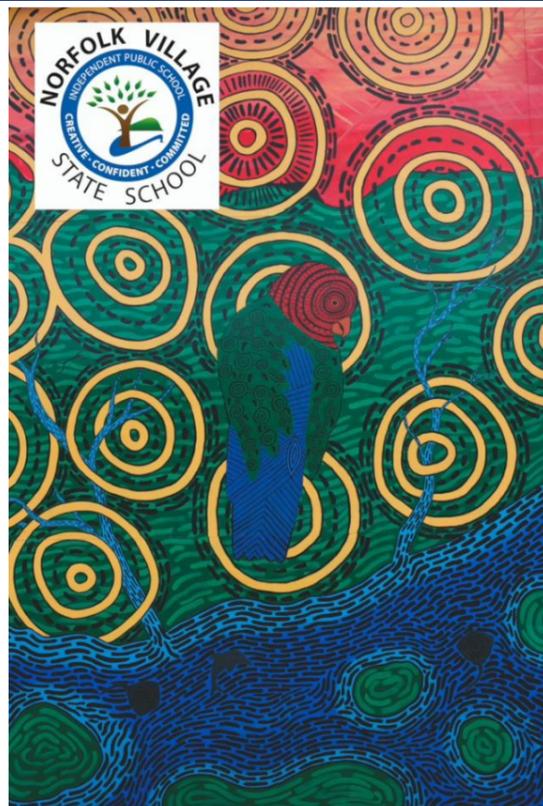


NORFOLK VILLAGE STATE SCHOOL – 2026 ANNUAL IMPLEMENTATION PLAN



School Profile

Norfolk Village State School is in Ormeau on the northern end of the Gold Coast and caters for students from Prep - Year 6. Our commitment to high levels of learning, engagement and wellbeing for every child ensure a safe, supportive and collaborative learning environment which is underpinned by our 3 school expectations: I am Safe, I am Respectful and I am a Learner. Our staff are a professional learning community committed to continual improvement to realise the potential of every student. The school focuses on an environment that promotes the whole child everyday – Academic, Behaviour, Social Emotional. Through implementing high-impact pedagogy to enact the Australian Curriculum, we differentiate the learning to meet the needs of all students. Our students have a multitude of opportunities through STEM, digital technologies, robotics, sport, the arts, instrumental music and extra-curricular activities. We value productive partnerships with our families and have strong connections within our local community.

Acknowledgement of Country

We acknowledge the Bullongin and Gugingin People, the traditional custodians of the land on which we live and learn. We pay our respect to Elders past and present, for they hold the memories and traditions and we recognise their continued connection to country. We acknowledge Bujera Nyunga, the morning sun that rises in the east, the rivers, the plants and animals that connect us to this place. We extend our acknowledgement to all Aboriginal and Torres Strait Islander people who are with us today.

Creative ~ Confident ~ Committed

SCHOOL PRIORITY ONE – EDUCATIONAL ACHIEVEMENT

Reading – Explicit Instruction

Further develop teacher pedagogy and delivery of reading practices through coaching and mentoring

Link to school improvement strategy:	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. Differentiated teaching and learning - Enhance teachers' capability to implement evidence-based, effective differentiation practices to cater for the diverse needs of all learners.
Strategies	Strategy 1: Develop and embed a Whole School Approach to Structured Literacy. Strategy 2: Develop and embed a Whole School Approach to Explicit Instruction in reading. Strategy 3: Utilise the Whole School Approach to Collegial engagement to build teacher capacity in reading pedagogy
Actions	Who Resources
Strategy 1: Develop and embed a Whole School Approach to Structured Literacy <ul style="list-style-type: none"> Create the NVSS Whole School approach to Structured Literacy Framework. Embed in every classroom all components of the Structured Literacy block. Embed the evidence-based practices of PLD with fidelity in all classrooms. Embed consistent Shared and Dialogic reading routines to build student language comprehension skills. 	HODc DP 3-6 Financial: - PLD and DIBELS resources - Collegial engagement for coaching and mentoring - PD (EFI) Human: - Staff allocation for coaching and mentoring Physical: - Reading through the AC Guide and Signposts - Reading Portal - EFI offerings - PLN Reading Virtual: - Promotion of success – NVSS socials
Strategy 2: Develop and embed a Whole School Approach to Explicit Instruction in reading <ul style="list-style-type: none"> Build consistent whole school instructional routines to support reading engagement & learning Implement the NVSS Explicit Instruction Lesson Design in all classrooms. Embed instructional routines of Daily Review, including engagement norms. 	HODc DP 3-6
Strategy 3: Use a whole-school collegial approach to build teacher reading pedagogy <ul style="list-style-type: none"> Deliver differentiated coaching of evidence-based practices for Explicit Instruction. Utilise our Whole School Approach to Collegial Engagement to support the whole school approach to Structured Literacy. 	HODc DP 3-6

