



Norman Park State School 2024 Annual Implementation Plan



School priority 1	High levels of inclusion in school and classroom activities	Phase	Developing	School priority 2	Deep knowledge and understanding of the Australian Curriculum and the P -12 Framework/Equity and Excellence and how they translate into classroom activities	Phase	Developing
Link to school review improvement strategy:	<ul style="list-style-type: none"> Collaboratively review the current pedagogical framework to identify the approaches that align to students' learning styles and needs, in order to establish school-specific, signature pedagogies Explore opportunities for staff to participate in classroom-based peer-to-peer observation, mentoring and/or coaching. 			Link to school review improvement strategy:	<ul style="list-style-type: none"> Broaden and deepen teacher understanding of the AC, including developing assessments and GTMJ's or marking guides that cover the full breadth of the AC. Collaboratively enhance and promote diversity in cross-curriculum learning opportunities. 		
Strategy/ies	<ul style="list-style-type: none"> Establish and document Norman Park State School's signature differentiation and pedagogical practices and processes. Develop and embed a whole school coaching, mentoring and feedback culture around differentiation and pedagogical practices and processes. Embed, Staff wellbeing Framework and Action Plan. Embed the Student Code of Conduct across the school community. Develop a Norman Park State School Student Learning and Wellbeing Framework. 			Strategy/ies	<ul style="list-style-type: none"> Moderate student writing assessment across English. Develop the Data literacy of all teachers. Know the Australian Curriculum V9, Math and English. Begin to develop cross curricula units of work aligned to the Australian Curriculum. Implement and embed evidenced based literacy practices across P-6 Refine and embed collegial engagement practices to include WOW and learning walks 		
Actions including Responsible officer(s)		Resources		Actions including Responsible officer(s)		Resources	
<ul style="list-style-type: none"> Collaboratively develop a timeline of activities to engage teachers in researching, capturing and documenting whole school signature differentiation and pedagogical practices and processes. RO: Eloise Hiley Collaboratively develop a system and timeline of activities to engage teachers and teacher aides in peer coaching, mentoring and feedback, around differentiation and pedagogical practices and processes. RO: Eloise Hiley Collaboratively develop a system and timeline of activities to engage teachers and teacher aides in peer coaching, mentoring and feedback, around managing behaviour and processes. RO: Judd Mackie Consult with staff and utilise the Learning and Wellbeing Committee to collaboratively develop a Student Learning and Wellbeing Framework, utilising a range of data including, but not limited to A – E, NAPLAN, QEW Survey, SOS, E & E measures, behaviour data, forms, pulse surveys. RO: Teena Elliott Utilise the Learning and Wellbeing Committee to collate and prioritise wellbeing actions to inform the 2024 Staff Wellbeing Action Plan. RO: Teena Elliott Display and front end all Staff Wellbeing actions documented in the Staff Wellbeing Action Plan with the Staff Wellbeing Framework. RO: Teena Elliott Implement a plan of action around creating awareness and knowledge of the NPSS Student Code of Conduct, behaviour matrix and behaviour management processes across all stakeholders in the Norman Park State School Community. RO: Judd Mackie Embed Student Services and Inclusion systems and processes including the development of ICPs, PLPs and transitions for NCCD students and students with a disability. RO: Niva Murti 		<ul style="list-style-type: none"> TRS to support teacher release to engage in planning sessions and collaboration. Student engagement data (SOS, QEW, Forms Pulse data) NPSSWSDP P -12 