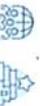




WOOMBYE STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement



Belonging and engagement



School priority	Monitoring			
	Term 1	Term 2	Term 3	Term 4
<p>1</p> <p>School priority</p> <p><i>Deliver a consistent approach to reading through the Australian Curriculum V9 English via evidence-based reading practices and routines for positive student outcomes.</i></p>	<p>Monitoring</p> <p><i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i></p>	<p>School priority 2</p> <p><i>To embed a positive, inclusive and supportive school community that promotes the wellbeing and engagement of all students, staff and community, ensuring strong foundations for improved learning outcomes.</i></p>	<p>Monitoring</p> <p><i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i></p>	
<p>Link to school improvement strategy:</p> <ol style="list-style-type: none"> 1. Build comprehensive understanding of Australian Curriculum V9 through targeted professional development according to the V9 implementation plan. 2. Continue to build teachers' capability to enhance the explicit teaching of reading in alignment with the Department of Education Reading Statement. 3. Monitor and evaluate the impact of professional learning and curriculum implementation on student outcomes. 4. Strengthen instructional leadership through consistent modelling, coaching and classroom monitoring to ensure high-impact teaching practices are embedded and sustained across the school. 	<p>Link to school improvement strategy:</p> <ol style="list-style-type: none"> 1. Strengthen inclusive and differentiated teaching practices to ensure all students can access the Australian Curriculum V9 and experience success in learning. 2. Embed consistent wellbeing and behaviour support practices to promote a safe, respectful and supportive learning environment across all classrooms. 3. Enhance targeted support processes to respond proactively to students requiring academic, social or emotional support. 4. Strengthen school community partnerships and communication practices to foster meaningful family engagement in student learning and wellbeing. 	<p>Strategies/ies</p> <p>Whole-school alignment to evidence-based reading instruction</p> <p>Establish and embed a consistent, whole-school approach to reading that reflects current research and the science of reading. This includes agreed instructional practices, explicit teaching routines, targeted intervention structures, and ongoing professional learning to ensure fidelity and impact across all year levels.</p> <p>Strengthen line of sight from intended to enacted reading through the curriculum</p> <p>Implement clear systems and processes to ensure alignment between the Australian Curriculum (intended), unit and planning documents (planned), classroom instruction (enacted), and student outcomes (assessed). This will include moderation, walkthroughs, data cycles, and collaborative planning to ensure reading instruction is delivered as designed and achieves measurable improvement in student achievement.</p>	<p>Strategies/ies</p> <p>Implement a Whole-School Tiered Wellbeing and Behaviour Framework (MITSS/PBL)</p> <p>Establish and embed a consistent, evidence-based Tier 1-3 framework that explicitly teaches behavioural expectations, strengthens relational practices, and provides targeted support for students requiring additional intervention.</p> <p>Strengthen School Connectedness Through Structured Family and Staff Engagement Systems</p> <p>Develop systematic processes that enhance communication, collaboration and shared responsibility between school, families and staff.</p>	
<p>Actions: including Responsible role(s)</p> <p>Whole-school alignment to evidence-based reading instruction</p> <p>Establish an Expert Reading Team to strengthen teacher knowledge of the Scarborough's reading rope & SVGR to enhance the explicit teaching of reading in alignment with the Department's signpost Document.</p> <p>Leadership team to do a deep data dive to identify problem of practice to support improvement in consistency in reading strategies, support and alignment throughout whole school.</p> <p>Leadership Team to monitor impact through regular learning walks and to ensure consistent and evidence-based practice.</p> <p>Expert Reading Team to engage in ongoing professional learning in explicit instruction, phonics and dialogic reading. (CLC, reading master classes, reading modules</p>	<p>Resources</p> <p><i>Professional Development Planning Days \$10 000</i></p> <p><i>Regional Staff Curriculum Gateway</i></p> <p><i>Reading through the Australian Curriculum Hub Literacy Hub</i></p> <p><i>Numeracy Hub</i></p> <p><i>QLearn</i></p> <p><i>SOS</i></p> <p><i>SORD</i></p> <p><i>Data Wall</i></p> <p><i>Classroom Literary Resources</i></p> <p><i>Decodable Readers</i></p> <p><i>Phonics/Morphology Programs</i></p> <p><i>Tier 3 Reading Intervention Program</i></p> <p><i>SPELD-NSW resources</i></p> <p><i>DIBELS Resources</i></p>	<p>Actions: including Responsible role(s)</p> <p>Strengthen the consistent implementation of Positive Behaviour for Learning (PBL) through regular staff refreshers, data-informed decision-making and ongoing quality assurance and monitoring to ensure consistent impact across the school.</p> <p>Embed regular Positive Behaviour for Learning (PBL) lessons and maintain consistent classroom culture expectations across the school.</p> <p>Explicitly teach and model social and emotional skills, values and behaviour expectations to support student wellbeing.</p> <p>Implement coordinated case management processes for identified students through Personalised Learning planning and collaboration with the inclusion team.</p> <p>Explore and implement high-interest, extra-curricular activities and sport programs to enhance student engagement, participation and motivation.</p> <p>Evaluate and strengthen transition processes for kindergarten entry and Year 6 transition to high school.</p> <p>Plan and promote opportunities that celebrate the traditions, values and cultures of the school community, strengthening connection and belonging (assemblies, newsletters, social media, parent forums, P&C).</p>	<p>Resources</p> <p><i>PBL – Social Skill resources</i></p> <p><i>Extra-Curricular activities</i></p> <p><i>Student Wellbeing Officer</i></p> <p><i>Guidance Officer</i></p> <p><i>DOE resources (One Portal)</i></p> <p><i>Essential Skills for Classroom Management (ESCM)</i></p> <p><i>OneSchool Data</i></p> <p><i>SOS</i></p>	