MONITORING AIP Progress

Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress

Priority	Term 1	Term 2	Term 3	Term 4
1. Reading – explicit instruction				
2. Resilience				
3. Digital Innovation				

Reduction of red tape in day-to-day work, planning and processes include:

- An additional 60 minutes of professional learning time each week as Professional Learning Team (PLT) meetings to support professional learning, planning, data entry/analysis, collaboration and workload management
- Additional staffing – community partnerships officer, curriculum support, deputy principal, office staff
- Curriculum planning sessions supported by Curriculum Leadership to assist planning for future term
- Year level curriculum overviews developed by curriculum leadership and sent out centrally from office to all families
- Streamlined planning materials provided by curriculum leadership – pre-populated documents to assist with planning and assessment tasks and pre-written marking guides
- Documented data plan and assessment schedule to avoid duplication of testing, data entry and reporting timelines
- Whole school resources provided by curriculum/pedagogy, PBL, wellbeing, AST teams
- Simplified behaviour processes – Wellbeing and Engagement Team and PBL
- Wellbeing and Engagement team to support behaviour in a reactive and proactive manner
- Use of SORD data insights - Academic, Behaviour Insights, Attendance
- Pre-populated behaviour report comment banks aligned to K-12 Framework and PBL
- Simplified student consent management processes for excursion
- Utilisation of QParents App to support families with streamlined excursion approval processes
- Streamlined staff meeting structure aligned to the AIP priorities with flexible opportunities

END OF YEAR SUCCESS CRITERIA

MEASURES

PERFORMANCE
<ul style="list-style-type: none"> Achievement in English and Mathematics: <ul style="list-style-type: none"> Year P-2 87% A-C, 60% A-B ~ Year 3-6 89% A-C, 52% A-B Opportunity for 100% of teachers to further develop pedagogical expertise – explicit instruction via PLT, WOW time, learning walks and talks Refining implementation of the Signpost continuum. Evidence of teachers enacting the Structured Literacy Block via planning, PLT discussions, walkthroughs and lesson observations. Evidence of Shared and Dialogic Reading in unit plans beyond English. 85% Year 1 students achieve fluent decoding on Year 1 Phonics Check. NAPLAN participation >95% Increase NAPLAN mean scale scores for all areas in line with state Clear, measurable growth for students receiving tier 2 & 3 academic intervention SOS data shows improved student engagement – >10% improvement 'I am interested in my school work' from Reduced number of students identified as "AT RISK" in DIBELS screener. 88% students achieving C+ (standard target). DIBELS – 85% students meeting benchmark.

