Together we create the future

WISHART STATE SCHOOL

Annual Implementation Plan

2026

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2026 Priorities

Priority One **Educational Achievement** Deliberate, high impact pedagogical decisions in response to: • English Units v9 formative assessment. • Mathematics v9, maths modelling	**Priority Two** **<u>Student Engagement</u>** **Wellbeing, Culture and Inclusion = BELONGING for all students** Enhance student engagement through explicit <u>teaching of student engagement strategies</u> to ensure positive expectations for learning and knowing effort will lead to success.	**Explicit Improvement Agenda (EIA)** Increase the number of students achieving an A or B in subject English. **(Performance measures: A/B – 70%; A – 30%)**

Priority One <u>Embed</u> staff capabilities to **enact deliberate, high impact pedagogical practices** • **in response to English Unit formative assessment.** • **In response to maths modelling**	**Priority Two** <u>Embed</u> our whole school approach to Student Code of Conduct and 'the Five Keys to School Success" (You Can Do It) to **enhance school values of Learning, Respect, Kindness and gaining through Effort.**	**Curriculum Implementation** Review and refine implementation of the Australian Curriculum V9. English – extended implementation Mathematics - implementation Science, Technologies, HPE - familiarisation
Led by – Sector Deputies, Heads of Dept – Curriculum	Led by – Sector Deputies, Head of Dept - Inclusion	Led by – Heads of Dept – Curriculum and Inclusion, Sector Deputies.
Supported by Year-level Co-ordinators, teaching teams and Digital Learning Champions	Supported by Year-level Co-ordinators, teaching teams and Inclusion team	Supported by each year level team and Inclusion team

Educational Achievement

Priority One: Embedding staff capability to **enact deliberate, high impact pedagogical practices in response to English Unit formative assessment and mathematics modelling.**

Strategy	Led by	Actions	Evidence of Impact
Professional Learning	DPs HoD-C	Head of Dept – Curriculum and Deputy Principal to provide or facilitate coaching opportunities for teachers to improve their teaching practices based on formative assessment results and maths modelling lessons.	Observed changes in pedagogical practices. Improved student performance, engagement, and achievement.
Collaborative Learning	DPs HoDs-C	During formative assessment curriculum meetings and maths modelling planning, provide opportunities for teachers to learn from each other through sharing successful practices, experiences and resources in response to formative assessment results.	Increased collaboration among staff leading to application of evidence-based best practice pedagogies.
Diverse Assessment Techniques	HoD-I EST	EST to assist teachers on how to refine plans for teaching and learning experiences for students, how to differentiate their teaching to provide tailored support to students and adjust assessment techniques inclusive of scaffolded feedback based on formative assessment.	Evidence of use of innovative strategies, materials, technology, and assessment practices.

Additional strategies to support educational achievement.

Strategy	Led by	Actions	Evidence of Impact
Enhance the use of Digital Learning	Deputy Principal Apple Core Committee	Enhance the capability and confidence of teachers in digital teaching and learning. Sharing of practice, WOW time, Apple Core Teachers trialling suggested iPad Applications and tools including SeeSaw.	Digital innovation in teaching and learning.
Connect all teachers and students to digital learning opportunities through access to devices and technology	Deputy Principal IT Technician Business Manger	Provide iPads to teachers and students along with appropriate PD and tailored support. Provide appropriate PD on Smartboards	Teachers and students have access to devices and technology and have opportunities to engage and create

