NORRIS ROAD STATE SCHOOL: 2024 ANNUAL IMPLEMENTATION PLAN

SCHOOL PRIORITY 1	Ensuring student and professional agency, clarity and consistency to deliver a differentiated AC English V9 curriculum through effective pedagogical practices.	PHASE	Authentic Assessment / Teaching of Reading. AC English V9 - D / Academic Case Manage. – D / Differentiated Pedagogy - E	SCHOOL PRIORITY 2	Ensuring clarity and consistency to provide a learning environment which promotes engagement and wellbeing of staff, students and community.	PHASE	FROGAL – E / Tiered support for attendance– D / Tiered support for behaviour – E / Transition in S.S Phase – E / Transition in B on F Phase - D

LINK TO SCHOOL REVIEW IMPROVEMENT STRATEGY

Priority 1: Through academic case management, visible learning and delivering authentic assessment, we are collaboratively developing, implementing and monitorig a whole-school approach to inclusion that caters for the full range of students.
Through implementation of AC English V9 through curriculum clarity days and moderation focus tools, we are further developing teacher knowledge of the AC learning areas, cross-curriculum priorities and general capabilities, including through the use of the alignment planning process.
Through learning walks, we are collaboratively developing a collective understanding of quality professional learning and a collegial engagement framework, including agreed practices and processes relating to coaching, mentoring, observation and feedback.

Priority 2: Focussing on a tiered support for engagement and wellbeing we are collaboratively developing a whole-school approach to inclusion that caters for the full range of students.
With a focus on establishing consistency in the universal supports for engagement and wellbeing, we are developing and implementing agreed processes and protocols for communication that meet the needs of recipients, including consistency, timeliness and clarity.

STRATEGY/IES

Priority 1: *Strategies are evidence and data-informed approaches to achieve the priority.* Continue to build teacher knowledge around the Australian Curriculum to have a direct impact on students improvement through visible learning walls (Bump it up Walls). Build teacher data literacy to use student data, intentionally to plan for all students. Develop a collegial understanding and expectation of each level of professional development and how it relates to student outcomes.

Priority 2: *Strategies are evidence and data-informed approaches to achieve the priority.* Enhance and monitor engagement process to build purposeful partnerships between school and community.

ACTIONS INCLUDING RESPONSIBLE OFFICER(S)

Priority 1	RESOURCES
Actions are how the strategy will be applied or achieved. Develop collective efficacy in the use of data to inform differentiated teaching and learning, Aligning precise and intentional pedagogy to aligned learner needs. Embed whole school approaches to visible learning and high impact teaching strategies. Progress the teaching of reading through the AC with particular focus on a systematic synthetics phonics approach in the Starting Strong phase.	HOD-C - $180K; SLP - $45K / SSP – PD $7K + 20xTRS; Res. - $5K / Moderation – 10 x TRS / Learn. W&T – 15 x TRS

Priority 2	RESOURCES
Actions are how the strategy will be applied or achieved. Develop a tiered support model for attendance and behaviour. Develop shared understanding of school values through consultation processes. Develop collective efficacy in the use of data to inform universal practices to support engagement and wellbeing	Engagement Team – 8xTRS / Case management – 8xTRS? SB? / SS /B on F transitions – 10xTRS / Mascot / signage - $5K

MEASURABLE OUTCOMES

Priority 1 (End Term 4):
Starting Strong – Year 1 and 2: 5% lift in priority groups (NCCD / First Nations) achieving A-C for English.
Starting Strong – 90% of Prep students achieving A-C in English Semester 2. Systematic Synthetics Phonics – 90% Prep Level 3; 90% Year One Level 6.
Building on Foundations – Year 3-6 maintaining 90% of students achieving A-C in English and 55% of students achieving A/B results in English
Building on Foundations – Working towards within 0 – 1.00 alignment between NAPLAN and A-C English results in Year 3 and 5.

Priority 2 (End Term 4):
OS Behaviour Incidents – 2024 Total - < 800 incidents recorded
No. Y3-6 students with > 15 incidents - < 7
Attendance – P-2 93%; Y3-6 – 90%
Attendance (Chronic Absenteeism) – 15 less students between 85-90% attendance.

