



**NORFOLK
VILLAGE**
STATE SCHOOL
INDEPENDENT PUBLIC SCHOOL
CREATIVE • CONFIDENT • COMMITTED

Norfolk Village State School

Strategic Plan 2020 - 2023

School Profile

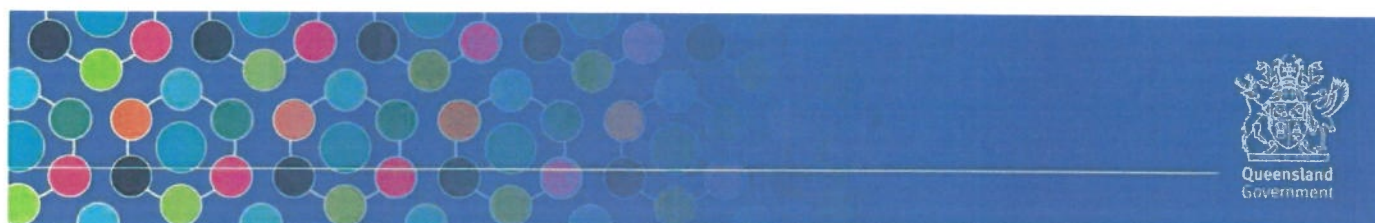
Norfolk Village State School is an Independent Public School located in Ormeau on the Gold Coast and caters for students for Prep - Year 6. Our school's mission is *to support every child to reach their full potential academically, socially and emotionally, creating lifelong learners, critical thinkers and resilient citizens*. Our commitment to high levels of learning and wellbeing for every child ensure a safe, supportive and collaborative learning environment, underpinned by our 3 school rules: *I am Safe, I am Respectful and I am a Learner*. As a professional learning community committed to continual improvement, our vision is *to learn and grow side by side: students, staff and community*. Through quality teaching and learning based on the Australian Curriculum, we aim to personalise the learning of every student to support the achievement of their individual learning goals. Students have access to high quality academic, language, arts, sporting, music and digital technologies programs with specialist teachers. Our students are proud to wear their school uniform which is well recognised in the northern Gold Coast community and provides children with a sense of belonging. Built in 2009, our school provides modern facilities including access to technology to support 21st century learning. We value parents as partners in their child's education and develop strong partnerships with all members of our community to support our students in their pursuit of excellence. I invite you to work in partnership with our staff to prepare our students for a lifetime of learning. When you make Norfolk Village State School your school of choice, we accept this responsibility as we strive to maximise the learning of every child in our care. It is through this partnership we can support the development of every child to be *creative, confident and committed*.

Vision

We will learn and grow, side by side: students, staff and community.

Values

- I am Safe
- I am Respectful
- I am a Learner





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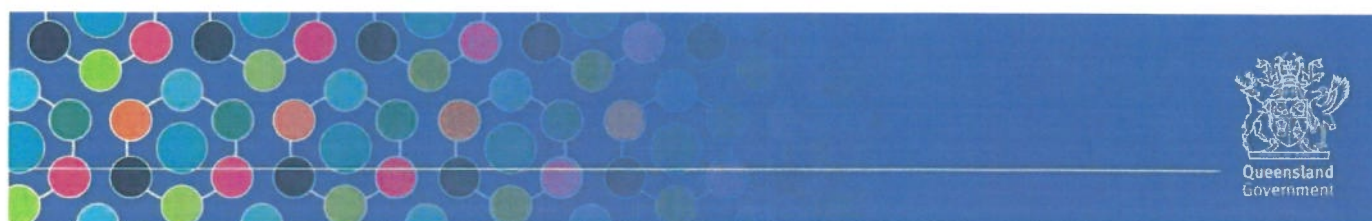
Improvement Priorities

An Explicit Improvement Agenda

Success indicators	2020	2021	2022	2023
1. Achievement of the school's explicit improvement targets.				
2. Annual Implementation Plan consisting of explicit improvement agenda, targets and timelines collaboratively developed and published annually for the school community.				
Strategies	2020	2021	2022	2023
Further build staff ownership and trust by collaboratively reviewing the school EIA and include targets and timelines for improved student outcomes; and communicate with clarity to the school community.	✓	✓		
Further develop the capability of the Improvement Team to implement effective change management strategies to reduce the pace of the school improvement agenda.	✓	✓		
Collaboratively clarify which existing whole-school signature practices are to be embedded in 2020 and 2021 as part of the school's explicit improvement agenda.	✓	✓		