Lead and implement strategies for ICT capability and professionally empower teaching staff to continue to implement the Australian Curriculum.	Deputy Principal Apple Core Committee	Increase in teacher confidence in embedding ICT strategies into their curriculum planning through engaging applications and a communication platform (Seesaw)	Increased teacher confidence and an ability to incorporate applications to differentiate student learning, communicate with families and provide feedback to students.
Spotlight on Digital Learning during Staff Meetings and in Wishart Word	Deputy Principal	Increase in teacher confidence to try new digital learning ideas in their classroom.	Increased teacher confidence
Further embed moderation processes	Deputy Principals	Purposeful timetabling of Before, ***During***, After, After, End moderation model. Ensure consistent practices are employed by meeting facilitators. Leadership team to promote and ensure consistent moderation practices, quarantining time to be in attendance at moderation meetings in each year level P-6. Provide opportunities for teachers to 'problem-solve' and share suggestions on moderation practices. Measure and celebrate success of moderation practices through improved student data.	Correlate A-C data with performance measures and moderation practices. Monitor implementation of moderation practices. Communicate with staff the positive impact of moderation practices on student achievement outcomes.
Enhance the teaching of reading	Deputy Principal HoD-C Whole school reading team	Support the implementation of the Wishart SS *Guide to Teaching Reading* by providing PD opportunities through staff meetings, modelling lessons, Watching Others Work. Continue to work with the Reading Team to plan staff support, monitor and refine the teaching of reading across the school. Provide resources to support teaching of reading as per Wishart SS *Guide to Teaching Reading*. Focus on the teaching of comprehension strategies.	Increased teacher confidence and use of effective pedagogical practices in the teaching of reading. A – C English data Staff engagement and feedback in PD opportunities
Enhance the teaching of writing	Deputy Principal Whole school writing team	Provide PD opportunities for staff on the effective teaching of writing through staff meetings, modelling lessons, Watching Others Work.	Increased teacher confidence and use of effective pedagogical practices in the teaching of writing.

		Support the continuation of Daily Writing across the school – combining unit work, writing on demand and 7 Steps. Implement Whole School writes as per 2025 trial. Stimulus provided by the steering committee.	A – C English data Staff engagement and feedback in PD opportunities
Strengthen differentiated, focussed and intensive teaching	HoD Inclusion Engagement Support Team	Prioritise targeted tiered intensive intervention based on student data. Learning support teacher to lead tier 2 and tier 3 interventions. Teacher aides to deliver targeted tier 2 intervention (P-2) during class time, in response to student data. Learning support teacher to provide training and materials to teacher aides to ensure consistent and effective intervention practices. Continuous monitoring to evaluate the effectiveness of intervention. Learning Support Teacher to provide feedback to teachers and leadership team about progress made and suggestions for future intervention enhancements. Interventions recorded on OneSchool and families advised.	Use data to compare before and after intervention to identify change and growth. Use data to compare student results against PLD stages. Collect feedback from teachers and teacher aides to identify success or impact of the intervention. Learning Support teacher to evaluate success of intervention and identify changes required.
Develop staff capability to plan, enact and record reasonable adjustments	Deputy Principals HoD-I	Student Welfare Team - Continue to implement the marker student strategy – each class teacher to focus on a student – set goals, develop strategies and monitor progress. Report on marker student progress in year level meetings with Admin each term. Records entered into OneSchool for each student.	Use data to compare before and after intervention strategies for marker students. Seek feedback from staff on marker student strategy.

Performance Measures English

2025 Year Level	% C & above		% A/B		% A	
	Sem 2, 2025	Sem 1 & 2, measure	Sem 2, 2025	Sem 1 & 2, measure	Sem 2, 2025	Sem 1 & 2, measure
Prep	96	95	79	70	39	30
Year 1	98	95	80	70	32	30
Year 2	99	95	72	70	20	30
Year 3	94	95	70	70	22	30
Year 4	98	95	74	70	30	30
Year 5	96	95	75	70	27	30
Year 6	95	95	78	70	41	30

Performance Measures Mathematics

2025 Year Level	% C & above		% A/B		% A	
	Sem 2, 2025	Sem 1&2, measure	Sem 2, 2025	Sem 1&2, measure	Sem 2, 2024	Sem 1&2, measure
Prep	98	95	89	70	55	30
Year 1	99	95	89	70	47	30
Year 2	99	95	79	70	33	30
Year 3	96	95	86	70	44	30
Year 4	97	95	84	70	43	30
Year 5	98	95	84	70	40	30
Year 6	98	95	91	70	56	30