End of Year Success Criteria	
Measures	Artefacts
<p>Performance:</p> <p>Short term DIBELS – 80% or higher of students requiring minimal support middle year of benchmark in oral reading fluency (ORF)</p> <p>Medium term Relative proportion of students achieving: Prep – Yr 2 English: C and above – 90% A or B – 60% Yr 3 – Yr 6 English: C and above – 95% A or B – 60%</p> <p>Long term NAPLAN: Students to achieve at or above Nation for mean scale score in all areas Strong alignment of inter-assessment agreement. (LOA & NAPLAN A's align to Exceeding)</p> <p>Behaviour</p> <p>Students can/will:</p> <ul style="list-style-type: none"> Demstrate increased automaticity and fluency in decoding and reading unfamiliar words using phonics knowledge. Apply comprehension strategies explicitly taught through the Simple View of Reading (Shared and dialogic reading). Engage in reading routines using engagement norms across subjects. Articulate learning goals and next steps to achieve a C or better in reading (A-Level Thinking is the target) <p>Teachers can/will:</p> <ul style="list-style-type: none"> Deliver explicit, systematic lessons aligned with AC:V9 and the school's reading routines. Clearly communicate learning intentions, success criteria, and engagement norms during reading lessons. Implement Structured Synthetic Phonics (SSP) lessons with fidelity to consistent instructional routines. Use DIBELS and other diagnostic data routinely to monitor student progress and adapt instruction. Update and analyse student data to identify and monitor student learning goals Develop and implement differentiated learning opportunities to ensure curriculum accessibility for all students. Teachers utilise third teaching space of the learning walk within classrooms to support student learning. Engage in ongoing professional learning around reading priorities & the Scarborough's reading rope & SVR² <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Support explicit, systematic lessons aligned with AC:V9 and the school's reading routines. Provide targeted support to ensure curriculum accessibility for all students Engage in ongoing professional learning around reading priorities & the Scarborough's reading rope & SVR <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Leadership team collaboratively working to support reading through the AC Engage and monitor all staff in the teaching and learning cycles with a focus on AC:V9 implementation. Conduct learning walks and talks to observe impact of their leadership impact with curriculum, teaching & learning in the classroom Analyse data evidence to inform lines of inquiry, including marker students. Celebrate/communicate school progress and student achievement to staff and community <p>Success Criteria:</p> <ul style="list-style-type: none"> Student achievement data shows sustained improvement, with 95% or higher of students achieving a 'C' or better in English. Teaching practice data (walkthroughs, feedback) shows consistent implementation & alignment of agreed pedagogical practices in reading. School Opinion Survey indicates increased confidence, collaboration, and ownership of the reading pedagogical practices through the AC. School-wide reading routines are embedded and observable across all classrooms. Expert Reading Team learning communities are functioning effectively, using data to plan, monitor, and refine teaching practices. Stakeholder feedback (students, parents, community) reflects confidence in the school's teaching and learning culture. 	<ul style="list-style-type: none"> Reading Improvement Implementation Plan Whole-School Data Plan DIBELS Data Sets for each year level Year-Level and Unit Plans Moderation Records and Samples Professional Learning Calendar Whole-School Phonics and Morphology Scope and Sequence Collegial engagement strategy

