Norfolk Village State School 2024-2027 School Strategic Plan

School profile	Acknowledgement of Country:
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 mission statement is 'At Norfolk Village State School, we have a collective responsibility to impact students through: high-impact and research-informed pedagogy, innovative opportunities, community partnerships and supporting health and well-being to create literate citizens and provide students with a life of choice, not chance.' Our commitment to high levels of learning, engagement and wellbeing for every child ensure a safe, supportive and collaborative learning environment which is underpinned by our 3 school expectations: I am Safe, I am Respectful and I am a Learner. Our staff are a professional learning community committed to continual improvement to realise the potential of every student. Through implementing high-impact pedagogy to enact the Australian Curriculum, we differentiate the learning to meet the needs of all students. Our students are assessment-literate learners and can talk about what they are learning and why, how to be successful, what their learning goals are and how to achieve them. Our students have a multitude of opportunities through STEM, digital technologies, robotics, sport, the arts, instrumental music and extra-curricular activities. We value productive partnerships with our families and have strong connections within our local community. We acknowledge the Bullongin and Gugingin People, the Traditional Custodians of the land on which we live and learn. Norfolk Village State School is committed to strengthening connections to culture through curriculum and community engagement.	We acknowledge the Bullongin and Gugingin People, the Traditional Custodians of the land on which we live and learn. Norfolk Village State School is committed to strengthening connections to culture through curriculum and community engagement. **Vision:** At NVSS we commit to providing students a life of choice, not chance. **Mission Statement:** At NVSS we have a collective responsibility to impact students through: high-impact and research-informed pedagogy, innovative opportunities, community partnerships and supporting health and well-being to create literate citizens and provide students with a life of choice, not chance.

Educational achievement Wellbeing and engagement Culture and inclusion

School review key improvement strategies	School priorities
• **Domain 1: An explicit improvement agenda:** Build a shared understanding and commitment to the key elements of school priorities to ensure the strategic agenda is implemented with clarity and precision. • **Domain 3: A culture that promotes learning:** Collaboratively instil a deep appreciation for the school's philosophy underpinning Positive Behaviour for Learning (PBL) to implement a cohesive whole-school approach. • **Domain 7: Differentiated teaching and learning:** Enhance teachers' capability to implement evidence-based, effective differentiation practices to cater for the diverse needs of all learners. • **Domain 2: Analysis and discussion of data:** Develop a consistent school-wide approach to using data to inform teaching and learning. • **Domain 6: Systematic curriculum delivery:** Develop processes for leaders to co-plan, co-moderate and observe teaching to ensure the Australian Curriculum (AC) is enacted as expected.	• **School Priority 1:** Develop, implement and embed a Whole School Approach to Engagement and Inclusion. • **School Priority 2:** Purposeful use of data to monitor student progress and inform a multi-tiered system of support. • **School Priority 3:** Implement evidence-based, high-impact pedagogy to enact Norfolk Village State School's Whole School Approach to Pedagogy and build expert teaching teams. • **School Priority 4:** Implement the Australian Curriculum v9.0 with fidelity through the enactment of the P-12 Curriculum, Assessment and Reporting Framework.

School Priority 1: Develop, implement and embed a Whole School Approach to Engagement and Inclusion.	School Priority 2: Purposeful use of data to monitor student progress and inform a multi-tiered system of support.	School Priority 3: Implement evidence-based, high-impact pedagogy to enact Norfolk Village State School's Whole School Approach to Pedagogy and build expert teaching teams.	School Priority 4: Implement the Australian Curriculum v9.0 with fidelity through the enactment of the P-12 Curriculum, Assessment and Reporting Framework.

Strategies
• Develop, document, implement and embed an evidence-based, Whole School Approach to Engagement and Inclusion to support students with additional needs in the areas of disability, imputed disability, academics, behaviour, engagement and wellbeing.
• Resource, create and implement new roles, 'Support Teachers' and 'Support Teacher Aides' with clear role descriptions to support students with additional needs (WSS-SLR, SWD allocation, school funds).
• Develop and implement clearly defined data-informed tiers of support with aligned processes:
   o Tier 1 – Differentiated teaching and the provision of reasonable adjustments in classrooms for all learners
   o Tier 2 – Targeted intervention and case management
	Strategies
	• Ensure multi-disciplinary membership of the Engagement and Inclusion Team ie. school leaders, support teachers, therapy staff, intervention staff etc
	• Engagement and Inclusion Team uses the Inquiry Cycle to develop and prioritise student supports.
	• Engagement and Inclusion Team tracks and monitors student data to review student supports and inform next steps.
	• Develop and implement a digital data card and digital data wall, managed by the Engagement and Inclusion Team, to track, monitor and review student data and progress.
	• Digital data wall tracks and monitors a range of data:
	   o Level of Achievement
	   o Attendance
	   o Student disciplinary absences
	   o Minor and major behaviours through PBL
		Strategies
		• Implement and embed Norfolk Village State School's Whole School Approach to Pedagogy with fidelity.
		• Continuously review and monitor our Whole School Approach to Pedagogy, being responsive to the implementation of v9.0 Australian Curriculum and the needs of staff and students.
		• Embed an evidence-based, whole-school approach to the teaching of English with a foundation of systematic-synthetic phonics, The Simple View of Reading and The 6 + 1 Traits of Writing.
		• Implement and embed all elements of the Assessment Waterfall.
		• Build teacher capacity to use data to respond to students' academic needs through implementation of rigorous moderation processes (BAAE model).
			Strategies
			• Plan, assess, moderate and report on the Australian Curriculum.
			• Implement v9.0 of the Australian Curriculum in all learning areas through enacting the P-12 Curriculum, Assessment and Reporting Framework – 3 levels of planning, unit plans aligned to NVSS frameworks, moderation processes, assessment tools, marking guides.
			• Build teacher knowledge of the Literacy and Numeracy General Capabilities and how to use them to monitor student progress and support student outcomes.
			• Implementation of frequent monitoring strategies and tools to inform teaching and learning and reporting (v9.0 CARF and Assessment Waterfall), continuing to monitor and track Literacy General Capabilities using the Literacy Continuum.

