



Norfolk Village State School Annual Implementation Plan 2017

The Norfolk Village State School Annual Implementation Plan is derived from our 2016-2019 Strategic Plan and framed around the High Reliability Schools Framework (Marzano).

Improvement Priority 1: Developing a Safe and Collaborative Culture

Key Actions	Target	Timeline	Responsible Officer
<p>Developing & implementing Professional Learning Team structures for all teaching and learning teams to foster a high performing team culture. This includes ensuring school structures are designed to allow teachers time to focus on the right work during the school day.</p> <p>Ensuring teacher teams and collaborative groups regularly interact to address common issues regarding student achievement targets, curriculum, assessment (including moderation), instruction, intervention and the achievement of all students.</p>	<p>100% Teaching Staff participation.</p> <p>Evident in NCT Timetable.</p>	Term 1 – Term 4	Principal Deputy Principals
<p>Continuing to implement Positive Behaviour for Learning Tier 2 to ensure a safe and orderly school environment using our 3 school rules: I am Safe, I am Respectful, I am a Learner.</p>	<p>100% Staff implementing Tier 2 PBL expectations.</p> <p>Student behaviour data tracked each term & shared with staff for proactive interventions.</p>	Term 1-4	Principal Deputy Principals Behaviour Advisory Teacher Guidance Officer
<p>Creating a whole school approach to social and emotional wellbeing drawing on Positive Psychology to support all students to flourish.</p>	<p>100% Staff implementing.</p>	Term 1	
<p>Achieving excellent attendance for all students through strong community promotion that every day counts, measured by class and individual attendance monitoring and individual student case management.</p>	<p>93% attendance for all students.</p>	Term 1-4	Deputy Principals
<p>Developing an Indigenous Education Action Plan which supports all students having a greater understanding of Indigenous culture through formal and informal learning opportunities.</p>	<p>100% students participating in formal and informal learning opportunities.</p>	Term 1	Principal Deputy Principal
<p>Developing an Information and Communication Technologies Action Plan which focuses on increasing the ICT hardware, infrastructure and learning opportunities for students to support their ability to engage with the demands of the Australian Curriculum.</p>	<p>Action Plan developed and being implemented.</p>	Term 1 – Term 4	Principal Deputy Principal
<p>Establish School Council as required as an Independent Public School. School Constitution endorsed Term 4, 2016.</p>	<p>School Council formed.</p>	Term 1	Principal

Improvement Priority 2: Effective Teaching in Every Classroom

Key Actions	Target	Timeline	Responsible Officer
Developing and implementing our whole school Pedagogical Framework based on the Art and Science of Teaching and Fleming approaches to create a consistent whole school approach to quality instruction. (2017 will focus on Design Questions 1 & 5.)	100% staff implementing Design Question 1 & 5	Term 1-4	Principal Deputy Principals Head of Curriculum
Developing and implementing a whole school Coaching framework to support sharing of expertise and growth coaching for all staff.	100% Staff engaged in coaching	Term 1-4	Principal Deputy Principals Head of Curriculum Leaders of Learning
Enhance data analysis systems to create rigorous and streamlined data analysis processes each term to triangulate data for teachers, building their data literacy skills and capacity to target teaching based on student achievement information.	Whole School, Year level and Class data walls evident for key data sets.	Term 1-4	Principal Deputy Principals Head of Curriculum Leaders of Learning

Improvement Priority 3: Guaranteed and Viable Curriculum

Key Actions	Target	Timeline	Responsible Officer										
Updating & implementing our whole school curriculum framework in alignment with Australian Curriculum. This will include: <ul style="list-style-type: none"> Providing professional learning to all teaching staff on the guaranteed and viable curriculum and formative assessment processes updating & implementing our guaranteed and viable curriculum for the priority areas of English, Mathematics and Science and embedding the DET Prep – Year 6 Literacy Continuum resource. reviewing the General Capabilities to ensure they are embedded Prep – Year 6 	Whole School Curriculum Framework updated implemented	Term 1 - Term 2	Principal Deputy Principals Head of Curriculum										
Reviewing our whole school Assessment Framework to ensure it has: <ul style="list-style-type: none"> clear targets and benchmarks for diagnostic assessment; common formative assessment for each teaching team in English and Mathematics and rigorous summative assessment opportunities for students. This will ensure teachers have access to the right information to support targeted teaching.	Whole School Assessment Framework updated & implemented	Ongoing	Principal Deputy Principals Head of Curriculum										
Developing and implementing a Response to Intervention (RTI) framework which recognises the continuum of support needed for students. This will include providing professional learning to staff on effective RTI models. Effective RTI will support the achievement of our 2017 NAPLAN targets: <table border="1" data-bbox="55 1713 949 2063"> <tbody> <tr> <td>Year 3 Reading</td> <td> <ul style="list-style-type: none"> 90% National Minimum Standard 40% Upper 2 Bands </td> </tr> <tr> <td>Year 3 Writing</td> <td> <ul style="list-style-type: none"> 90% National Minimum Standard 40% Upper 2 Bands </td> </tr> <tr> <td>Year 3 Numeracy</td> <td> <ul style="list-style-type: none"> 90% National Minimum Standard 40% Upper 2 Bands </td> </tr> <tr> <td>Year 5 Reading</td> <td> <ul style="list-style-type: none"> 90% National Minimum Standard 40% Upper 2 Bands </td> </tr> <tr> <td>Year 5 Writing</td> <td> <ul style="list-style-type: none"> 90% National Minimum Standard </td> </tr> </tbody> </table>	Year 3 Reading	<ul style="list-style-type: none"> 90% National Minimum Standard 40% Upper 2 Bands 	Year 3 Writing	<ul style="list-style-type: none"> 90% National Minimum Standard 40% Upper 2 Bands 	Year 3 Numeracy	<ul style="list-style-type: none"> 90% National Minimum Standard 40% Upper 2 Bands 	Year 5 Reading	<ul style="list-style-type: none"> 90% National Minimum Standard 40% Upper 2 Bands 	Year 5 Writing	<ul style="list-style-type: none"> 90% National Minimum Standard 	Response to Intervention Framework developed & implemented. NAPLAN targets achieved.	Term 1- Term 2	Principal Deputy Principals Head of Student Services Guidance Officer Leaders of Learning Support Teacher Literacy & Numeracy Behaviour Advisory Teacher
Year 3 Reading	<ul style="list-style-type: none"> 90% National Minimum Standard 40% Upper 2 Bands 												
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Year 5 Numeracy	<ul style="list-style-type: none"> • 90% National Minimum Standard • 30% Upper 2 Bands 			
<p>Implementing our Learning Enrichment Pathway program for high achieving students in Years 4-6 to support their access to high performing academic pathways. This will include professional learning for iXL teachers to implement pedagogy for high achieving students.</p>		Learning Enrichment Pathway implemented	Term 1-4	Principal Deputy Principal Leader of Learning iXL Classroom Teachers

Endorsement

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



Principal



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