End of Year Success Criteria	
Measures	Artefacts
<p>Performance:</p> <p>Increase in student engagement during learning time. (Data shared regularly by PBL team)</p> <p>Reduction in behavioural incidents in key learning times. (Data shared regularly by PBL team)</p> <p>Reduction of student behavioural incidents during breaks. (Data shared regularly by PBL team)</p> <p>Personalised learning to reflect needs of students, with supporting evidence on OneSchool.</p> <p>Improvement in effort and behaviour marks, in all year levels Semester 1 & 2</p> <p>School Opinion Survey</p> <p>Improvement in parent opinion of student behaviour being well managed SOS 65.9% to 85%</p> <p>Improvement in parent in school asks for any input SOS 71.6% - 80%</p> <p>Improvement in student opinion of student behaviour being well managed SOS 71.6% to 85%</p> <p>Improvement in staff morale SOS 35.9% - 80%</p> <p>Behaviour</p> <p>Students can/will:</p> <ul style="list-style-type: none"> Be able to articulate school rules. Actively engage in school learning opportunities. Use strategies for wellbeing through engagement with social skills. Students have possibilities to participate in extra-curricular, high interest activities. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Participate in Professional development in PBL and share the use of strategies in the school community. Explicitly teach School Expectations and Rules Consistently model inclusive positive behaviour Engage in ongoing professional discussions about student engagement and behaviour Create positive learning environments Model and teach REE, social and emotional skills. Co-develop a staff & student wellbeing action plan. Plan and provide differentiated/adjusted learning opportunities for all students. <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Participate in Professional development in PBL and share the use of strategies in the school community. Support to identify students at risk. Model and support students' social and emotional skills. Provided targeted support to ensure curriculum accessibility for all students. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Model, Lead, Sustain, Drive and reinforce inclusive positive behaviour through coaching, staff meetings, walkthroughs, and feedback. Facilitate data discussions of SOS review success and areas for improvement Provide time, resources, and professional learning opportunities for all staff to deepen capability. Celebrate progress with the school community Review and refine student wellbeing framework with staff Engage with PBL coach/School GO and SWIB officer. Co-lead the development of school wellbeing action plan Provide opportunities for staff to collaborate for reasonable adjustments within the curriculum. <p>Success Criteria:</p> <ul style="list-style-type: none"> A positive, inclusive and respectful school culture is consistently demonstrated across all learning environments. Students actively engage in learning, display self-regulation and use social-emotional strategies to maintain wellbeing. Teachers and support staff use PBL and wellbeing data to identify students requiring targeted or intensive support and implement case-management processes. Staff wellbeing and morale improve, with enhanced efficacy, collegiality and engagement reflected in survey data. Student voice and participation in decision-making and high-interest programs increase, reflecting stronger belonging and motivation. 	<ul style="list-style-type: none"> Reviewed and endorsed Student Wellbeing Framework (updated and shared with staff and community). School Wellbeing Action Plan (with focus areas, timelines, and responsibilities). Wombee SS Inclusion Policy and evidence of staff consultation/updates. Transition Framework outlining Prep orientation, Year 6-7 transition, and continuity processes. Personalised learning completed with evidence for all identified students, including but not limited to NCCCO data. OneSchool Behaviour and attendance data.

- Reduction of red tape in day-to-day work, planning and processes include:
- Streamlining planning expectations by aligning unit plans directly to the Australian Curriculum and agreed school pedagogical framework, removing duplication across planners, OneSchool and other documentation requirements.
- Simplifying meeting structures to ensure agendas are focused on student outcomes, instructional practice and actions, reducing time spent on administrative updates that can be communicated electronically.
- Centralising key documents and processes in one accessible digital location to avoid multiple versions and repeated requests for the same information.
- Aligning data collection processes so that data gathered is purposeful, used for decision-making, and not collected unless it directly informs teaching, learning or student wellbeing.

Approvals

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

Principal  P&C/School Council 

School Supervisor 

