




WELLINGTON POINT STATE HIGH SCHOOL

2026 ANNUAL IMPLEMENTATION PLAN

School priority 1	We will systematically enact schoolwide reading pedagogies to enhance student engagement and outcomes		Phase	<i>Embedding – E</i>
Link to school review improvement strategy:	2.2 Key improvement strategies (2022 School Review) <ol style="list-style-type: none"> Develop and implement a precise improvement agenda focused on improving student learning outcomes. Implement clear processes and greater consistency regarding student behaviour expectations and follow-through. Build teacher capability to apply pedagogical practices to support the engagement of learning with rigour and high expectations for student achievement. Embed authentic whole-school inclusive practices that include high expectations for students and outline staff accountabilities aligned to systemic requirements. Systematically support, model, celebrate and quality assure the implementation of identified agreed pedagogical approaches through a collegial engagement framework. 			
Strategies	<p>The Teaching & Learning Reading team will:</p> <ul style="list-style-type: none"> Collect benchmark DIBELS data to inform classroom practices, plan interventions and measure/share cohort growth Provide targeted professional development to all staff to build capability Develop and implement Whole school instructional routines for reading Engage with the community to communicate students' strengths and needs and provide information to support reading at home. <p>Additionally, the school will continue to focus on →strengthening consistency with behaviour processes/PCL strategies →differentiated practices and → building teacher capability.</p>			
Actions including Responsible officer(s)			Resources	
Principal Deputy Principals Business Manager Heads of Department HOSES Dean of Students Teachers Teacher Aides Youth Workers	<ul style="list-style-type: none"> All staff are required to: <ul style="list-style-type: none"> Engage in PD and implement schoolwide instruction routines for the teaching of reading in all learning areas Use data to understand students reading abilities to inform curriculum and pedagogy Embed instructional routines into curriculum planning (Band Plans and Unit Plans) and lessons (Teaching & Learning sequence) Consistently use whole school instructional routines to teach reading across all learning areas As instructional leaders (Principal, Deputy Principals, Heads of Department/HOSE) will: <ul style="list-style-type: none"> Lead the strategic direction of the schoolwide Reading strategy Quality assure that schoolwide instructional routines are embedded into curriculum plans and lesson sequences Collect data during routine Instructional walkthrough observations and analyse and inform next steps using the targeted focus determined by the Reading Teaching & Learning team. Use reading data in STOP, CHECK, REFLECT meetings with teachers to inform planning and differentiation. The Teaching & Learning Reading team will: <ul style="list-style-type: none"> Provide the strategic direction and schoolwide instructional routines and collaborate through PLT meetings Provide professional development and resources for reading Educate and inform the school community through a variety of modes Organise and promote reading competitions (internal and external) Work with HOSES/SLP to develop and refine Tier 2 and 3 interventions. Monitor intervention strategies (Tier 1, 2, 3) and track and report on student reading data Students will: <ul style="list-style-type: none"> Participate in DIBELS testing Engage with instructional routines and Tier 1 and 2 interventions Provide feedback about instructional routines. Parents will: <ul style="list-style-type: none"> Support engagement of reading at home Engage with communications and data from the reading team and provide feedback. 			•
Measurable outcomes and targets	<ul style="list-style-type: none"> 90% A-C results 60% A-B results 95% whole school attendance rate and 10% reduction in behaviour incidents 20% improvement in words per minute (fluency) for year 7 and 8 (DIBELS ORF test) within a year 70% of Year 7 students reach 'strong or exceeding' for NAPLAN reading 100% of students at 'intensive support band' (DIBELS ORF test) offered the MacqLit program 			
Success criteria	<p>Students</p> <ul style="list-style-type: none"> All Year 7/8 students complete DIBELS testing (3 times yearly) All students engage in the instructional routines and engage with 'at home' reading strategies <p>Staff</p> <ul style="list-style-type: none"> All staff engage in whole school reading PD All teachers embed whole school instructional routines for reading into planning and implement as part of the Teaching & Learning sequence. Year 7/8 Junior Secondary teams participate in data collection and collaborate/use data to differentiate and set 'at home' reading tasks <p>Leadership team</p> <ul style="list-style-type: none"> Implement Premier's Reading Challenge and celebrate with the community Use reading data in SCR Reflection meetings QA schoolwide instructional routines through walkthroughs (teacher practice) and planning audits (teacher planning) <p>Parents</p> <ul style="list-style-type: none"> Support 'at home' reading strategies Understand their child's data and how to support an improvement in reading 			
Artefacts	<ul style="list-style-type: none"> Instructional routines: engagement norms and daily review Revised Teaching & Learning sequence (embedding instructional routines) DIBELS flowchart for intervention 			
Approvals	<p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <div>    </div> <div> Principal Dr Robyn Burton-Ree </div> <div> P&C President Jessica Clacy </div> <div> School Supervisor Samantha Knowles </div>			

#ORF Oral Reading & Fluency test