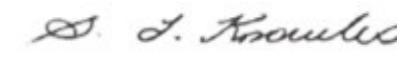


# WELLINGTON POINT STATE HIGH SCHOOL

## 2026 ANNUAL IMPLEMENTATION PLAN

School priority 1	We will systematically enact schoolwide reading pedagogies to enhance student engagement and outcomes	Phase	Embedding – E
Link to school review improvement strategy:	<p><b>2.2 Key improvement strategies (2022 School Review)</b></p> <ol style="list-style-type: none"> <li>1. Develop and implement a precise improvement agenda focused on improving student learning outcomes.</li> <li>2. Implement clear processes and greater consistency regarding student behaviour expectations and follow-through.</li> <li>3. <b>Build teacher capability to apply pedagogical practices to support the engagement of learning with rigour and high expectations for student achievement.</b></li> <li>4. Embed authentic whole-school inclusive practices that include high expectations for students and outline staff accountabilities aligned to systemic requirements.</li> <li>5. <b>Systematically support, model, celebrate and quality assure the implementation of identified agreed pedagogical approaches through a collegial engagement framework.</b></li> </ol>		
Strategies	<p>The Teaching &amp; Learning Reading team will:</p> <ul style="list-style-type: none"> <li>• Collect benchmark DIBELS data to inform classroom practices, plan interventions and measure/share cohort growth</li> <li>• Provide targeted professional development to all staff to build capability</li> <li>• Develop and implement Whole school instructional routines for reading</li> <li>• Engage with the community to communicate students' strengths and needs and provide information to support reading at home.</li> </ul> <p>Additionally, the school will continue to focus on →strengthening consistency with behaviour processes/PCL strategies →differentiated practices and → building teacher capability.</p>		
<b>Actions including Responsible officer(s)</b>			<b>Resources</b>
Principal Deputy Principals Business Manager Heads of Department HOSES Dean of Students Teachers Teacher Aides Youth Workers	<ul style="list-style-type: none"> <li>• All staff are required to: <ul style="list-style-type: none"> <li>◦ Engage in PD and implement schoolwide instruction routines for the teaching of reading in all learning areas</li> <li>◦ Use data to understand students reading abilities to inform curriculum and pedagogy</li> <li>◦ Embed instructional routines into curriculum planning (Band Plans and Unit Plans) and lessons (Teaching &amp; Learning sequence)</li> <li>◦ Consistently use whole school instructional routines to teach reading across all learning areas</li> </ul> </li> <li>• As instructional leaders (Principal, Deputy Principals, Heads of Department/HOSE) will: <ul style="list-style-type: none"> <li>◦ Lead the strategic direction of the schoolwide Reading strategy</li> <li>◦ Quality assure that schoolwide instructional routines are embedded into curriculum plans and lesson sequences</li> <li>◦ Collect data during routine Instructional walkthrough observations and analyse and inform next steps using the targeted focus determined by the Reading Teaching &amp; Learning team.</li> <li>◦ Use reading data in STOP, CHECK, REFLECT meetings with teachers to inform planning and differentiation.</li> </ul> </li> <li>• The Teaching &amp; Learning Reading team will: <ul style="list-style-type: none"> <li>◦ Provide the strategic direction and schoolwide instructional routines and collaborate through PLT meetings</li> <li>◦ Provide professional development and resources for reading</li> <li>◦ Educate and inform the school community through a variety of modes</li> <li>◦ Organise and promote reading competitions (internal and external)</li> <li>◦ Work with HOSES/SLP to develop and refine Tier 2 and 3 interventions.</li> <li>◦ Monitor intervention strategies (Tier 1, 2, 3) and track and report on student reading data</li> </ul> </li> <li>• Students will: <ul style="list-style-type: none"> <li>◦ Participate in DIBELS testing</li> <li>◦ Engage with instructional routines and Tier 1 and 2 interventions</li> <li>◦ Provide feedback about instructional routines.</li> </ul> </li> <li>• Parents will: <ul style="list-style-type: none"> <li>◦ Support engagement of reading at home</li> <li>◦ Engage with communications and data from the reading team and provide feedback.</li> </ul> </li> </ul>	•	
Measurable outcomes and targets	<ul style="list-style-type: none"> <li>• 90% A-C results</li> <li>• 60% A-B results</li> <li>• 95% whole school attendance rate and 10% reduction in behaviour incidents</li> <li>• 20% improvement in words per minute (fluency) for year 7 and 8 (DIBELS ORF test) within a year</li> <li>• 70% of Year 7 students reach 'strong or exceeding' for NAPLAN reading</li> <li>• 100% of students at 'intensive support band' (DIBELS ORF test) offered the MacLit program</li> </ul>		
Success criteria	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• All Year 7/8 students complete DIBELS testing (3 times yearly)</li> <li>• All students engage in the instructional routines and engage with 'at home' reading strategies</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• All staff engage in whole school reading PD</li> <li>• All teachers embed whole school instructional routines for reading into planning and implement as part of the Teaching &amp; Learning sequence.</li> <li>• Year 7/8 Junior Secondary teams participate in data collection and collaborate/use data to differentiate and set 'at home' reading tasks</li> </ul> <p><b>Leadership team</b></p> <ul style="list-style-type: none"> <li>• Implement Premier's Reading Challenge and celebrate with the community</li> <li>• Use reading data in SCR Reflection meetings</li> <li>• QA schoolwide instructional routines through walkthroughs (teacher practice) and planning audits (teacher planning)</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Support 'at home' reading strategies</li> <li>• Understand their child's data and how to support an improvement in reading</li> </ul>		
Artefacts	<ul style="list-style-type: none"> <li>• Instructional routines: engagement norms and daily review</li> <li>• Revised Teaching &amp; Learning sequence (embedding instructional routines)</li> <li>• DIBELS flowchart for intervention</li> </ul>		
Approvals	<p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p> <b>Principal</b> Dr Robyn Burton-Ree</p> <p> <b>P&amp;C President</b> Jessica Clacy</p> <p> <b>School Supervisor</b> Samantha Knowles</p>		

#ORF = Oral Reading &amp; Fluency test