



Norman Park State School

Strategic Plan 2022 - 2025

School Profile

Norman Park State School (Parkie) opened in its current location on Agnew Street on 9 July 1900. Our heritage buildings stand out as strongly as our sense of school spirit and positive school culture.

All learning areas of the Australian Curriculum are taught through the lenses of the Cross Curricular Priorities, (Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, Sustainability) and the General Capabilities, (Literacy, Numeracy, Information and Communication technologies (ICTs) Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding).

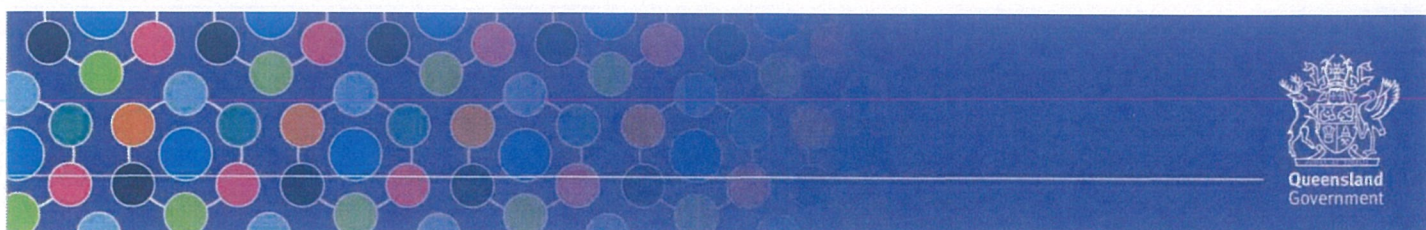
At the heart of Norman Park State School, you will find a strong focus on developing the whole child through robust curriculum and pedagogical practices that support quality academic, music, cultural and social learning opportunities.

The co-curricular and extra-curricular opportunities in sport, music and cultural activities provide our students with access to a quality classroom music program, instrumental music lessons and junior and senior choir. Students are also provided with multiple opportunities yearly to enhance, demonstrate and share their learning through the winter and summer music concerts, band camps, cluster concerts, Choral Honours, Eisteddfods, the bi-annual school musical and external competitions. Our physical education program extends to engaging community sporting organisations and staff in providing additional sport specific opportunities in soccer, netball, swimming, Rugby and athletics.

Our goal is to provide every student with the opportunity to reach their full potential. We do this by providing additional programs and opportunities for students to explore personal interests and talents through:

- STEM Master Classes and robotics
- Instrumental music lessons
- Engagement in external competitions and learning opportunities across all curriculum areas
- Smart Stuff Week
- Student lead and initiated lunch time activities and clubs including but not limited to meditation, swap clubs, aviation club, art, drama, wellbeing, athletics and Edor.
- Gala sports days
- FACE (Friday afternoon curriculum enhancement)
- Sustainability
- Hidden Garden care and projects
- Camps
- Debating
- Student leadership activities and events including: Busy kids, Student Council, Student Leadership Positions
- On site swim club
- On site external providers including karate, dance, yoga, French Club & chess.

Vision





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At Norman Park State School the achievement of every student matters and is maximised through the collective professional collaboration and efficacy of every teacher and student, with parents as partners in learning. We achieve this by recognising and responding to the strengths of every student in a supportive and inclusive classroom environment, so that they may have every opportunity to realise their full potential, becoming future focused learners who are independent, critical and creative thinkers.