SUCCESS CRITERIA (BEHAVIOURALLY) – End Term 4

Priority 1: Students refer to visible learning and co-constructed success criteria to improve and reflect on their learning. They engage in peer and teacher feedback. Teachers plan and deliver authentic assessment aligned to AC English V9, inclusive of student agency. They co-construct visible learning walls and success criteria which reflective of authentic assessment. By the end of 2024, teachers can articulate how they have focussed on 2 priority learners (FN / NCCD) through academic case management processes including the impact this has had on their professional capacity and student progress. They demonstrate clarity on how data is used to inform their differentiated teaching and learning. Authentic assessment is delivered consistently and teacher judgement across A-E standards aligns with AC English V9 and at cluster school moderation opportunities. Teachers align the Reading Commitment to planning and delivery of AC V9.
Leaders have an understanding of deep learning and authentic assessment. They promote teachers having agency in how differentiation, visible learning and co-constructed success criteria looks in classrooms. Teachers are encouraged to allow students to have choice in how they communicate their learning. Leaders support class teachers through the academic case management processes to identify, track, support and document.

Priority 2: All staff implement whole school practices and universal supports with an understanding of essential engagement and de-escalation skills to embrace consistent behavioural expectations across the playground and classroom.
Teachers and leaders follow a tiered support process to engage students and families with individualised social and emotional needs, informed through functional behavioural and holistic understanding of the learner.
Teachers and leaders use universal processes to maximise whole school student attendance and a tiered support process through a case management approach, to support students at risk of disengagement.
Teachers and leaders use whole school data to respond to dynamic needs of school culture.
Students demonstrate strong leadership and collaboration by articulating and demonstrating what it means to be a Norris Road friend.

ARTEFACTS

Priority 1: Bump it Up Walls; Learning Walks and Talks, Academic Case Management, Whole School Moderation Processes. Reading practices across SS phase. Authentic assessments in AC V9 English.

Priority 2: Tiered supports for attendance. Tiered supports for behaviour. Universal practices for engagement. Shared understanding of school community values.