BEHAVIOUR

Students can/will:	Teachers can/will:	Leadership team can/will:	Others can/will:
<ul style="list-style-type: none"> Apply phonics knowledge to read and spell accurately read and write with increasing fluency and independence Improve writing stamina/fluency Vocabulary through understanding of etymology and morphology (PLD) Actively participate using agreed engagement norms Demonstrate improved language comprehension Articulate their individual learning goals and respond to feedback 	<ul style="list-style-type: none"> Deliver all components of the Structured Literacy block daily Follow agreed scope, sequence, and PLD practices Use consistent routines and language across classrooms Teach explicitly using the NVSS Explicit lesson design Use Daily Review to build automaticity Embed engagement norms to increase student engagement and check for understanding Moderate and use data to inform and adjust teaching Engage in collegial engagement Explicitly teach the AC V9. Provide reasonable adjustments and modifications to the AC. 	<ul style="list-style-type: none"> Engage in PD to lead DoE initiatives Clearly communicate expectations for reading instruction Model effective teaching practices Conduct walkthroughs and lesson observations and provide feedback Lead PD and coaching Use a range of data to guide decisions, including SORD Facilitate moderation processes Ensure consistency and resource provision Foster a culture of high expectations and improvement Develop systemic goals for teacher improvement aligned to AIP 	<ul style="list-style-type: none"> TAs explicitly deliver Tier 2 Academic intervention with fidelity TAs and NCCD Case Managers explicitly deliver Tier 3 Academic interventions NCCD CM collaborate with teachers, students and families around adjustments and modifications to support engagement with AC NCCD CM assist allied health professional internal and external to deliver and support focussed and intensive interventions Parents will engage positively with the school and support their child's learning Engage in relevant PD

ARTEFACTS

NVSS Level 1, 2 and 3 Planning Data Plan & Assessment Schedule Student Assessment Folios Action Plan Reading ACv9	NVSS MTSS Framework NVSS Moderation Processes DoE Brighter Futures Strategy	NVSS Assessment Waterfall Structured Literacy blocks timetables Whole School Approach to Pedagogy	K-12 Framework (see p5) NVSS Whole School Approach to Collegial Engagement Framework
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SCHOOL PRIORITY TWO – BELONGING AND ENGAGEMENT

Resilience – Through a whole school approach

Our common goal is to create an environment where all staff and students feel confident, resilient and supported to thrive

SCHOOL PRIORITY THREE – DIGITAL INNOVATION

Digital Innovation – Leveraging technology for advancement

Staff and students safely embracing new and emerging technologies to enrich teaching and learning opportunities

Link to school improvement strategy:	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.	Link to school improvement strategy:	Differentiated teaching and learning - Support teachers to capitalise on the use of digital devices to support, enrich, extend and enhance learning outcomes for all students
Strategies	Strategy 1: Embed The Resilience Project and Belonging into daily practice Strategy 2: All staff explicitly teach and model expectations using Reboot & PBL Tiers 1–3 for high quality engagement. Strategy 3: Whole school approach to wellbeing through the Personal and Social Capabilities Continuum	Strategies	Strategy 1: Target proactive usage of digital resources by teachers and students to improve teaching and learning Strategy 2: Support the school and students to safely embrace new and emerging technologies to enrich teaching and learning opportunities