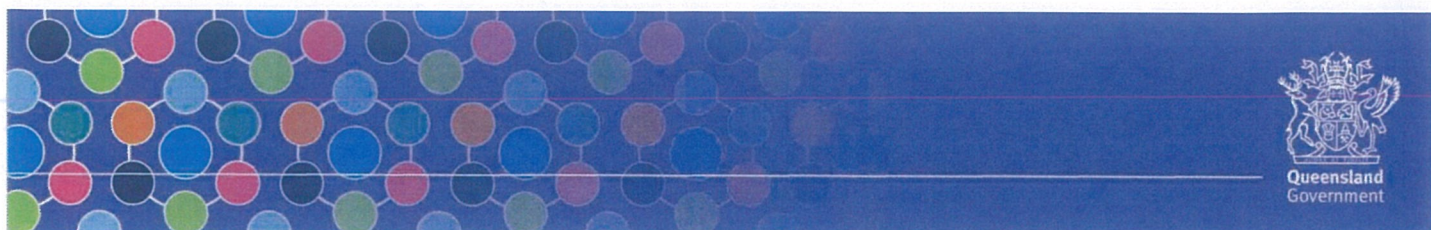
Values

Norman Park State School staff, students and parents, value and actively contribute to upholding our outstanding reputation and excellent academic outcomes. We achieve this by working together, caring for each other, demonstrating pride in our school, celebrating our achievements and walking the talk of high expectations, which facilitates, a safe, tolerant, respectful, and disciplined learning environment. These actions are our culture, and our culture is the, "Parkie Way," every student, every day achieving to their full potential.

Improvement Priorities

1. Student achievement matches their potential. (Learning and Wellness)

Success indicators				
1. 95% of students are maintaining or improving academic and wellbeing outcomes across P-6.				
2. A personalised learning plan/action plan is in place for every student not achieving a C or better or with negative variations in their results map. (artefacts)				
3. Students are able to articulate the next steps in their learning as evidenced by learning walk data.				
Strategies	2022	2023	2024	2025
Develop an understanding of the results of every student. (A-E, Literacy Continuum, Early Start, QEW4-6)	✓	✓	✓	✓
Individually case manage each student (marker students) mapping negatively across A-E, Literacy Continuum and Early Start.	✓			
Review the progress of every student at the end of every reporting period to assess progress with students mapping negatively, Not Assessed data and whole School and Year level data and trends.	✓	✓	✓	✓





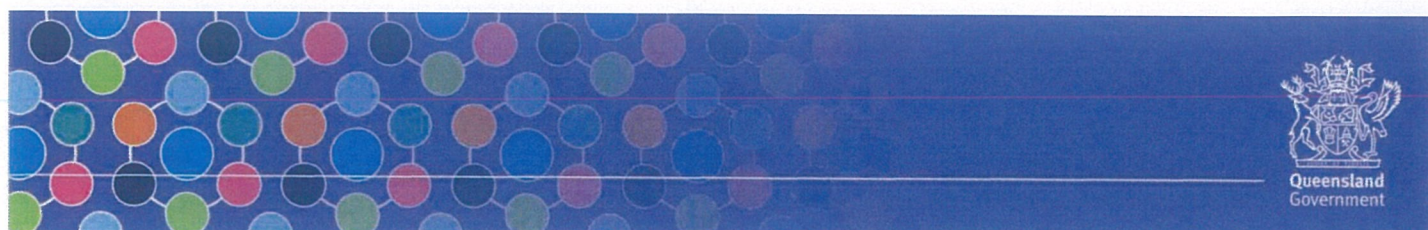
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Improvement Priorities

2. High levels of inclusion in school and classroom activities.

Success indicators				
1. 0% SDA's for NCCD students. OneSchool Baseline Data 2021				
2. 90% of students believe that they are treated equally regardless of their gender. SOS Baseline Data 2021.				
3. 90% of students feel they can talk to their teacher about their concerns. SOS baseline data 2021.				
4. 90% of students feel accepted by other students at Norman Park State School. SOS baseline data 2021.				
Strategies	2022	2023	2024	2025
Collaboratively develop and implement agreed differentiation processes, to support the inclusion of every student in classrooms and across the school environment.	✓			
Develop and implement collegial engagement strategy that focuses on building the data literacy of teachers including triangulating academic, wellbeing and student feedback (learning walks) data.	✓			
Implement an evidenced based process to measure the wellbeing of students across P-6.		✓		
Develop and embed a whole school coaching, mentoring and feedback culture that monitors and refines the differentiation processes.			✓	
Collaboratively develop processes to measure and monitor the effectiveness of differentiation strategies.				✓





