

Wamuran State School 2026 ANNUAL IMPLEMENTATION PLAN

School priority 1	Develop and embed a consistent, whole-school reading framework aligned to the principles of the Australian Curriculum and evidence-based practice	School priority 2	Strengthen a whole-school approach to wellbeing that explicitly connects to student learning and engagement outcomes.
Link to school improvement strategy:	<ul style="list-style-type: none"> Systematically consolidate practices that collaboratively engage staff in whole-school planning to embed the effective teaching of reading across all areas of the AC. <p>Establish opportunities for staff collaboration and discussion about effective, evidenced-informed teaching practices to foster a shared understanding and language of pedagogy.</p>	Link to school improvement strategy:	<ul style="list-style-type: none"> Systematically enact agreed practices and processes for supporting student behaviour to foster collective responsibility and ensure consistency across the school. Formalise a school-wide approach for supporting staff wellbeing to further enhance a positive environment for teaching and working. Strengthen staff understanding of, and capability to enact a multi-tiered system of supports (MTSS), with a particular focus on Tier 2 and 3 supports, to enhance all students' engagement in learning. Strengthen teachers' capability in using data to identify next steps for learning and inform targeted support and tailored supports in their classrooms.
Strategy/ies	<p>Establish Whole-School Structures for Collaborative Planning and moderation cycle in fortnightly learning teams.</p> <p>Build Staff Capability through Targeted Professional Learning – staff meeting, twilights, watching others work, PFDs.</p> <p>Develop a Consistent Whole-School Approach to Teaching Reading with a focus on Vocabulary, Fluency and Shared and Dialogic Reading.</p> <p>Embed Explicit instruction routines to teach reading Develop routines to engage with rich text, including modelled, shared, dialogic.</p> <p>Track students' progress in word reading, spelling accuracy and language comprehension, using consistent approach to MTSS for Literacy.</p> <p>Establish and enact a whole-school reading assessment schedule.</p>	Strategy/ies	<p>Establish a whole school pedagogical approach to the consistent use of Engagement Norms to promote and strengthen classroom engagement.</p> <p>Strengthen Tier 1 support PBL.</p> <p>Establish and refine a consistent approach to supporting trauma-impacted children.</p> <p>Collaboratively build and establish and monitor a Wam Way Wellbeing Framework.</p>
Actions:	Resources	Actions:	Resources
<p>1. The Why: Establishing Purpose and Consistency</p> <ul style="list-style-type: none"> Build a shared, explicit understanding of roles and responsibilities (R&Rs) in the teaching and learning of Reading for all staff. Review, Consolidate and embed explicit instruction in structured synthetic <i>phonics</i> and <i>vocabulary</i> teaching across the school. Ensure all teachers understand the components of reading and Simple View of Reading (phonics, vocabulary, fluency, comprehension) and how these translate into daily instruction. <p>2. Establish Schedule: Learning Teams & Data Collection</p> <ul style="list-style-type: none"> Formalise a fortnightly PLC schedule led by the HOD-C and SLT focusing on: <ul style="list-style-type: none"> Planning and enacting reading instruction Analysing student data (CASW) Building Learning Walls Moderation and shared practice Align planning cycles to assessment and data collection points (DIBELS, PLD, Year 1 Phonics Check) to ensure timely instructional adjustments. Explore Tier 2 and Tier 3 Literacy screeners. Use data to track student growth and identify students needing intervention or extension. (MTSS). Leaders continue to engage with the Critical Friends Network for external reflection, feedback and shared resources. <p>3. Consolidate Explicit Instruction in Literacy</p> <ul style="list-style-type: none"> Collaboratively build the Wam Way for Reading, defining consistent elements of a Literacy Lesson: Review Teach Practice Apply. Provide professional learning on explicit instruction and routines, supported by: HOD-C instructional coaching and collegial observations. Develop whole-school planning templates to articulate expectations for explicit teaching of reading skills. Strengthen the Reading Leadership Team, oversee implementation, monitor progress, review priorities. <p>4. Capability Building in Shared/Dialogic Reading Using Rich Texts</p> <ul style="list-style-type: none"> Provide targeted PL on: Dialogic Reading and using rich texts