Framework Equity and Excellence 		<ul style="list-style-type: none"> Provide teaching staff with regular planned opportunities to collaboratively identify the literacy and writing demands of the Australian Curriculum in English, Math and Science with a strong focus on the quality of teaching writing and literacy. RO: Eloise Hiley Work closely with early adopters to begin designing units of work and quality assured assessments for V9 of the AC. RO: Eloise Hiley Support teachers to develop robust processes for discussing and examining classroom assessment, cohort and whole school writing data, to inform the next steps in the teaching and learning cycle, and quality evidence-based differentiation. RO: Eloise Hiley Plan and facilitate before, after, after, end moderation practices in week 2 and 9 of each Term. RO: Eloise Hiley Embed PLD by the end of 2024. RO: Eloise Hiley Introduce the evidence base around the science of reading, (Scarborough's reading Rope) across P-6 over 2024 with a view to begin implementation in 2025. RO: Eloise Hiley Embed teacher Collegial Engagement Framework. RO: Teena Elliott Preface all work with E & E and P-12 Framework RO: Teena Elliott, Judd Mackie & Eloise Hiley, Niva Murti, Danielle Thomas. 		<ul style="list-style-type: none"> PLD resources Reading resources to support PLD and introduction to the Science of Reading TRS to support teacher release for PLD PD and WOW 	
End Term 4	Measurable outcomes	<ul style="list-style-type: none"> Decreased student SDAs. Baseline data 2023.2.2%. Target 0% Reduced classroom behaviour incidents and referrals. Baseline data 2023. OneSchool Increased student SOS data: I am interested in my school work. Baseline data 2023. 81.5%. Target 91% Increased student SOS data: I can talk to my teachers about my concerns. Baseline data 2023. 80.4%. Target 90% Increased student SOS data: Student behaviour is well managed at my school. Baseline data 2023. 79.2%. Target 85% Increased Equity and excellence measures. Baseline data 2023. SORD/WSDP 		End Term 4	Measurable outcomes	<ul style="list-style-type: none"> 100% of students achieving a C+ or better in English, Math and Science. Baseline A-E data 2023 90% of students achieving a B+ or better in English, Math and Science. Baseline A-E data 2023 60% of students achieving an A in English, Math and Science. Baseline A-E data 2023 Decrease the % of students in Year 3 requiring additional support. Baseline NAPLAN data 2023. Target 1% Decrease the % of students in Year 5 requiring additional support. Baseline NAPLAN data 2023. Target 1% 	
	Success criteria	<p>Behaviourally: Students can/will: 1. Know what they are learning, why they are learning it and what they can do to improve. 2. Know classroom and playground behaviour expectations, how behaviour will be managed and be confident that poor behaviour is managed and addressed.</p> <p>Teachers can/will: 1. Differentiate the planned curriculum, environment and pedagogies to effect a high level of engagement. 85%+ 2. Coach and mentor their peers around behaviour, differentiation and pedagogy. 3. Know and understand the behaviour matrix and student Code of Conduct. 4. Explicitly teach student behaviour expectations and visibly manage and follow up all minor classroom and playground incidents with students. 5. Refer major incidents to the appropriate member of the leadership team for management and follow up.</p> <p>Leadership team can/will: 1. Support and facilitate teacher and teacher aide engagement in authentic peer coaching, mentoring and feedback sessions, and professional development with coaches and colleagues across and beyond the school site. (behaviour, pedagogy, differentiation) 2. Deliver timely and responsive professional development around managing behaviour, differentiating curriculum and utilising pedagogies that facilitates maximum student engagement.</p>			Success criteria	<p>Behaviourally: Students can/will: Know what they are learning, why they are learning it and what they can do to improve their writing.