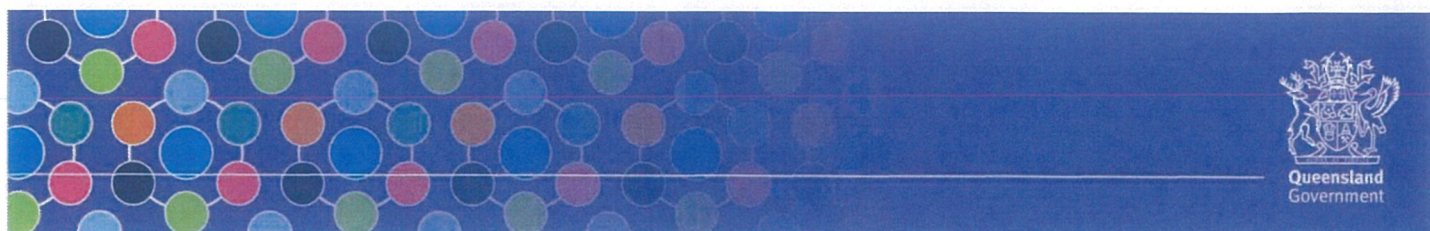
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Improvement Priorities

3. Deep knowledge and understanding of the Australian Curriculum and the P-12 CARF and its translation into classroom activities.

Success indicators
1. 100% of students understand what they need to know to be successful and/or assessment ready.
2. 45 % of students across P-6 are achieving an A in English. Baseline data 2021.
3. 43% of students across P-6 are achieving a B in English. Baseline data 2021.
4. 40% of students across 2-6 are achieving an A in French. Baseline data 2021.
5. 40% of students across 2-6 are achieving a B in French. Baseline data 2021.
6. 49% of students across P-6 are achieving an A in Mathematics. Baseline data 2021.
7. 45% of students across P-6 are achieving an B in Mathematics. Baseline data 2021.
8. 50% of students across P-6 are achieving an A in Technologies. Baseline data 2021.
9. 45% of students across P-6 are achieving a B in Technologies. Baseline data 2021.
10. 49% of students across P-6 are achieving an A in Science. Baseline data 2021.
11. 49% of students across P-6 are achieving an B in Science. Baseline data 2021.
12. 40% of students across P-6 are achieving an A in HPE. Baseline data 2021.
13. 35% of students across P-6 are achieving a B in HPE. Baseline data 2021.
14. 55% of students across P-6 are achieving an A in HASS. Baseline data 2021.
15. 35% of students across P-6 are achieving a B in HASS. Baseline data 2021.
16. 25% of students across P - 6 are achieving an A in the Arts. Baseline data 2021.
17. 60% of students across P-6 are achieving a B in the Arts. Baseline data 2021.
18. 85% of students in Year 3 are in the U2B in NAPLAN reading. Baseline data 2021.
19. 70% of Year 3 students are in the U2B in NAPLAN Writing. Baseline data 2021.
20. 69% of Year 3 students are in the U2B in NAPLAN Spelling. Baseline data 2021.
21. 65% of year 3 students are in the U2B in NANPLAN G & P. Baseline data 2021.
22. 67% of Year 3 students are in the U2B in NAPLAN Numeracy. Baseline data 2021.
23. 75% of Year 5 students are in the U2B in NAPLAN Reading. Baseline data 2021.
24. 51% of Year 5 students are in the U2B in NAPLAN Writing. Baseline data 2021.
25. 69% of Year 5 students are in the U2B in NAPLAN Spelling. Baseline data 2021.
26. 66% of Year 5 students are in the U2B in NAPLAN G & P. Baseline data 2021.
27. 68% of Year 5 students are in the U2B in NAPLAN Numeracy. Baseline data 2021.



