

# 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 91% 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