

# 2024 ANNUAL IMPLEMENTATION PLAN

*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.

**Targets: 2024 English** - 50% A & B, 90% A-C

## IMPROVEMENT PRIORITY

**Purposeful use of data to monitor student progress and inform a multi-tiered system of support.**

**Strategy:** Implement 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.

**Actions:**

- Provide professional learning to all staff to support the implementation of the support strategies and pedagogy identified in NVSS's Whole school Approach to Engagement and Inclusion.
- Quality assure Tier 1 supports and processes - embedded in daily practice by all staff.
- Establish an Engagement and Inclusion Team to analyse and monitor data and case manage student with Tier 2 and 3 needs.
- Implement Tier 2 and 3 student supports with fidelity and consistency, using data to quality assure and measure effectiveness.

**Strategy:** Targeted use of resources to support students with additional needs.

**Actions:**

- 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).

**Strategy:** Provide a safe, supportive teaching and learning environment.

**Actions:**

- Implement refined and reviewed PBL processes and continue to engage in the regional PBL regeneration.
- Foster a positive staff culture through consultation and collegial engagement to value staff voice and aligning meeting agendas with school priorities to engage Teachers and Teacher Aides with our improvement agenda.

**Strategy:** Strengthen transition processes and partnerships through education networks.

**Actions:**

- Actively participate in an Early-Years network to support successful transitions from kindy to Prep.

### MEASUREABLE OUTCOMES

- Increase in student engagement of identified students with Tier 2 or Tier 3 needs: increase in LOA data, decrease in behaviour incidents, increased attendance and time in classrooms. Monitored and reviewed through a digital data card and digital data wall.

### RESPONSIBLE OFFICERS

- Leadership Team, Engagement and Inclusion Team, Support Teachers, Classroom Teachers.

## IMPROVEMENT PRIORITY

**Implement evidence-based, high-impact pedagogy to enact Norfolk Village State School's Whole School Approach to Pedagogy and build expert teaching teams.**

**Strategy:** 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.

**Actions:**

- Embed signature practices and pedagogy identified in our whole school approach to English aligned to v9.0 AC, quality assuring practice through collaboratively developed protocols in the NVSS Whole School Approach to Pedagogy.
- Embed a consistent, high-impact approach to teaching phonics, phonemic awareness, decoding and encoding aligned to v9.0 AC – known locally as 'Codebuster'.

**Strategy:** Review, refine and implement a whole school approach to targeted, early and ongoing intervention

**Actions:**

- Refine and embed processes to support students who require Tier 2 targeted, early and ongoing Reading intervention.
- Provide professional development for Teacher Aides and Support Teachers to provide targeted learning intervention.

**Strategy:** Embed a whole school approach to pedagogy.

**Actions:**

- Ensure consistent implementation of NVSS's Whole School Approach to Pedagogy through established collegial engagement protocols including Learning Walks and Talks and lesson observations to provide feedback to teachers and leaders.
- Implement all elements of the Assessment Waterfall including Peer & Self Assessment and Individual Goal-setting.

### MEASUREABLE OUTCOMES

- Purposeful use and tracking of student reading data to decrease the number of students requiring Tier 2 reading intervention.
- Increase in teacher capacity to respond to students' academic needs and consistently employ the right pedagogy at the right time – quality assured through Collegial Engagement protocols and PLTs.

### RESPONSIBLE OFFICERS

- Leadership Team, Engagement and Inclusion Team, Head of Curriculum, STLaN, Support Teachers, Classroom Teachers.

## IMPROVEMENT PRIORITY

**Implement the Australian Curriculum v9.0 with fidelity through the enactment of the P-12 Curriculum, Assessment and Reporting Framework.**

**Strategy:** Plan, assess and report on the Australian Curriculum.

**Actions:**

- Provide operational structures that allow teachers to collaboratively plan for the implementation of the AC: PLTs, planning sessions, coaching, mentoring, 1.0 FTE HOD-C position (I4S).
- Implement v9.0 AC English – 3 levels of planning, unit plans aligned to NVSS frameworks, assessment tools, marking guides.
- Familiarisation of v9.0 Mathematics in readiness for implementation in 2025.
- Build teacher knowledge of the Literacy and Numeracy General Capabilities and how to use them to monitor student progress and support improvement in NAPLAN data (v9.0 CARF and Assessment Waterfall).
- 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.

### MEASUREABLE OUTCOMES

- Increase in student achievement data in NAPLAN: Norfolk Village State School's literacy data exceeds the state and like schools.
- Increase in teacher capacity to analyse data and be responsive to student learning needs.
- Growth in A-C Level of Achievement data in English.

### RESPONSIBLE OFFICERS

- Leadership Team, Head of Curriculum, Classroom Teachers.

*Norfolk Village State School's 2024 Annual Implementation Plan is informed by the Key Improvement Strategies in our 2023 School Review*

**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.

Fiona Keswell – Principal

Andrew Brandon – School Supervisor