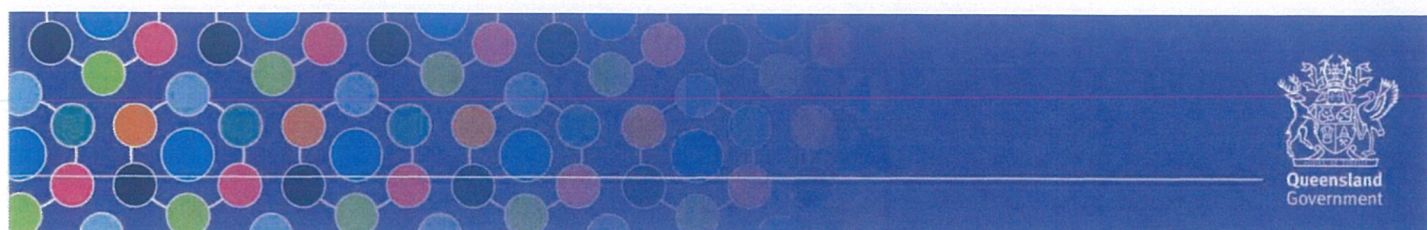


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Improvement Priorities

Strategies	2022	2023	2024	2025
Build the capacity of teachers to make evidence based curriculum decisions by prefacing all work in the Australian Curriculum with elements of the P-12 CARF, NPSS Data Plan and student group and individual data.	✓	✓	✓	✓
Develop a Professional Learning Plan and Professional Engagement Plan, that explicitly outlines a sequence of learning, evidence based strategies, time and space for teachers to develop a deep understanding of the Australian Curriculum English and Languages (French).	✓			
Develop alignment between the P-12 CARF, Australian Curriculum English and Languages (French) teaching and learning, assessment ready students and student outcomes.	✓			
Develop a Professional Learning Plan and Professional Engagement Plan, that explicitly outlines a sequence of learning, evidence based strategies, time and space for teachers to develop a deep understanding of the Australian Curriculum Mathematics and Technology.		✓		
Develop alignment between the P-12 CARF, Australian Curriculum Mathematics and Technology, teaching and learning, assessment ready students and student outcomes		✓		
Develop a Professional Learning Plan and Professional Engagement Plan, that explicitly outlines a sequence of learning, evidence based strategies, time and space for teachers to develop a deep understanding of the Australian Curriculum Science, Health & Physical Education.			✓	
Develop alignment between the P-12 CARF, Australian Curriculum Science and Health and Physical Education, teaching and learning, assessment ready students and student outcomes			✓	
Develop a Professional Learning Plan and Professional Engagement Plan, that explicitly outlines a sequence of learning, evidence based strategies, time and space for teachers to develop a deep understanding of the Australian Curriculum HASS and the Arts.				✓
Develop alignment between the P-12 CARF, Australian Curriculum HASS and the Arts, teaching and learning, assessment ready students and student outcomes				✓





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Improvement Priorities

4. A whole-school approach to pedagogy responsive to students' current needs and informed by evidence and research.

Success indicators				
1. A whole school agreed approach to pedagogy is documented and embedded across all classrooms. (artefact)				
2. Increased student engagement as evidenced by reduced classroom behaviour incidents and classroom SDAs. Baseline Data 2021				
3. 100% of classrooms show differentiation at group level.				
4. 100% of teachers are utilising school agreed processes to differentiate curriculum, pedagogy and the classroom environment to meet the needs of all students as evidenced by every student maintaining and/or improving academic and wellbeing outcomes.				
Strategies	2022	2023	2024	2025
Collaboratively develop a whole school approach to pedagogy outlining the signature practices of NPSS. (Research, evidenced based, effective, pedagogical practices using the principles to support improvement in learning)		✓		
Collaboratively through collegial engagement, develop and embed teacher capability around Parkie signature pedagogical practices.			✓	
Develop the capacity of teachers to triangulate academic, wellbeing and student feedback data to measure the effectiveness of teaching and pedagogical practices.			✓	

5. Thorough collaborative engagement in classrooms with instructional leaders and peers.

Success indicators				
1. Collaboration and co-teaching of signature practices across the school are common place and reflect the development of shared expertise. (documented processes in the whole school professional development plan)				
2. Parkie whole school approach to pedagogy and signature practices are embedded as evidenced by observation and feedback data.				
Strategies	2022	2023	2024	2025
Establish a collegial engagement, mentoring and coaching framework.	✓			
Develop the leadership capacity of Cohort leaders.	✓			
Implement co-teaching and modelling of signature practices, to share expertise, develop consistency, and the build capacity of classroom teachers, to include and engage all learners.		✓		