for oral language, vocabulary and comprehension development. Conduct formal observations and feedback cycles focused on dialogic reading routines. Engage in external moderation to ensure consistency and rigour across the school. Continue adding to the Wam Way for Reading to include clear elements of shared/dialogic reading routines. <p>5. Connecting Reading Comprehension Across Learning Areas</p> <ul style="list-style-type: none"> Build staff capacity to connect comprehension strategies to all KLAs. Embed reading across the curriculum in moderation cycles. Focus on Tier 2 vocabulary and disciplinary language demands across learning areas. Use data to guide Tier 2 differentiation—ensuring adjustments occur for students at all achievement levels. <p>6. Systems for Ongoing Monitoring & Feedback</p> <ul style="list-style-type: none"> Implement a thorough induction of and professional learning for new staff in the use of PLD to deliver SSP. Implement a schedule of formal observations and feedback cycles (focus: explicit instruction & dialogic reading). Maintain consistent use of data to inform next steps and MTSS. Ensure regular review and refinement of the Reading improvement focus. 	<p>WSS Teaching and Learning Handbook – The Wam way playbook</p> <p>WSS Data Plan</p> <p>Reading through the Australian Curriculum Portal Reading Masterclass Signposts for School</p> <p>K-12 Framework</p> <p>Curriculum Gateway</p> <p>ACARA</p> <p>Teaching and Learning Hub</p> <p>Digital Learning Hub</p> <p>WSS Collegial Engagement Framework</p> <p>Power Bi/SORD</p> <p>PLD/Dibels</p>	<p>1. Establish a whole-school pedagogical approach to the consistent use of Engagement Norms to promote and strengthen classroom engagement</p> <ul style="list-style-type: none"> Co-design Engagement Norms with staff using evidence-based practices (e.g., cooperative learning, explicit instruction). Provide targeted professional learning on the use of Engagement Norms, including modelling, role-play, and classroom implementation strategies. Implement regular instructional coaching and peer observations to support consistent practice. Use Learning team meetings to review impact data, share strategies, and refine expectations. Communicate the Engagement Norms to students and families, incorporating them into assemblies, newsletters, and classroom displays. Monitor implementation through agreed data sources, such as learning walks, observations and student voice surveys. <p>2. Strengthen Tier 1 PBL (Positive Behaviour for Learning) Support</p> <ul style="list-style-type: none"> Provide ongoing staff training on Tier 1 PBL strategies, including active supervision, precorrection, and behaviour-specific praise. Collect and analyse PBL behaviour data weekly to identify trends and adjust support. Ensure consistent responses to classroom behaviours through a schoolwide flowchart and clear definitions. Engage student voice groups to co-design improvements to PBL expectations and acknowledgement systems. <p>3. Establish and refine a consistent approach to supporting trauma-impacted children</p> <ul style="list-style-type: none"> Build on a shared understanding of trauma-informed practice through whole-staff professional learning (Berry Street, trauma-informed training). Create a schoolwide Trauma-Informed Practice Framework with key principles, strategies, and expectations. Develop individualised support plans for identified trauma-impacted students using a multidisciplinary team (leadership, wellbeing, teachers, external agencies). Provide coaching and modelling for staff on de-escalation, co-regulation, and relational practices. Monitor progress and wellbeing indicators, adjusting supports in collaboration with teachers and wellbeing staff. <p>4. Collaboratively build and establish a Wam Way Wellbeing Framework</p> <ul style="list-style-type: none"> Facilitate a co-design process with staff, students, parents, and community partners to define the core elements of the Wam Way. Create a Wellbeing Framework document outlining vision, values, practices, and responsibilities aligned with PBL, trauma-informed practice. Develop clear wellbeing protocols, including referral pathways, early intervention processes, and communication structures. Evaluate wellbeing outcomes each term, using attendance, engagement, behaviour, and student voice data to refine the framework. 	<p>Student Code of Conduct</p> <p>Multi-Tiered Systems of Support (MTSS)</p> <p>Positive Behaviour for Learning (PBL)</p> <p>WSS Data Plan</p> <p>WSS Collegial Engagement Framework</p> <p>Trauma-Informed research and Professional Development</p> <p>Berry Street Education Model</p>

