

NORFOLK VILLAGE STATE SCHOOL

EXPLICIT IMPROVEMENT AGENDA

PRIORITIES 2025

PRIORITY

Educational Achievement

ENGLISH - EXPLICIT INSTRUCTION

Further develop teacher capacity to explicitly deliver the curriculum and improve academic skills



EXPLICIT INSTRUCTION

- Deliver the curriculum through Explicit Instruction of:



READING

- Fluency, Phonic and word knowledge
- Shared and dialogic reading
- Language comprehension
- Utilise Acadience to assess the acquisition of reading skills

Outcome:
85% of students meeting benchmark by the end of the year

SPELLING – PLD

- Phonological awareness and fluency
- Phonic & word knowledge
- Development of spelling, reading & writing
- Co-construction of P-6 Spelling data walls

Outcome:
85% of students meeting benchmark by the end of the year (25% growth per term)

WRITING – Writing about Reading

- 6 Traits +1 of writing
- Analysing, interpreting and evaluating
- Creating texts, Learning walls

SPEAKING and LISTENING

- Oral Language
- Interacting – two way interaction processes
- Listening and speaking



ENGLISH overall outcomes:

- Year P-2 87% A-C, 60% A-B
- Year 3-6 89% A-C, 53% A-B
- 100% teacher development of pedagogical expertise – explicit instruction

PRIORITY

Wellbeing and Engagement

POSITIVE BEHAVIOUR for LEARNING AND REBOOT

All staff model and explicitly teach expectations leading to high quality student engagement



POSITIVE BEHAVIOUR for LEARNING

- Students identify PBL expectations, fortnightly focus and positive rewards processes
- Regular learning walks & talks support practice alignment
- Development of Tier 2 PBL Team

Outcome:
10% reduction in minor and major behaviours

REBOOT

- Explicit teaching of fortnightly focus
- Social, emotional and personal capabilities
- Identification of self on the five faces chart and use appropriate strategies
- I belong

Outcome:
100% of students can recognise the 3 brains and which brain presently working in



PRIORITY

Culture and Inclusion

A CULTURE OF HIGH EXPECTATIONS

An environment that promotes the whole child everyday – Academic, Behaviour, Social Emotional



MTSS - MULTI TIERED SYSTEM of SUPPORT

- Whole child focus - Academic, Behaviour, Social Emotional
- Whole School Approach – Supporting All Students Every Day
- Tiered and tailored supports

Outcome:
All staff differentiate curriculum and pedagogy to engage all students

HIGH EXPECTATIONS

- Embrace school motto 'Creative, Confident, Committed'
- Inclusivity of all – Supporting All Students Every Day
- Model high expectation in all aspects of school life
- Plan and deliver high impact teaching
- Opportunity for student to showcase their learning to the community

Outcome:
All students can articulate their learning goals

STUDENT ENGAGEMENT

- Evidence-based, effective differentiation practices to cater for the diverse needs of all
- Develop and implement clearly defined data informed tiers of support, inclusive of tier 1-3

Outcome:
Increased engagement of students with additional needs evidenced in LOA Data

Principal: Carmel Ord

P&C: Kayla Brickland

School Supervisor: Alisha Le Brese