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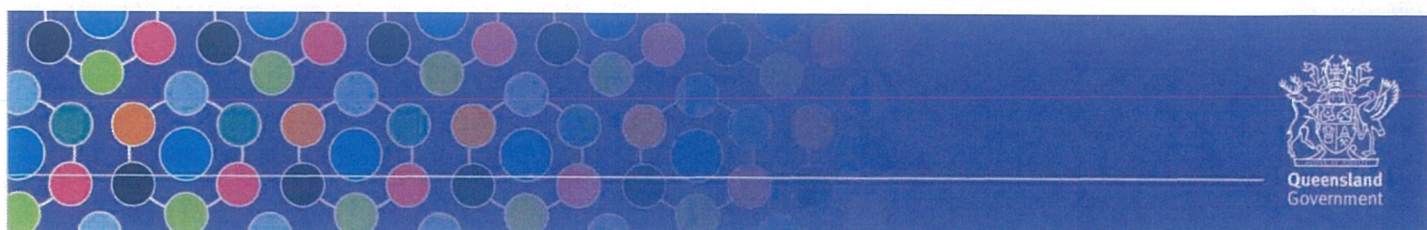
Improvement Priorities

6. Quality assurance of assessment and judgement of student learning.

Success indicators				
1. 100% of teachers moderate student work samples and/or assessment samples each Term with cohort colleagues. (Before, After, After, End model)				
2. 100% of teachers engage in moderation student work samples and/or assessment samples once a Semester with colleagues on the same year level at another school. (Before, After, After, End model)				
3. 100% of students have individualised learning goals.				
Strategies	2022	2023	2024	2025
Develop and embed an external moderation schedule and processes.	✓			
Maintain and monitor internal moderation schedule and processes.	✓			

7. Diversification of classroom learning to include cross-curriculum learning opportunities.

Success indicators				
1. The NPSS whole school curriculum plan consists of the three levels of planning, and highly engaging units of work that incorporate multiple learning areas.				
2. 100% of students are achieving a minimum of satisfactory or better in their cross curriculum learning opportunities. (FACE)				
3. Garnering of external resources and consulting with external businesses, and organisations, to value add to learning across the curriculum, is common place.				
Strategies	2022	2023	2024	2025
Collaboratively develop ideas for highly engaging units of work that align with multiple learning areas and incorporate student input.	✓			
Explore opportunities to engage external businesses and organisations for mutual benefit, that can value add to developing an engaging and contextualised Parkie Curriculum.		✓		
Consultatively develop highly engaging units of work that incorporate content from multiple learning areas of the Australian Curriculum that respond to the Parkie context.				✓





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Improvement Priorities

8. Productive and positive community relationships and partnerships.

Success indicators				
1. 90% of parents indicate Norman Park State School takes their opinions seriously. SOS baseline 2021.				
2. 90% of parents indicate that Norman Park State School asks for their input. SOS baseline 2021.				
3. 95% of parents feel their children are treated equally regardless of their gender at Norman Park State School. SOS baseline 2021.				
4. 98% of parents indicate that Norman Park State School celebrates and acknowledges student academic and cultural achievements.				
5. 95% of parents indicate that Norman Park State School fosters respectful relationships between parents/staff, students/staff, students/students. SOS baseline data 2021.				
6. Norman Park State School Communication Architecture and Stakeholder Engagement Plan. (artefact)				
Strategies	2022	2023	2024	2025
Continuously, through consultation with all stakeholders, seek additional opportunities to communicate a wide range of academic, cultural and organisational information in a timely and consistent manner on an ongoing basis.	✓	✓	✓	✓
Monitor the ongoing implementation of "Respectful Relationships Education."	✓	✓	✓	✓
Maintain and grow the quarterly parent representative group meetings and consultation.	✓			
Consult with students and parents around developing multiple opportunities and routines throughout the school year to regularly acknowledge student academic and cultural achievements.	✓			
Collaboratively develop a communication and engagement plan, and processes.	✓			
Collaborate with parents to maintain and enhance outdoor learning spaces as opportunities for staff, parents and students to learn and work together in an ongoing manner. (Hidden Garden, Swim Club, Indigenous Yarning circle and learning area)				✓
Collaborate with P & C and School Council to re-invigorate and celebrate school pride, and promote Norman Park State School's one point of difference.		✓		

Endorsement

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

Principal

P and C / School Council

