



Norris Road State School

Annual Implementation Plan- 2022

Strategic Priority	Key Deliverables	Responsible Officer	Targets	Timelines			
				T1	T2	T3	T4
Differentiated Teaching and Learning - A whole School Approach to Inclusion	Develop a whole school approach to Inclusion that describes quality inclusive practices and a range of differentiated practices.	HOILS	No. of students moving from D to C (A-E English) - 90% • Year 1: 3% (3 sts) • Year 2: 20% (20 sts) • Year 3: 15% – (14 sts) • Year 4 : 2% (2 sts) • Year 5: 8% (10 sts) • Year 6: 1% (1 sts) No. Of students moving from B to A – measure in terms of increase to 55% • Year 1: 65% (68 sts) • Year 2: 10% (10 sts) • Year 3: 9% – (9 sts) • Year 4 : 5% (5 sts) • Year 5: 4% (5 sts) • Year 6: 65% (54 sts) Evidence: • E/M/S A-E data sheet • Whole class data profiles • Year level data placemats • Early Start data • Confidence survey		✓	✓	✓
	Consolidate and extend teacher capability in data literacy through the provision of <i>Planning for Targeted Teaching</i> to: <ul style="list-style-type: none"> Analyse formative assessment tasks against achievement standards and assessable elements to develop next steps. Create differentiated actions plans for students to access the Australian Curriculum and increase achievement from D> C, C> A/B. Co-develop and monitor learning goals with students. 	HOILS HOD-Cs DPs Principal		✓	✓	✓	✓
	Provision for Targeted Teaching time to build teacher capability to cater for the full range of students (including high achievers) through differentiation and adjustments.	Principal BM		✓	✓	✓	✓
	Document strategies for differentiated teaching and learning within unit plans during Curriculum Clarity days.	HOD-Cs		✓	✓	✓	✓
	Development of self-reflection monitoring tool and confidence survey.	HOILS, DP		✓	✓	✓	✓
	Implement an academic Case Management process for students, with an instruction focus to move students from C > B/ A, D> C.	HOILS HOD-Cs DPs Principal				✓	✓
	Scoreboard Meetings allow all members of the leadership to track the progress of all students, in particular students identified under NCCD, or identifying as OOHC or from First Nations backgrounds.	HOILS HOD-Cs DPs Principal			✓	✓	✓
	Strengthen successful transitions to Prep through: <ul style="list-style-type: none"> Regional Prep Partnership Project with Bracken Ridge State School Collection of Early Start data Ongoing provision of Open Days, Orientation Visits and Parent-Information sessions Continued development of partnerships with local ECEC providers 	DP (P-2)			✓	✓	✓



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	<p>Strengthen successful transitions to high school through:</p> <ul style="list-style-type: none"> Local High School Experience Days Continue Intensive Transition Programs for identified students in Year 6 Ongoing connection with schools- participating in curriculum activities eg STEM, Writing, The Arts and extension programs Shared information sessions with High School staff Continued development of partnerships with local high schools identifying shared targeted resources eg Big Brother Programs, Instrumental Program (Band Performances) 	DP (Year 3-6)					
			✓	✓			
					✓		
			✓	✓	✓	✓	
	Continue provision of a First Nations – Community Liaison Officer to support the participation of First Nations identifying students	Principal BM	✓	✓	✓	✓	
	Utilise the Literacy Continuum to track the progress of students receive a Tier 3 level of support and require ongoing Intervention.	HOILS	✓	✓	✓	✓	
	Use of informal walkthroughs by Leadership Team to monitor implementation of Targeted Teaching Time and the effective utilisation of teacher aides by Class, Inclusion and Intervention teachers.	DPs Principal	✓	✓	✓	✓	
Systematic Curriculum Delivery- Teacher knowledge of the Australian Curriculum	<p>Develop Moderation Focus Tools with teachers during the 'before' juncture of moderation to:</p> <ul style="list-style-type: none"> Continue curriculum alignment processes, Develop deeper understanding of aims, structure, purpose and intent of Australian Curriculum: English, 	HOD-Cs			✓	✓	
	Use the Moderation Focus Tool to quality assure English units and summative assessment tasks to ensure all three strands of English are represented.	HOD-Cs	✓	✓	✓	✓	
	<p>Strengthen Curriculum Clarity planning days to:</p> <ul style="list-style-type: none"> Continue refining Year / Band level plans using cohort data, Refine unit planning using class data, Plan formal and informal formative assessment and monitoring tasks to support before / throughout junctures of moderation. 	HOD-Cs	✓	✓	✓	✓	
	Continue to review and refine rigorous assessment conventions for English summative tasks through co-development with teachers.	HODCs	✓	✓	✓	✓	
	Engage in external moderation (task or folio or curriculum) with minimum of one other school.	HOD-Cs			✓		
	Develop a Whole School Approach to Moderation (M1-M4)	HOD-Cs		✓			
	Co-design English units with regional support with a neighbouring school, that embeds Aboriginal and Torres Strait islander Histories and Cultures.	HOD-Cs			✓	✓	

• SOS Staff: 75% agree that, "I am confident poor performance will be appropriately addressed at this school"

• SOS Staff: 80% agree that "I feel that staff morale is positive in this school"

• 100% teachers using co-constructed success criteria with students

• 100% teachers are using learning intentions

• 80% students can state their writing goal with accuracy.