Actions	Who	Resources	Actions	Who	Resources
Strategy 1: Embed The Resilience Project and Belonging into daily practice <ul style="list-style-type: none"> Upskill staff and ensure consistent implementation and language use for TRP. Engage staff, parents and the community to support shared understanding of TRP. Embed explicit teaching of emotional regulation and coping strategies school-wide Deliver fortnightly lessons in every classroom and embed GEM principles daily. Create a positive school culture to promote a sense of belonging as a foundation. Strengthen community awareness of TRP through social media and whole school events. 	DP, W&B, TRP Team	Financial: Resilience Project Behaviour Boost allocation Human: Wellbeing Committee Wellbeing and Engagement Team Physical: The Resilience Project resources PBL resources Social /Emotional Capabilities Continuum Virtual: Resilience Project online resources SORD – Behaviour Insights EFI AERO Classroom Management Hub	Strategy 1: Target proactive usage of digital resources to improve teaching and learning <ul style="list-style-type: none"> Build staff capability through targeted PD, coaching, mentoring, and WOW time. Celebrate and showcase best practice within the school. Encourage student voice - where does digital help you learn most? Promote safe, respectful, and responsible digital learning practices – teach digital citizenship. Foster community awareness via clear communication - technology enhances learning. Promote teachers leveraging BYO devices and shared iPads to differentiate content responsive to student needs. 	Corella Champions x 2 HODc	Financial: IT Budget Human: Corella Champions x 2 Principal Physical: Digital Technologies classroom Interactive board Virtual: Corella Corella Fact Sheet QLD Generative AI Guidance for Schools Digital Capability Suite AI in the Curriculum
Strategy 2: All staff explicitly teach and model expectations using Reboot & PBL <ul style="list-style-type: none"> Utilise behaviour data to inform practice and support consistency across the school. Engage students/parents in PBL/Reboot discussions to improve engagement and wellbeing. Strengthen community awareness of PBL and Reboot. Embed PBL Tier 1 as the foundation and strengthen Tier 2 interventions. Establish a Tier 3 team and systems to support students needing additional adjustments. Deliver fortnightly lessons in every classroom to embed PBL and Reboot frameworks. Build staff capability in behaviour management and understanding behaviour functions through targeted professional development – routinely monitor 	PBL team, DP, GOs, HOSES, CM, W&E		Strategy 2: Safely embrace present, new and emerging technologies <ul style="list-style-type: none"> Ensure training of NVSS Corella Champions by Regional staff Safe, ethical and responsible use of generative AI - PD from NVSS Corella Champions Promote digital wellbeing and safety within curriculum planning and digital technologies Embed positive BYO expectations by explicitly teaching and reinforcing digital behaviours that align with our school values of I am Safe, I am Respectful, I am a Learner. Ensure key stakeholders attend, 'Masterclass – A whole School Approach Digital Learning' 	IT staff P-6 staff	
Strategy 3: Whole school approach to wellbeing <ul style="list-style-type: none"> Upskill staff on Personal and Social Capabilities. Utilise the GOWW to support staff embed PSC within daily curriculum mapping. Apply QEW data to inform personal and social capability goals for the whole of school. Use personal and social capabilities and behaviour function to guide Tier 1-3 interventions. 	DP, GOWW, CT				



END OF YEAR SUCCESS CRITERIA

MEASURES

PERFORMANCE	PERFORMANCE	PERFORMANCE	PERFORMANCE
<ul style="list-style-type: none"> Utilise QEW data to inform whole school personal/social capabilities goals Utilise the Personal and Social Capabilities data PBL data aligns with region benchmarks and supports our action plan Improved student attendance >90%, Case Management of students with chronic attendance improve by 2% Reduced number of students requiring tier 2 and 3 supports by 5% 	<ul style="list-style-type: none"> Staff explicitly teach/reinforce TRP GEM strategies in daily c'room practice Staff explicitly teach all Reboot, PBL and TRP lessons listed on the PBL and Wellbeing Framework and provided by the leads of each team Reduction in suspension (SDA data) <3% Utilise SORD Behaviour Insights 'additional support' data for next steps Utilise student learning & wellbeing framework to inform whole of school 	<ul style="list-style-type: none"> 100% of staff participate in coaching, mentoring, co-teaching or WOW time to further enhance digital skills and responsible use of AI 100% of NVSS Corella Champions trained 100% of classrooms observed embedding digital tools and consistency of BYO expectations - via Learning Walks and Talks Student opportunity for Queensland Virtual Academy and Solid Pathways 	<ul style="list-style-type: none"> Pre and post survey growth in staff digital pedagogy capability Evidence of explicit digital citizenship teaching in planning documents Evidence of personalised learning pathways in planning Staff explicitly teach and reinforce digital expectations 3% reduction in digital safety or misuse incidents