</p> <p>Teachers can/will: 1. Explicitly teach the writing demands of the Australian Curriculum V8-V9 and provide exemplars of the expected work quality to students in age-appropriate ways including BIUWs, I Do, Individual writing goals and Individual explicit feedback. 2. Track and monitor student assessment progress/data to know the next steps in the teaching and learning cycle. 3. Utilise PLD, Heggerty to address gaps in student literacy.</p> <p>Leadership team can/will: Support and facilitate teacher and teacher aide engagement in authentic coaching, mentoring and feedback sessions, and professional development with colleagues across and beyond the school site around writing and PLD/Heggerty.</p>	

	<p>Head of Inclusion: Refine and monitor Multi-Tiered System of Support /NCCD data wall and Classroom Dashboard. 2. PLP update by all stakeholders. 3. I.S.S fortnightly referral meetings on Thursdays 8am. 4. PLP update by all stakeholders. 5. I.S.S Sem 2 case review via Class dashboard.6. Transition program for SWD.6. Class lists to prepare Social stories/videos/jobs to teachers</p>						
Artefacts	<ul style="list-style-type: none"> Documented whole school signature differentiation practices and processes. Eloise Hiley Documented whole school signature pedagogical approaches and practices. Eloise Hiley Norman Park SS Student Learning and Wellbeing Framework and Action Plan. RO:Teena Elliott Documented and quality assured PBL lessons. RO: Judd Mackie Documented professional development sessions around the Student Code of Conduct. RO: Judd Mackie Teacher and teacher aide, Collegial Engagement Action Plan. (when, where, how of WOW, coaching, mentoring and feedback around behaviour, differentiation) RO: Judd Mackie & Eloise Hiley Whole School Data Plan. RO: Teena Elliott 			Artefacts	<ul style="list-style-type: none"> Norman Park SS Professional Development Plan. RO Teena Elliott Teacher and Teacher aide developing performance plans. RO: Judd Mackie, Eloise Hiley, Teena Elliott & Danielle Thomas Bump it Up Walls in each classroom. RO: Eloise Hiley Written student feedback and goals. ROs: Eloise Hiley Teacher Collegial Engagement Framework. RO: Teena Elliott Teacher and teacher aide NPSSWSDP. RO Teena Elliott 		
Measurable outcomes	Success criteria	Artefacts	Monitoring	Measurable outcomes	Success criteria	Artefacts	Monitoring
<p>End Term 1</p> <p>*0% Ns allocated in term 1 across P – 6 BLD Term 4 2023</p> <p>*0% SDA's across P-6 BLD Term 4 2023</p> <p>*100% of NCCD students, and those who have regressed academically, in the previous assessment period have a documented PLP.</p> <p>*Increase in the % of students maintaining and/or improving their academic outcomes. BLD Term 4 2023.</p> <p>*NPSSWSDP tracking positively. BLD Term 4 2023.</p>	<p>Behaviourally:</p> <p>Students can/will: know what they are learning, why they are learning it and where they could get help if they needed it, including BIUW, Word Wall, peer, teacher, TA.</p> <p>Teachers can/will: 1. Have contributed to researching and identifying evidenced based, high yield differentiation and pedagogical practices that have been incorporated into the WSPAP. 2. Demonstrate and provide documented evidence of differentiation to support NCCD students and those students who have or are regressing academically. (PLPs)</p> <p>Leadership team can/will:</p> <p>Principal: 1. Develop, periodically refine and monitor whole school academic data and targets with teachers, and document in NPSSWSDP (trends, behavioural, feedback). 2. Deliver whole school data literacy sessions periodically in strategic teacher meetings. 3. Conduct learning walks each fortnight with the leadership team and teachers, and discuss observations and next steps at SLT meeting each week and strategic teacher meetings.</p> <p>HOD C: - 1. Work with the English Committee to identify three high-yield pedagogical approaches. 