowing our learners and what they need to do to make learning engaging</li> <li>We are using data to determine the success of our strategies.</li> </ul>	<p>Collaboratively implement the Roadvale SS collegial engagement framework:</p> <ul style="list-style-type: none"> <li>In 2025, Engage in two peer observation cycles as a strategy to learn and achieve APDP goals.</li> <li>From term 2, we will engage in learning walks as part of our staff meetings – these will have a numeracy focus as numeracy will be our next focus</li> <li>Ongoing implementation of the pedagogical approach at RSS with examples of each approach, developed from classroom teacher's practise.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in two peer observation cycles, linked to staff APDPD's.</li> <li>Engage in learning walks with a focus on how to teach numeracy</li> <li>By the end of 2025, all teachers will have participated in two peer observation cycles (we will utilise the definitions of this and resources from the AITSL)</li> <li>Staff will not loose non-contact for this work to occur.</li> <li>Ongoing development of examples of the different pedagogies.</li> <li>Ensure pedagogies are research based and linked to RSS student achievement</li> <li>Further consider and develop how we can use technology to support student engagement in learning</li> </ul> 

<p><b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>School Principal </p>	<p>P&amp;C </p>	<p>School Supervisor </p>
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