Student Engagement, Wellbeing, Culture and Inclusion = BELONGING for students

Priority Two: Embed whole school approach to Student Code of Conduct and 'the Five Keys to School Success" (You Can Do It) to **enhance school values of Learning, Respect, Kindness and gaining through Effort.**

Strategy	Led by	Actions	Evidence of Impact
Embed Student Code of Conduct for staff during the January SFD to ensure understanding and common language across the school.	Deputy Principal Student Code of Conduct Team.	Explain the 5 Keys – outline the focus on these across the year	Evidence of consistent approach across the school – staff, students
Implement Student Code of Conduct	Deputy Principals All staff	Implement Student Code of Conduct including common language and flowchart outlining what to do when bullying occurs. Strategic implementation of Individual Behaviour Plans and Safety Plans for identified students.	Student Code of Conduct implemented. Student Code of Conduct shared widely, discussed and actioned by staff.
Term focus on one/two of the 5 Keys	Deputy Principals	Whole school focus on one/two of the 5 Keys each term through year level assemblies, newsletter articles, in class activities and awards.	Improved student knowledge and articulation of the 5 Keys leading to practical application of strategies taught.
Induction Program	Deputy Principals HoDs-C Principal	Comprehensive and systematic program which provides support, guidance, and resources for teachers new to the profession or new to Wishart State School.	All teachers new to Wishart participate in induction meetings and complete Induction booklet.

Other strategies to support wellbeing and engagement.

Strategy	Led by	Actions	Evidence of Impact
Continue roll out of Zones of regulation	HoD-I and Inclusion Team	Explicit teaching of program - small groups and whole class modelling across all year levels.	Common language used throughout school – staff, students, carers
Reduce the number of students attending less than 85% to improve overall attendance and engagement	Sector Deputies and classroom teachers	Teachers to inform DP of continued absences of students DP to follow up on students identified to improve attendance and engagement.	Reduced number of students attending less than 85%.
Embed staff wellbeing framework	Health, Safety and Wellbeing Team, Social Club	Develop and implement staff well-being strategies. Continue to implement the following strategies – Wishart Word celebrating and acknowledging success, daily Action for Happiness messages to staff, social gatherings/celebrations	School Opinion Survey 2026 - Staff 90% or more in the 5 questions in Staff Wellbeing section.
Celebrate Diversity	All teaching staff	Host events, assemblies, and celebrations that showcase and recognise the diverse backgrounds and talents of students and staff i.e. Harmony Day, NAIDOC Week,	School Opinion survey 2026
Support services	Guidance Officer Student Welfare Officer Speech Pathologist EST Team	Student Welfare Team - Offer Guidance Officer services, student welfare services, speech therapy, occupational therapy, EST support to students who require extra support. Make sure that students and families are aware of available services.	SWT termly review School opinion survey 2026
Physical Accessibility	EST Team	Ensure that the school's physical infrastructure is accessible to students with disabilities, including ramps, lifts, newer classrooms with Sound Field systems and accessible bathrooms. Ensure these students are strategically placed in classrooms with these considerations in mind.	PLP reviews – parent collaboration and feedback.
Inclusive Classroom Practices Collaborative Teaching	Classroom teachers EST Team	Differentiate instruction to accommodate various learning styles and abilities. EST representation at TLC days & Year level meeting to monitor and model inclusive practices to classroom teachers.	Meeting attendance and participation. Positive teacher feedback.