End of Year Success Criteria

End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> • <i>Relative proportion of students achieving in English and Mathematics:</i> <ul style="list-style-type: none"> ○ P-2 C and above English: 90% Maths: 90% ○ P-2 A or B English: 50% Maths 50% ○ 3-6 C and above English 90% Maths 90% ○ 3-6 A or B English 50% Maths 50% • 95 % NAPLAN participation and attain alignment/agreement in Y3/Y5 NAPLAN/LOA (below 1.0) • Dibels / Year 1 phonics/ PLD indicators show growth over year, and year on year. <p>Behaviour Explicit Instruction (Review–Teach–Practice–Apply) Students will....</p> <ul style="list-style-type: none"> • Confidently recall previously taught sounds, words and reading skills during the Review phase. • Engage in clear, focused learning during the Teach phase, asking questions and participating actively. • Practise new skills with guidance and increasing independence. • Apply their reading skills in meaningful tasks across different texts and learning areas. <p>Comprehension Across Learning Areas</p> <ul style="list-style-type: none"> • Use comprehension strategies (predicting, questioning, summarising, inferring) when reading in English, Science, HASS and other subjects. • Understand and use Tier 2 vocabulary and subject-specific terms in discussions and written responses. <p>Teachers will... Explicit Instruction & Literacy Lesson Routine</p> <ul style="list-style-type: none"> • Teach reading using a consistent Review–Teach–Practice–Apply structure. • Explicitly teach phonics, vocabulary, fluency and comprehension using agreed instructional routines. • Use the Wam Way for Reading to guide planning and lesson delivery. <p>Planning & Data Use</p> <ul style="list-style-type: none"> • Plan reading lessons collaboratively in fortnightly Learning Teams. • Align planning with data cycles (DIBELS, PLD, Y1 Phonics Check). • Analyse student data to identify next steps for whole class, groups and individuals. • Adjust instruction based on evidence and contribute to Learning Walls. <p>Dialogic & Shared Reading</p> <ul style="list-style-type: none"> • Implement shared/dialogic reading routines using rich texts. • Engage students in purposeful discussion, questioning and deep thinking. • Participate in observation and feedback cycles focused on reading instruction. <p>Leaders Will... Implementation & Alignment</p> <ul style="list-style-type: none"> • Lead and monitor the implementation of the school's reading priorities. • Ensure clarity of roles and responsibilities in reading instruction across all staff. • Maintain alignment between planning cycles, assessment schedules and instructional adjustments. <p>Professional Learning & Coaching</p> <ul style="list-style-type: none"> • Provide ongoing professional learning on phonics, vocabulary, fluency, comprehension and explicit instruction. • Facilitate HOD-C and SLT instructional coaching and collegial observation cycles. • Support capability building in shared/dialogic reading. <p>Data & Monitoring</p> <ul style="list-style-type: none"> • Lead fortnightly Learning Team meetings to analyse data, plan instruction and review progress. • Ensure data is used to identify Tier 2 and Tier 3 support. <p>Leadership Structures</p> <ul style="list-style-type: none"> • Maintain and strengthen the Reading Leadership Team. • Engage with the Critical Friends Network, Regional CLC and MTSS Masterclass to support reflection, review and improvement. • Oversee the continuous development and consistency of the Wam Way for Reading. <p>Artefacts Wam Way for Reading in the teaching of reading, Learning Walls, Data Walls, Data Plan, Planning templates (3 levels)</p>	End of Year Success Criteria	Measures	<p>Performance: Increased proportion of students reporting a sense of belonging and expectations for success at school.</p> <ul style="list-style-type: none"> • Reduce the number of major classroom behaviour referrals and school disciplinary absences. • Achieve the target of 92% attendance across the school • Reduce to less than 15% school-wide, the proportion of student chronic absenteeism • 95% or more parents are satisfied that teachers at this school are interested in their child's wellbeing • 90% or more parents are satisfied that student behaviour is well managed at the school • 100% of students are satisfied that their teachers care about them • 90% or more students are satisfied that student behaviour is well managed at the school • 90% or more staff are satisfied that student behaviour is well managed at the school • Staff morale is positive and is at 85% or better <p>Behaviour Students will:</p> <ul style="list-style-type: none"> • Use agreed routines (e.g., active listening, turn-taking, collaboration) to participate fully. • Demonstrate schoolwide behaviour expectations across classrooms and shared spaces. • Access regulation tools and strategies to support emotional safety. • Build trusting relationships with adults and participate in co-regulation. • Engage in learning when they feel safe and supported. • Communicate their needs using agreed language and supports. <p>Teachers will:</p> <ul style="list-style-type: none"> • Proactively and positively engage with families to maximise improved outcomes for students • Foster unconditional positive regard within their classroom and wider school community • Explicitly teach, model, and reinforce the Engagement Norms in every lesson. • Plan lessons that embed the norms into instruction, group work, and transitions. • Participate in peer observations and coaching to strengthen implementation. • Explicitly teach PBL expectations following the whole-school teaching schedule. • Use predictable routines, calm communication, and trauma-informed practices. • Implement consistent regulation strategies (e.g., Zones of Regulation, safe spaces). • Apply de-escalation and co-regulation techniques when required. • Collaborate with wellbeing staff to create and implement support plans. • Engage in ongoing professional learning around trauma-informed practice. <p>Leaders will:</p> <ul style="list-style-type: none"> • Create and communicate a clear Engagement Norms framework aligned to school expectations. • Provide professional learning, resources, and modelling for staff. • Conduct regular learning walks to monitor consistency and provide feedback. • Share data trends with staff and celebrate improved engagement outcome • Lead PBL team meetings, behaviour data review, and decision-making. • Provide coaching, modelling, and targeted PL for Tier 1 strategies. • Develop and maintain a whole-school Wellbeing Framework. • Provide training, coaching, and modelling for trauma-informed approaches • Coordinate multidisciplinary meetings to support identified students. <p>Artefacts Wellbeing Framework, Engagement Norms built into Wam Way Playbook</p>
<p>Reduction of red tape in day-to-day work, planning and processes include: Roles and Responsibilities are collaboratively refined, including clear roles, responsibilities and accountabilities, to provide clarity for all staff in understanding Building capability – Clarifying expectations around communication between schools and parents and one school entries Curriculum knowledge – Instructional leadership (HOD-C) building capability Systems and Processes- Regularly review and seek staff voice in staff meetings and LCC Wellbeing framework collaboratively developed in 2026 Communication Create shared documents on SharePoint to capture Staff Meeting minutes.</p>					



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

Martin Leach

Principal

P&C/School Council

School Supervisor