2. Develop an action plan to promote a shared understanding of these approaches. 3. Select one approach as the focus for Term 1 in collaboration with the English Committee. 4. Develop strategies to facilitate its practical application. 5. Investigate best practices for peer mentoring and feedback.</p> <p>DP: 1. Develop and communicate a system of engaging with WOW. Book TRS for WOW Week (week 5). 2. Teach staff the Student Code of Conduct during Teacher Team and Teacher Aide Team meetings.</p> <p>Head of Inclusion: Deliver whole-school information session for I.S.S Referral process and support for NCCD students. 2. Provide 2024 Student Transition kits to Class Teachers. 3. 2024 CTs meet parents and student with additional needs on a Pupil free day and copy of PLP for parents. 4. TA PD in relation to AIP and TA Annual Professional Development Plan (APDP). 5. Over allocation submission if required after Day 8. 6. Part-time plans updated depending on student needs and medical recommendations 7. Refine and monitor Multi-Tiered System of Support /NCCD data wall and Classroom Dashboard.8. Inclusion Student Services (I.S.S) fortnightly referral meetings on Thursdays 8am. 9. PLPs shared at Parent/teacher interview.10. I.S.S term case review via Class dashboard</p>	Documented PLPS in OneSchool (Teachers)	Green –on track Yellow – underway Magenta – yet to commence	<p>End Term 1</p> <ul style="list-style-type: none"> 100% of students achieving a C+ or better in English, Math and Science. Baseline A-E data 2023 90% of students achieving a B+ or better in English, Math and Science. Baseline A-E data 2023 55% of students achieving an A in English, Math and Science. Baseline A-E data 2023 Decrease the % of students requiring support. Baseline NAPLAN & A-E data 2023 	<p>Behaviourally: Students can/will: Understand the writing demands of the current writing assessment and what they need to do to improve writing quality.</p> <p>Teachers can/will: 1. Explicitly teach the writing demands of the Australian Curriculum V8-V9 and provide exemplars of the expected work quality to students in age appropriate ways including BIUWs, I Do, Individual writing goals and Individual explicit feedback. 2. Provide explicit feedback to students about progress and how to be assessment ready. 4. Track and monitor student assessment data to know the next steps in the teaching and learning cycle. 5. Utilise PLD to address gaps in student literacy.</p> <p>Leadership team can/will:</p> <p>Principal: Develop, periodically refine and monitor whole school academic data and targets with teachers, and document in WSDP (trends, behavioural, feedback). Delivering whole school data literacy sessions periodically in strategic teacher meetings. Conducting learning walks each week with the leadership team and teachers, and discussing observations, and next steps at SLT meeting each week and strategic teacher meetings periodically.</p> <p>DP: 1: Prefaces all actions, linking them to E & E and P-12 CARF</p> <p>HOD C: 1. Use reading modules during pupil-free days to enhance teachers' knowledge of evidence-based practices. 2. Work with year-level groups fortnightly to discuss differentiation, pedagogy, and feedback for to support responsive planning for English. 3. Develop unit planning processes to support teachers in implementing version 9.0 in 2025. 4. Lead whole staff PLD training and support teachers to group their students and provide quality differentiation to cater for the needs of students. 5. Co-construct an intervention plan for PLD to support students' success. Provide professional development for Teacher Aides in using and implementing PLD intervention. 6. Create a Whole School Approach to moderation to build upon and document current whole school practises. 7. Model and facilitate WOWs to support the implementation of PLD</p>	Bump it Up Walls in each classroom (utilised by students)	
		Draft WSPAP (HOD C)				Teacher and Teacher aide developing performance plans.	