		Promote co-teaching and collaborative planning among classroom teachers and engagement support teachers to better meet the diverse needs of students.	
Personalised Learning Plans for students	Classroom teachers EST Team	Ensure that students with disabilities and additional needs have well-structured PLPs that are regularly reviewed and updated. Involve parents, students, and relevant specialists in the PLP process.	PLP reviews – parent collaboration and feedback
Offer extra curricula & lunchtime clubs to All students	EST Team	Encourage ALL student to attend specialised Clubs based at S Block – Lego, building, gardening, chooks, Zen Den, drawing & yoga	School attendance data Student Engagement Parent feedback

Performance Measures - General

Item	2025 results	2026 measure
Attendance	93.4%	95%
Student Disciplinary Absence	18 (7 students)	15
Behaviour Follow Up	138 incidence (52 students)	100% follow up
Parent School Opinion Survey Student behaviour is well managed at this school	92%	95%
Student School Opinion Survey Student behaviour is well managed at this school	84%	90%
Staff School Opinion Survey Student behaviour is well managed at this school?	89%	95%

Curriculum Implementation

Review, refine and enact **Australian Curriculum V9**.

Strategy	Led by	Actions	Evidence of Impact
English	HoDs-C	Year level teams continue to implement Australian Curriculum V9 through a systemic and collaborative approach. Use TLC days and curriculum planning meetings to conduct professional development and calibrate understanding of teaching and learning demands for staff and students.	All team members are confident in their knowledge of V9 English and how to implement the teaching and assessment.
Mathematics	HoDs-C	Throughout 2026, TLCs will collaborate to effectively gain and share knowledge of best practice in implementing v9 mathematics curriculum. The teams will follow a clear planning template to articulate teaching and learning sequences, resources and assessment requirements.	TLCs produce planning for implementation V9 maths in 2026.

Other strategies to support curriculum implementation.

Strategy	Led by	Actions	Evidence of Impact
Moderation	DPs	Scheduled and targeted meetings with 'precision focus' on Before, During, After, After, End model of moderation facilitated by HoDs-C and supported by sector DPs.	Consistent application of Australian Curriculum across year levels. Improved quality of pedagogical practices. Improved student outcomes. Positive feedback from teachers regarding the effectiveness of moderation practices.
Data Interrogation	DPs HoDs-C Learning Support	DPs and HoDs-C facilitate data interrogation for teachers to analyse PLD Spelling, PLD Reading, Heart Word recognition and writing samples.	Positive changes in student performance resulting from adjustments made.

		Teachers will use the data to pinpoint students requiring additional support, students requiring extension, and adjustments required to the teaching and learning cycle.	Teachers use data to tailor instruction to address specific student needs. Learning gaps revealed and interventions provided. Enhanced collaboration, sharing best practices, and collective problem solving. Identification of professional learning required by teachers.

Leadership

Empower school leaders to build professional expertise across their career through high quality, targeted development opportunities.

Strategy	Led by	Actions	Evidence of Impact
Enhance school leadership, depth and capability	Principal Deputy Principals HoDs-C HoD-I BM	Align all SLT to priority areas to drive improvements Ensure clear roles and responsibilities for school leaders and teacher leaders Provide support and opportunities for teacher aspirants	Confident, capable workforce
Supporting Pre-Service Teachers	HoD-C	Assign experienced and effective teachers as mentors. Plan regular meetings with the mentor and pre-service teacher. Conduct an orientation program. Provide opportunities for the pre-service teacher to observe other teachers, encourage reflective discussion. Provide PD opportunities (e.g. inclusive education; classroom management; pedagogy; digital technology; curriculum)	Pre-service teachers and mentor teachers engage in a successful pre-service program.
Setting Professional Goals (SPG)	Principal Deputy Principals HoDs-C HoD-I BM	Structured meetings following departmental processes embedding the three phases of SPG, including a formal observation made by sector DP.	Observable changes to pedagogical practices. Improved student performance. Engagement in professional learning opportunities. Accomplishment of goals set. Positive feedback from administrators. Observation of teacher's commitment to continuous improvement.
Year Level Coordinator Role	Principal Deputy Principals	Leadership team to provide a targeted approach to develop YLCs' leadership skills including effective communication, conflict resolution, team management, and organisational skills. YLC's to meet with the leadership team each term to collaborate, share ideas and learn from each other	Development of leadership capabilities. Improved collaboration and team management. Strengthened relationships between YLC and their colleagues.