PRIORITY 1 — Termly breakdown

	MEASURABLE OUTCOMES	SUCCESS CRITERIA (BEHAVIOURALLY)	ARTEFACTS
End Term 1	**T1 - A-C Eng.** Summm. Assess.Data Y / % — Y / % 1 / 83 — 4 / 92 2 / 86 — 5 / 88 3 / 85 — 6 / 88 On entry Prep E.S – PY 100% data collected. Monitoring tools SSP – Y1 - 100% baseline data collected.	Teachers and leaders can explain the Reading Position Statement and more specifically the SVofR. Teachers and Leaders use cohort achievement to identify and begin to track and support *one* (priority) student through academic case management to outline the impact this has on their pedagogy and student learning. P-2 inclusion and class teachers use and continue to develop the 'NRSS Teaching and Learning of Reading' to implement a synthetics phonics approach to reading. They collect some base line data on students and some teachers engage in PD opport. Y3-6 inclusion and class teachers have planned and implemented authentic assessment evident of student choice, aligned to the Australian Curriculum V9. Aligned learning walls and co-constructed success criteria are evident across all classrooms. They explore ways to ensure alignment to the Reading Position statement in planning. Leaders have consulted with staff to outline a process for learning walks which allow educators to watch others work and collect whole school data which measures impact. A selection of teachers are encouraged to engage in learning walks and talks with a partnership leader. Leaders develop strategy in collaboration with teachers to explore alignment between NAPLAN & A-E English Data. Teachers and Leaders align student English A-E achievement through cohort / across cohort moderation opportunity. Students access the success criteria / learning wall to identify their next steps for learning success in their English assessment.	◆'NRSS Teaching of Reading.' ◆T1 AC English V9 MFTs / Authentic assessment. ◆Collegial Engagement Framework. ◆Academic Case Management. ◆Assessment and Moderation.
End Term 2	**S1 A-E English** – Y / % — Y / % 1 / 83 — 4 / 92 2 / 86 — 5 / 88 3 / 85 — 6 / 88 Academic C.M – 100% students achieved learning goals. SSP monitoring – Y1 – 90% students improve by 2 levels in S1. PY – 100% baseline	Teachers and Leaders use cohort achievement data and formative assessment to track and support *one* (priority area) student through academic case management to outline the impact this has on their pedagogy and student learning. Academic case management teams work collaboratively to support academic lift for students identified. P-2 inclusion and class teachers use 'NRSS Teaching and Learning of Reading' to implement a synthetics phonics approach to reading. They begin to use short term data cycles to inform differentiated teaching of reading. Teachers build collective efficacy by watching others work and engaging in PD. Y3-6 inclusion and class teachers plan and implement authentic assessment evident of student choice, aligned to the Australian Curriculum V9. Aligned learning walls and co-constructed success criteria are evident. Teachers build collective efficacy by watching others work and PD opportunities. Y3&5 CTs use inquiry model to explore alignment between NAPLAN / A-E data. They explore ways to ensure alignment to the Reading Position statement in planning. Staff engage in learning walks and talks to reflect on whole school data, measuring impact of visible learning and co-constructed success criteria. Selected students engage in learning walks and talks. Teachers and Leaders align student English A-E achievement through cluster school moderation opportunity. Students access the success criteria / learning wall to identify their next steps for learning success in their English assessment.	◆'NRSS Teaching of Reading.' ◆T2 AC English V9 MFTs, Authentic assessments. ◆Classroom learning walks. ◆Academic Case Management ◆Learning Walks and Talks data. ◆Assessment and moderation.
End Term 3	**T3 A-E Eng.** Summm. Assess.Data Y / % — Y / % 1 / 85 — 4 / 92 2 / 88 — 5 / 88 3 / 85 — 6 / 90 SSP monitoring – Y1 – 90% students improve by 1 level from T2 to T3. PY – 90% of students improve by 1 level from T2 to 3. NAPLAN / A-E Align Y3: +0.5; Y5: +0.5	Teachers and leaders can describe how coaching and 'watching others work' opportunities have improved their pedagogical practices to deliver a differentiated curriculum. Teachers and Leaders use cohort achievement & attendance data to identify, track and support *one* (priority area) student through academic case management to outline the impact this has on their pedagogy and student learning. P-2 inclusion and class teachers use 'NRSS Teaching and Learning of Reading' to implement a systematic synthetics phonics approach to reading. They engage collaboratively to implement a systematic approach to deliver synthetic phonics. They collect S1 tracking data to measure student progress. Teachers build collective efficacy by watching others work and engaging in PD. Y3-6 inclusion and class teachers plan and implement authentic assessment evident of student choice, aligned to the Australian Curriculum V9. Aligned learning walls and co-constructed success criteria are evident. Teachers build collective efficacy by watching others work and engaging in PD opportunity. They explore ways to ensure alignment to the Reading Position statement in planning. Y3&5 CTs use inquiry model to explore alignment between NAPLAN / A-E. Staff engage in learning walks and talks and reflect on whole school data to measure impact of visible learning and co-constructed success criteria. Selected students engage in learning walks and talks. Teachers and Leaders align student English A-E achievement through cohort / across cohort moderation opportunities. Students access the success criteria / learning wall to identify their next steps for learning success.	◆'NRSS Teaching of Reading.' ◆T2 AC English V9 MFTs, Authentic assessments. ◆Classroom learning walks. ◆Academic Case Management ◆Learning Walks and Talks data. ◆Assessment and moderation.