Queensland Government

Column 1

- Tier 3 – Intensive intervention and complex case management (OneSchool)
- Build capacity of all staff through the formation of an Engagement and Inclusion Team to analyse and monitor data and case manage students who require Tier 2 and 3 interventions and ensure Tier 2 and 3 interventions are implemented and embedded with fidelity and consistency.
- Review, document, implement and embed PBL processes and an aligned Student Code of Conduct.
- Foster a positive staff culture through intentional consultation and collegial engagement.
- Develop and implement case-management process to strengthen successful transitions at focus junctures: On-entry to Prep, Prep-Year 2, Years 3-6, Year 6 to secondary education.

Measurable outcomes
- Increase in student engagement of identified students with additional needs in academics, behaviour, wellbeing and/or engagement evidenced through increase in LOA data, decrease in behaviour incidents, decrease in student disciplinary absences, increased attendance and time in classrooms. Monitored and reviewed through a digital data card and digital data wall.

Success criteria
At Norfolk Village State School…
- Students can achieve academically and socially with tailored supports including reasonable adjustments that meet their learning needs.
- Teachers can enact identified engagement and inclusion support processes to support students' needs and intentionally collaborate with colleagues and school leaders to realise the potential of all learners.
- Leadership team can build capability of all staff through instructional leadership, change management, consultation and collaboration to realise the potential of all learners.

Resourcing
- Use RAR allocation, WSS-SLR allocation and school funds to resource Support Teacher roles.

Column 2

- Progression in intervention monitoring tools, screeners and checklists
- Wellbeing tools
- Data sets developed and utilised to track and monitor impact:
  - ICPs
  - Part-Time Education Plans
  - Tier 2 and Tier 3 intervention strategies

Measurable outcomes
- Increase in outcomes for all students: academics, behaviour, wellbeing and/or engagement evidenced through progress in intervention data, improvement in LOA and NAPLAN data, decrease in behaviour incidents, decrease in student disciplinary absences, increased attendance and time in classrooms.

Success criteria
At Norfolk Village State School…
- Students can articulate their personalised goals and celebrate their success.
- Teachers can use data to provide the right interventions at the right time to support student outcomes.
- Leadership team can build capability of all staff through instructional leadership, change management, consultation and collaboration.

Resourcing
Allocate provision of time for the Engagement and Inclusion Team to collaborate and enact the identified processes in our Whole School Approach to Engagement and Inclusion.

Column 3

- Implement and embed our Whole School Approach to Collegial Engagement to build teacher capacity.

Measurable outcomes
- Increase in teacher capacity to analyse data and be responsive to student learning needs.
- Teachers respond to students' academic needs and consistently employ the right pedagogy at the right time – quality assured through Collegial Engagement protocols and PLTs.
- Increase in Level of Achievement data in English and Mathematics.

Success criteria
- Students can answer the 5 questions for learners in all learning areas.
- Teachers can answer the 5 questions for teachers.
- Leaders can answer the 5 questions for leaders.

Resourcing
- Allocate provision of time through PLTs and WOW time for teachers to collaborate and enact the identified processes in our Whole School Approach to Pedagogy.
- Allocate provision of time for leaders to quality assure pedagogy through Learning Walks and Talks, Lesson Observations and Walk-throughs.
- Monitor and review resources, being responsive to teacher and student needs.

Column 4

Measurable outcomes
- Full implementation of v9.0 Australian Curriculum by 2026 in all learning areas evidenced in planning processes and documentation.
- Literacy and Numeracy General Capabilities are used by teachers to inform planning and pedagogy. The General Capabilities are monitored and tracked to respond to student needs.
- Growth in A-C Level of Achievement data in English and Mathematics.
- Increase in student achievement data in NAPLAN: Norfolk Village State School's literacy data exceeds the state and like schools.

Success criteria
- Students can access and participate in all learning areas of the Australian Curriculum.
- Teachers can plan and teach v9.0 Australian Curriculum evidenced in 3 levels of planning.
- Leadership team can ensure the right of every student to an education appropriate to their needs.

Resourcing
- Provide operational structures that allow teachers to collaboratively plan for the implementation of the Australian Curriculum: moderation cycles, PLTs, planning sessions, coaching and mentoring.
- Monitor and review resources, being responsive to teacher and student needs.

Phases

Phases	2023	2024	2025	2026
Developing	✓	✓		
Implementing		✓		
Embedding			✓	✓
Reviewing		✓	✓	✓

Phases	2024	2025	2026	2027
Developing	✓			
Implementing		✓		
Embedding		✓	✓	✓
Reviewing	✓	✓	✓	✓

Phases	2023	2024	2025	2026
Developing	✓			
Implementing	✓	✓		
Embedding		✓	✓	✓
Reviewing	✓	✓	✓	✓

Phases	2024	2025	2026	2027
Developing	✓	✓	✓	
Implementing	✓	✓	✓	
Embedding			✓	✓
Reviewing	✓	✓	✓	✓

Approvals

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

Fiona Keswell — **Principal**

Kayla Brickland — **P&C President**

Andrew Brandon — **School Supervisor**