		Whole School Data Plan (P)				Written Student feedback and goals	
		Draft teacher and teacher aide, peer coaching, mentoring and feedback plan around managing behaviour pedagogy, differentiation. (DP)				Collegial engagement in classrooms (WOW modelling)	

End Term 2	<p>*0% Ns allocated in term 1 across P – 6 BLD Term 4 2023</p> <p>*0% SDA's across P-6 BLD Term 4 2023</p> <p>*Decrease % of students regressing academically. BLD Term 4 2023.</p> <p>*Documented differentiation support plans are enacted as evidenced by maintained or improved academic outcomes.</p> <p>*decrease in the % of students regressing academically. BLD Term 4 2023.</p> <p>*Increase in the % of students maintaining and/or improving their academic outcomes. BLD Term 4 2023.</p> <p>*WSDP tracking positively. BLD Term 4 2023.</p>	<p>Behaviourally:</p> <p>Students can/will: know what they are learning, why they are learning it, where they could get help, where they sit academically in the current assessment period, and what they need to do to improve academically, including goals, and have access to examples of what that improvement looks like.</p> <p>Teachers can/will: 1. Trial implementation of school identified and documented high yield, evidenced based pedagogical practices documented in the WSPAP. 2. Demonstrate how documented differentiated student support (PLPs) have increased engagement and academic outcomes for all students including NCCD students and those students who have or are regressing academically.</p> <p>Leadership team can/will:</p> <p>Principal: 1. Develop, periodically refine and monitoring whole school academic data and targets with teachers, and document in WSDP (trends, behavioural, feedback), through whole of teacher workforce data literacy sessions, periodically in strategic teacher meetings. 2. Conduct learning walks each fortnight with the leadership team and teachers, and discuss observations and next steps at SLT meeting each week, and strategic teacher meetings periodically.</p> <p>DP: 1. Seek feedback from WOW participants to review outcomes and inform future planning. 2. Teach staff the Student Code of Conduct during Teacher Team and Teacher Aide Team meetings.</p> <p>HOD C: 1. Present the selected approach to all staff, offering supportive strategies in staff meetings and Collaborative Learning Teams (CLTs). 2. Establish a Share Point community for teachers to share video examples and resources related to the approach. 3. Model and facilitate Watching Others Work (WOW's) to support teachers in understanding and using the focus pedagogy. 4. Collaboratively develop an action plan for coaching, mentoring and feedback.</p> <p>Head of Inclusion: Deliver whole-school information session for I.S.S Referral process and support for NCCD students. 1. Refine and monitor Multi-Tiered System of Support /NCCD data wall and Classroom Dashboard. 2. Conduct PLP PD for new and existing staff and Inclusion PD for TAs. 4. Inclusion Student Services (I.S.S) fortnightly referral meetings on Thursdays 8am. 5. PLP update by all stakeholders. 6. I.S.S Sem 1 case review via Class dashboard</p>	<p>Documented PLPS in OneSchool (Teachers/Nlv a Murti, Aiofe Doran)</p>		End Term 2	<p>Behaviourally:</p> <p>Students can/will: Understand the writing demands of the current writing assessment and what they need to do to improve writing quality.</p> <p>Teachers can/will: 1. Explicitly teach the writing demands of the Australian Curriculum V8-V9 and provide exemplars of the expected work quality to students in age appropriate ways including BIUWs, I Do, Individual writing goals and Individual explicit feedback. 2. Provide explicit feedback to students about progress and how to be assessment ready. 4. Track and monitor student assessment data to know the next steps in the teaching and learning cycle. 5. Utilise PLD to address gaps in student literacy.</p> <p>Leadership team can/will:</p> <p>Principal: Develop, periodically refine and monitor whole school academic data and targets with teachers, and document in WSDP (trends, behavioural, feedback). Delivering whole school data literacy sessions periodically in strategic teacher meetings. Conducting learning walks each week with the leadership team and teachers, and discussing observations, and next steps at SLT meeting each week, and strategic teacher meetings periodically.</p> <p>DP: 2. Prefaces all actions, linking them to E & E and P-12 CARF</p> <p>HOD C: - 1. Professional development for English Version 9.0 to build teachers understanding. 2. Develop a community of practice on Share Point where teachers can upload video examples and resources to support the use of PLD. 3. Continue to embed unit planning processes and teaching and learning cycle through CLT and seek feedback from teachers. 4. Create a PLD resource library on Share Point including videos to support teachers implementing. 5. Regularly analyse data with teachers to monitor student progress in English. 6. Use walkthroughs and formal observations to aid PLD implementation. 7. Incorporate moderation processes across all year levels.</p>		