BEHAVIOUR				BEHAVIOUR			
Students can/will:	Teachers can/will:	Leadership team can/will:	Parents can/will:	Students can/will:	Teachers can/will:	Teacher aides can/will:	Leadership team can/will:
<ul style="list-style-type: none"> Identify - all PBL expectations, rewards, current focus, and link to own behaviour Describe behaviour as well managed Identify the 3 brains and which brain presently working in embed GEM strategies in daily learning Use calm corner/regulation strategies to support emotion, social & behaviour Arrive ready to learn or use individual plan regulation strategies Arrive ready or use self-regulation Contribute to a safe and respectful learning environment Seek help when needed Show grit in challenging tasks Set goals and reflect on progress Maximise days of learning 	<ul style="list-style-type: none"> Model NVSS 3 PBL expectations Explicitly teach PBL, Reboot, TRP fortnightly lessons, embedding GEM language/practices into daily routines Teachers consistently use metalanguage Establish a culture of high expectations Give positive and corrective feedback Use behaviour data to adjust teaching and supports Provide safe spaces and support emotional regulation Design engaging real world, differentiated learning Include student voice opportunities 	<ul style="list-style-type: none"> Model 3 PBL/Reboot/TRP Engage in expectation conversations Acknowledge student achievements Manage the PBL, W/E, TRP Teams Progress PBL Tier 2 and 3 Complete PBL Annual Evaluation Ensure PBL/Reboot/TRP expectations are clear, visible and consistent P-6 Celebrate student PBL successes Monitor student wellbeing data trends Monitor engagement & achievement Provide PD - wellbeing and behaviour Use all aspects of the MTSS framework while monitoring & responding to behaviour and attendance data 	<ul style="list-style-type: none"> Identify the 3 PBL expectations Identify NVSS current PBL focus Identify positive rewards processes Use language of PBL/Reboot/TRP Opportunities for feedback via annual evaluation Reinforce PBL, TRP and Reboot expectations and strategies Communicate with teachers about behaviour concerns early Model empathy and coping strategies Value learning at home Promote positive attitudes towards learning 	<ul style="list-style-type: none"> Use devices purposefully for learning Follow agreed digital expectations Demonstrate safe, respectful and responsible online behaviour. Provide feedback on when and how digital tools support their learning. Use digital tools to set goals, track progress and personalise learning. Demonstrate digital wellbeing strategies (balanced use, online safety awareness). Seek help when unsure about safe or appropriate digital use. 	<ul style="list-style-type: none"> Explicitly teach digital citizenship and model appropriate technology usage Actively participate in coaching, mentoring, co-teaching and WOW. Integrate digital tools intentionally Differentiate learning using BYO devices and shared iPads. Share and showcase best practice Engage in emerging technology PD Model ethical and responsible use of generative AI. Embed safe technology practices into curriculum planning. Reinforce positive BYO behaviours consistently. 	<ul style="list-style-type: none"> Model appropriate usage of present, new and emerging technologies Support students to use digital tools appropriately and effectively. Reinforce digital citizenship expectations and routines. Assist with differentiated digital tasks and personalised supports. Reinforce school values in digital contexts. Assist students in applying digital wellbeing strategies. 	<ul style="list-style-type: none"> Model appropriate usage of present, new and emerging technologies Allocate time and resources for mentoring, IT support and PD Publicly celebrate and showcase Ensure consistent whole-school expectations for digital use. Communicate clearly with families about the purpose/benefits of IT Monitor implementation and impact on student outcomes. Follow DoE policies for emerging technologies. Promote a culture of innovation balanced with wellbeing.

ARTEFACTS				ARTEFACTS			
NVSS PBL Action Plan and Handbook	TRP journal and GEM posters	Brain posters for Reboot	PBL flowchart and PBL matrix	Digital Innovation in teaching and Learning DoE	BYOD Expectation poster	Digital Capability Suite	AI in the Curriculum
PBL Expectation Posters	Calm corner agreed practice	Let's Check In poster	PBL/Reboot/TRP lesson materials/videos		IT Misconduct poster	QLD Generative AI Guidance for Schools	Brighter Futures DoE
Use The Hight Five poster	TRP hub for parents and staff	Corrective strategies roadmap	Wellbeing bulletin		Corella Fact Sheet		K-12 Framework January 2026
MTSS Framework and Back Page							

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

Principal: **Carmel Ord** P&C/School Council: **Kayla Brickland** School Supervisor: **Alisha Le Brese** 27/02/2026