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Evidence:

- Confidence survey
- Walkthroughs
- Learning walks
- Observation
- WOW reflections

An Expert Teaching Team - Building Capability

Co-develop through a structured consultation process, a *Collegial Engagement Framework* that is aligned to the Australian Professional Standards for Teachers and incorporates definitions, processes and practices for:

- Coaching
- Mentoring
- Watching Others Work
- Formal and informal walkthroughs
- Observations

HOD-Cs
HOILS
DPs
Principal

Utilise learning walks aligned to Sharratt's 5 questions to provide feedback to teachers regarding the alignment between curriculum and pedagogy.

DPs
Principal

Through a structured consultation process, review the purpose and role description of the cohort leader in terms of efficacy and operational and strategic purpose.

DPs
Principal

Establish a second HOD-C position to support the implementation of consistent use of high yield strategies (co-construction of Success Criteria and Learning Intentions and the use of Bump It Up Walls) across the school.

Principal

Establish the consistent implementation of the Heggerty Phonological & Phonemic Awareness program across the P-1 sector through coaching and professional learning.

HOD-C (P-2)

Continue to provide Berry Street Education Training for all teaching staff (offsite) and provide school-based training for teacher aides (onsite)

DP (P-2)

Develop teacher confidence in implementing school's social-emotional signature practices (brain breaks, morning circles and chill out zone) through professional learning, WOW time and informal walkthroughs.

DP (P-2)

Co-construct further social-emotional signature practices of calm predictable routines, creating a growth mindset and self-regulation through ZoR with teachers for implementation in 2023.

DP (P-2)

Align Annual Performance Review process to school Improvement Priorities and plans.

DPs
Principal
BM
HOILS

Embed systems and processes for responding to student behaviour in alignment with the Student Code of Conduct.

DPs

Develop and implement a staff wellbeing framework and pulse surveys to delineate wellbeing responsibilities and processes.

DP (P – 2) and
IT&C Manager

	✓	✓		
	✓			✓
	✓	✓		
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓
	✓	✓		
		✓	✓	
	✓	✓	✓	✓
✓	✓	✓	✓	✓
	✓	✓		✓



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Effective Pedagogical Practices - Professional knowledge and collegial engagement	Develop a range of videos demonstrating high yield strategies for sharing during WOW time and Teacher Meetings to promote consistency of practice.	HOD-Cs HOILS DPs Principal CT		✓	✓	✓	✓
	Utilise HOD-Cs to coach teachers to continuously improve their capability to co-construct Success Criteria and use Learning Intentions, in conjunction with the Bump It up Wall.	HOD-Cs			✓	✓	✓
	Continue to co-develop and build a Whole School Approach to Pedagogy to promote consistency and alignment.	HOD-Cs				✓	
	Use self-reflection tools and confidence surveys to determine entry points for coaching and professional learning	HOD-Cs			✓		✓
	Use of formal and informal walkthroughs and observations (Sharratt's 5 questions) to determine line of sight to school priorities and provide feedback in terms of teachers' next steps, coaching focus and professional learning needs.	DPs Principal			✓		✓
	Regional Prep Partnership Project with Bracken Ridge State School.	DP (P-2)			✓	✓	✓
	Develop co-constructed learning walls (scoreboards) to track staff data (confidence and pulse surveys).	HOD-Cs HOILS DPs Principal			✓	✓	✓
School-Community Partnerships- Communication protocols for Staff and Community	Embed the consistent use of Communication Framework with all staff.	DPs Principal		✓	✓	✓	✓
	Support teams' capability to communicate effectively through use of team building activities.	DPs Principal		✓	✓	✓	
	Develop a community-based communication framework, in consultation with the wider school community.	DPs Principal			✓	✓	
	Redevelop SharePoint as a point of truth for all school-based documents, with quarterly site maps shared with staff.	BM IT &C Manager		✓	✓		
	Establish a strategic schedule for all meetings (including SIA priorities) as part of a professional learning plan, updated on a quarterly basis.	Principal			✓		
	Support the instructional leadership capability of current and aspirational leaders through cluster and regional activities.	Principal DPs		✓	✓	✓	✓
	Continue provision of a First Nations – Community Liaison Officer to support the engagement of First Nations identifying parents.	Principal BM		✓	✓	✓	✓

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

Principal

P&C / School Council