			<p>Draft WSPAP (HOD C)</p>					
			<p>Whole School Data Plan (P)</p>					
End Term 3	<p>0% Ns allocated in term 1 across P – 6 BLD Sem 1 2024.</p> <p>*0% SDA's across P-6 BLD Sem 1 2024.</p> <p>*Decrease % of students regressing academically. BLD Sem 1 2024.</p> <p>*Documented differentiation support plans for all students on the NCCD and those who have regressed academically in the previous assessment period.</p> <p>*Increase in the % of students maintaining and/or improving their academic</p>	<p>Behaviourally:</p> <p>Students can/will: know what they are learning, why they are learning it and know where they sit academically in the current assessment period. Students are co-monitoring their progress with teachers and are being supported or extended to achieve to their potential.</p> <p>Teachers can/will: 1. Have contributed to researching and identifying evidenced based, high yield differentiated pedagogical practices that have been incorporated into the Draft WSPAP. 2. Demonstrate and provide documented evidence of differentiation to support NCCD students and those students who have or are regressing academically or require extension. 3. Are confident and have clarity around managing and supporting all students across all classrooms.</p> <p>Leadership team can/will:</p> <p>Principal: 1. Refining and monitoring whole school academic data targets including WSDP (trends, behavioural, feedback), periodically refining and developing academic and behavioural targets in collaboration with teachers at strategic teacher meetings. 2. Conducting learning walks each fortnight with the</p>	<p>Documented PLPS in OneSchool (Teachers)</p>		End Term 3	<p>Behaviourally:</p> <p>Students can/will: Understand the writing demands of the current writing assessment and what they need to do to improve writing quality.</p> <p>Teachers can/will: 1. Explicitly teach the writing demands of the Australian Curriculum V8-V9 and provide exemplars of the expected work quality to students in age appropriate ways including BIUWs, I Do, Individual writing goals and Individual explicit feedback. 2. Provide explicit feedback to students about progress and how to be assessment ready. 4. Track and monitor student assessment data to know the next steps in the teaching and learning cycle. 5. Utilise PLD to address gaps in student literacy.</p> <p>Leadership team can/will:</p> <p>Principal: Develop, periodically refine and monitor whole school academic data and targets with teachers, and document in WSDP (trends, behavioural, feedback). Delivering whole school data literacy sessions periodically in strategic teacher meetings. Conducting learning walks each week with the leadership team and teachers, and discussing observations, and next steps at SLT meeting each week and strategic teacher meetings periodically.</p>		
			<p>Draft WSPAP (HOD C)</p>					
			<p>Whole School Data Plan Revised T3 (P)</p>					

<p>outcomes. BLD Sem 1 2024. (A-E)</p> <p>*WSDP tracking positively. BLD Sem 1 2024.</p> <p>*Decrease in the % of students requiring support. BLD Sem 1 2024 (NAPLAN)</p>	<p>leadership team and teachers and discussing observations and next steps at SLT meeting each week.</p> <p>DP: 1. Teach staff the Student Code of Conduct during Teacher Team and Teacher Aide Team meetings.</p> <p>HOD C: 1. Evaluate the effectiveness of Term 2's approach and introduce a new pedagogical approach as a focus. 2. Continue contributing to the Share Point platform. 3. Start trial phases with interested teachers, seeking feedback for Term 4 refinement.</p> <p>Head of Inclusion: Refine and monitor Multi-Tiered System of Support /NCCD data wall and Classroom Dashboard. 2. Conduct PLP PD for new and existing staff and Inclusion PD for TAs. 3. Inclusion Student Services (I.S.S) fortnightly referral meetings on Thursdays 8am. 4. PLP update by all stakeholders. 5. NCCD Aug download. 6. I.S.S Term 3 I.S.S Case review via Class dashboard</p>	<p>Embedded teacher and teacher aide, peer coaching, mentoring and feedback plan around pedagogy and differentiation. (DP)</p>				<p>DP: 2. Prefaces all actions, linking them to E & E and P-12 CARF</p> <p>HOD C: 1. Facilitate professional development for Mathematics Version 9.0 2. Collaborate with teachers to develop Year Level Plans for English and Mathematics for Version 9.0. 3. Continue to use classroom walkthroughs and formal observations to support the implementation of PLD.</p>		
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Approvals
 This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal *Teena Elliott* 

P&C/School Council **School Supervisor**