Analysis and Discussion of Data

Success indicators	2020	2021	2022	2023
1. 100% of teachers using formative, diagnostic and summative assessment to target student learning to identified areas of need.				
2. Achievement of school NAPLAN targets for National Minimum Standard and Upper Two Band performance.				
3. Increased % of students achieving in the Upper Two Bands for performance on NAPLAN.				
4. Increased % of students achieving As and Bs in Level of Achievement data for English and Mathematics.				
5. Achievement of school A-C % achievement level targets.				
Strategies	2020	2021	2022	2023
Continue building the capability of teachers to effectively use data to inform curriculum planning and teaching practice.	✓	✓		
Focus on the reliability of Level of Achievement data through a rigorous approach to implementing quality assessment practices across all curriculum areas.		✓	✓	
Review current data practices with a view to streamlining data collection and reducing the workload on teachers.	✓	✓		





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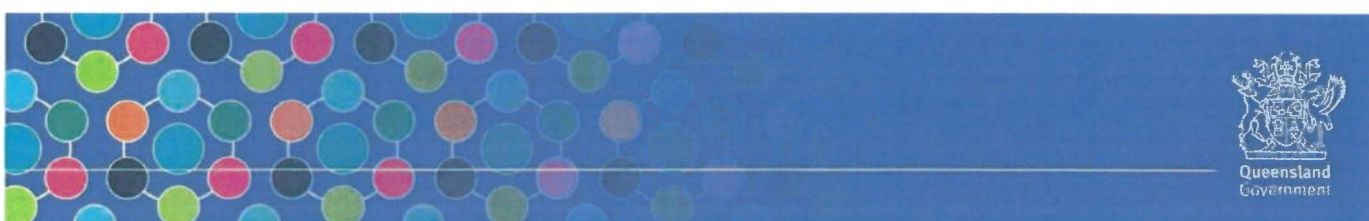
Improvement Priorities

A Culture that Promotes Learning

Success indicators					
1. Enhanced Staff Opinion Survey data for relevant questions.					
2. All school teams implementing the High Performing Teams Framework with rigour and fidelity.					
3. A reduction of students in Tiers 2 and 3 and number of student disciplinary absences.					
4. LCC meets every term and leads workload reduction and consultation processes for staff.					
5. Achievement of School Opinion Survey targets for questions relating to wellbeing.					
6. A reduction in major and minor behaviours and an increase in the number of students achieving Behaviour Badges each year.					
7. School target of 95% attendance achieved on an annual basis.					
8. Improved attendance and achievement for Indigenous students.					
Strategies		2020	2021	2022	2023
Actively engage staff members in decision-making processes and systematically embed strategies to enhance staff voice, authentic collaboration and consultation to develop ownership and improve morale.		✓	✓		
Review and refine the wellbeing, social emotional and PBL framework to reduce complexity and develop clarity of purpose matched to evidence-based needs to ensure integrity and impact.				✓	✓

Targeted Use of School Resources

Success indicators					
1. BYOD successfully implemented in Year 2 - Year 6 by 2023.					
2. Quality devices which support differentiated learning are available for Prep and Year 1 classrooms.					
3. HR allocation is reviewed annually by the LCC Committee to ensure maximum impact on student learning outcomes.					
Strategies		2020	2021	2022	2023
Develop review processes to formally evaluate the impact of HR allocation on improved student learning outcomes.				✓	✓
Build staff member understanding and commitment to the Information and Communication Technology (ICT) plan, including the BYOD implementation strategy to enhance the Prep to Year 6 classroom desktops, laptops and iPads and teacher capability to support curriculum differentiation.		✓	✓		





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Improvement Priorities

An Expert Teaching Team

Success indicators

1. Enhanced Staff Opinion Survey data for relevant questions.
2. Annual Professional Learning Plan for teachers and teacher aides published for all staff to support the achievement of the EIA and staff APR & DPP goals.
3. 100% of teachers and teacher aides participate in formal observations, three times/year as part of the school's framework.
4. 100% of teachers and teacher aides have participated in coaching.
5. Teachers participate in cross-school moderation annually, to engage in standards-based judgements aligned to the school's EIA.
6. 100% of teachers and teacher aides have an Annual Performance Plan.