PRIORITY 2 — Termly breakdown

	MEASURABLE OUTCOMES	SUCCESS CRITERIA (BEHAVIOURALLY)	ARTEFACTS
End Term 1	OS Beh. incidents– T1 – < 300 incidents recorded. **Active Tiered engagement support plans** – 6 studs - Y1-6 **Active Tiered attendance support plans** – 7 studs. P-6 Attendance – Y1-6 >90% - #352 (2023 – 345 + 7)	All staff understand and utilise a repertoire of ESCM in particular redirection & deescalation. They implement whole school practices to explicitly teach FROGAL and use whole school systems to recognise positive student engagement in line with whole school focus areas. Engagement team is established and analyse short-term behaviour data cycle to inform next focus areas for universal whole school explicit expectations. They identify whole school systems to celebrate positive attendance and engagement. Leadership team identify students who require a tiered support for attendance and engagement and have commenced stakeholder meetings to engage families in supports. Leadership team review starting strong and building on foundations transition processes. SSIT team referral processes are established to respond to current engagement data including attendance and behaviour. This process is followed throughout T1 to T4. Teachers establish Threshold, Do Now, Turn and Talk as part of classroom routines. Staff engage with feedback opport. to inform an inquiry process to enhance staff moral.	◆Student CofC. ◆FROGAL practices. ◆NRSS Tiered support model/Data. ◆Engagement team data / documents. ◆SSIT documents. ◆Classroom Do Now / Threshold. ◆Staff moral feedback.
End Term 2	OS Beh. incidents– T1 – < 210 incidents recorded. **Active Tiered engagement support plans** – 12 studs - YP-6 **Active Tiered attendance support plans** – 7 studs. P-6 Attendance – Y1-6 >90% - #357 (2023 – 345 + 12)	All staff encourage student ownership of whole school practices as outlined through FROGAL. They collaborate to follow tiered support for identified students re: attend. / engagement. Teachers consistently use Threshold, Do Now, Turn and Talk as part of classroom routines. Engagement team use short-term behaviour data cycle to inform next focus areas for universal whole school explicit expectations and establish ways to celebrate universal supports and celebrations. Leadership team monitor and continue to identify students who require a tiered support for attendance and engagement and engage appropriate stakeholders in case management and implement whole school practices to celebrate positive attendance and engagement. They establish partnerships for 'Starting Strong' and 'Building on 'Foundations' transition plans. They work collaborative with staff to plan and follow actions for enhanced staff moral. Students and wider community identify a mascot for NRSS which establishes a shared understanding of what it means to be a 'Norris Road friend'. Students Y2-6 are provided with opportunities to engage in student leadership.	◆Student CofC. ◆FROGAL practices. ◆NRSS Tiered support model/Data. ◆Engagement team data / documents. ◆SSIT documents. ◆Classroom Do Now / Threshold. ◆Staff moral feedback. ◆'Norris Road friend' Mascot
End Term 3	OS Beh. incidents– T1 – < 210 incidents recorded. **Active Tiered engagement support plans** – 12 studs - YP-6 **Active Tiered attendance support plans** – 7 studs. P-6 Attendance – Y1-6 >90% - #360 (2023 – 345 + 15)	All staff encourage student ownership of whole school practices as outlined through FROGAL. They collaborate to follow tiered support for identified students re: attend. / engagement. Teachers consistently use Threshold, Do Now, Turn and Talk as part of classroom routines. Engagement team use short-term behaviour data cycle to inform next focus areas for universal whole school explicit expectations and promote ways to celebrate universal supports and celebrations. Leadership team monitor and continue to identify students who require a tiered support for attendance and engagement and engage appropriate stakeholders in case management and implement whole school practices to celebrate positive attendance and engagement. They collaborate with partnerships for 'Starting Strong' and 'Building on 'Foundations' transition plans. They work collaborative with staff to plan and follow actions for enhanced staff moral. Students and wider community align the mascot and principals of being a 'Norris Road friend' across school wide practices. Students Y2-6 are provided with opportunities to engage in student leadership to contribute to the safe, supportive and productive learning environment.	◆Student CofC. ◆FROGAL practices. ◆NRSS Tiered support model/Data. ◆Engagement team data / documents. ◆SSIT documents. ◆Classroom Do Now / Threshold. ◆Staff moral feedback. ◆Whole school practices signage using 'Mascot'

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

Principal: Carolyn Bofinger

P&C/School Council: Cate Brickell

School Supervisor: Tracy Egan