Strategies

	2020	2021	2022	2023
Develop a formal professional learning plan for teacher aides aligned to school priorities to build their confidence as experts in their fields of work.	✓	✓		
Embed the school's observation and feedback framework for teachers and teacher aides to include observation, feedback and universal access to coaching to build consistency of practice across the school.		✓	✓	✓
Invest in PD for year level leaders and champions to build their expertise in subject-specific knowledge and leadership capability.			✓	✓

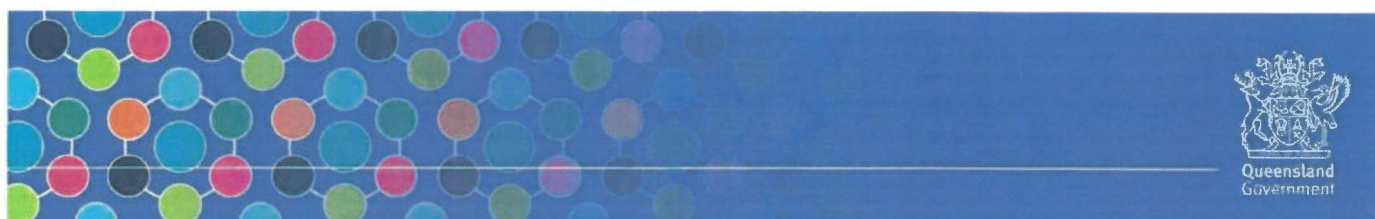
Systematic Curriculum Delivery

Success indicators

1. Teachers engage in weekly PLT meetings to plan high quality, differentiated curriculum and assessment.
2. Achievement of school Level of Achievement targets for each reporting semester.
3. Quality assurance and rigorous moderation processes are embedded and led by Champions each term.
4. Teachers engage in curriculum knowledge and professional learning opportunities through PLTs and staff meetings.

Strategies

	2020	2021	2022	2023
Enhance the depth and rigour of curriculum knowledge and delivery in order to maximise LOAs for all and ensure challenge for highly capable students.		✓	✓	✓
Embed systems to quality assure assessment tasks and GTMJ's, and systematically monitor and evaluate enacted curriculum.	✓			
Refine the PLT model to focus on excellence in curriculum knowledge and facilitate teachers to collaboratively develop and share high-yield pedagogical practices.	✓			





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Differentiated Teaching and Learning

Success indicators

1. The number of students attending on a part-time placement is reduced.
2. School, cohort and class, 'A' and 'B' targets are collaboratively developed each semester and shared with the school community for clarity.
3. XL teachers attend targeted U2B professional learning opportunities.
4. Students' individual goals identifiable and tracked by classroom teachers to inform targeted instruction.
5. Improved frequency and quality of feedback on student progress.

Strategies

	2020	2021	2022	2023
Work with region, the centre and/or external agencies to reduce the number of students and length of time a student is on a part-time placement through developing a plan and strategies for successful transition back to full-time schooling.			✓	
Develop school, cohort and class 'A' and 'B' targets to support improved outcomes for high performing students.		✓	✓	✓
Provide PD for teachers of XL classes to improve their knowledge, pedagogy and capability to cater for high performing students and to build a greater level of consistency across the school.	✓	✓		

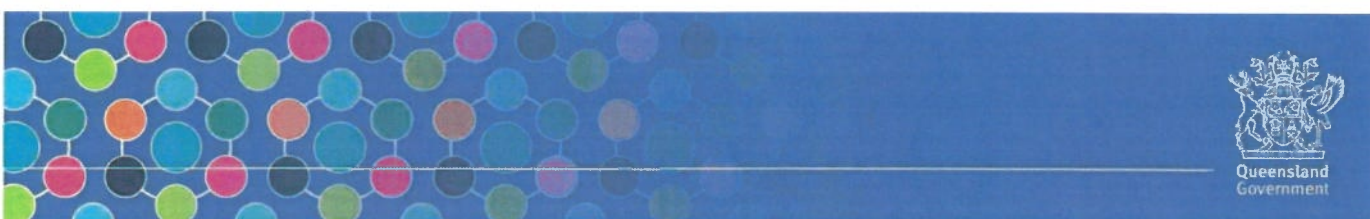
Effective Pedagogical Practices

Success indicators

1. The School Pedagogical Framework is being consistently implemented from Prep - Year 6 and teachers receive feedback on this implementation 3 times/year as part of the school's observation and feedback culture.

Strategies

	2020	2021	2022	2023
Collaboratively unpack the key elements of the school pedagogical framework to develop a shared understanding of the school's signature high-yield practices and their consistent application to classroom teaching.	✓	✓	✓	✓





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Improvement Priorities

School-Community Partnerships

Success indicators

1. Increased numbers of students accepted into excellence programs at OWSHS.
2. School Council annually reviews school partnerships and their outcomes for students in Term 4 meeting.

Strategies

	2020	2021	2022	2023
Build on positive relationships with Ormeau Woods State High School to enhance successful transitions and strengthen professional networks and sharing of expertise.			✓	✓
Implement documented review processes whereby goals, progress and achievements are monitored, with evidence collected to evaluate the effectiveness of the various partnership programs in improving outcomes for students.			✓	✓

Endorsement

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

Principal

P and C / School Council

