

Wilsonton State High School

2026 – 2029 School Strategic Plan

School profile

Wilsonton State High School is a thriving and inclusive educational community, proudly serving approximately 900 students from Years 7 to 12. With an ICSEA of 924, our school reflects the rich diversity of our community, with approximately 24% of our students identifying as Aboriginal and/or Torres Strait Islander, 17% from English as an Additional Language or Dialect (EALD) backgrounds, and 21% of students with a disability. We are also proud to support students from refugee backgrounds, fostering a welcoming and respectful environment for all. Guided by our motto, 'Stand Strong, Stand Proud, Stand Together,' we are committed to creating supportive and inclusive classroom environments where every student belongs and feels empowered to achieve their personal best. Our school celebrates diversity and works to ensure that all students, regardless of their background or ability, are provided with the opportunities and support they need to succeed.

Wilsonton State High School offers strong success pathways, preparing students for a range of futures, including university, vocational education, and the workforce. Our passionate and innovative staff deliver high-quality academic, vocational, cultural, and sporting opportunities, ensuring students develop the skills, confidence, and resilience to thrive in an ever-changing world. We are proud to provide a safe, supportive, and inclusive environment where diversity is celebrated, and every student is encouraged to pursue excellence. At Wilsonton State High School, we stand strong, stand proud, and stand together to create a brighter future for all.

School improvement strategies

Domain 1: Create and communicate a clear governance structure, including roles, responsibilities and accountabilities for all roles to develop a shared understanding in enacting the improvement agenda.

Domain 3: Collaboratively review and refine whole school systems and process for supporting student behaviour to provide clarity and ensure consistent enactment for all staff and students.

Domain 6: Strengthen staff knowledge and understanding of contemporary approaches for the teaching of reading through the AC to develop a whole-school approach for teaching reading.

Domain 7: Collaboratively refine the MTSS, including clear strategies, actions and processes to collectively implement and monitor supports, interventions and targeted case management approaches for the diverse needs of learners.

School priority 1: Educational achievement (Prioritising quality teaching and learning excellence)

Strategies

- ✓ Develop and implement an evidence informed whole school approach to teach reading through the AC, strengthening staff knowledge and understanding of contemporary approaches to reading.
- ✓ Prioritise ongoing professional learning about evidence informed pedagogical practices for the teaching of reading to ensure consistency across the whole school
- ✓ Collect and use student reading data to design literacy interventions
- ✓ Collaboratively develop a shared language, knowledge and understanding of the three principles of pedagogy
- ✓ Enhance teacher use of subject specific pedagogies

Measurable Outcomes

- ✓ Improved A-C, A-B Level of Achievement Results informing faculty specific data targets.
- ✓ Inter-assessment agreement between NAPLAN and Achievement Data.
- ✓ Consistency between faculty data through moderation in and with other schools
- ✓ Shared language of the teaching of reading collaborated in targeted Walkthroughs.
- ✓ Consistent application of evidence-based pedagogical practices through collegial engagement.

Performance

Students can/will: Increase participation in reading activities across all learning areas and engage in targeted reading practice.

Teachers can/will: Engage in reading PD, implement strategies, use data to inform interventions, and apply shared pedagogical principles to support learning.

Support staff can/will: Engage in reading PD, apply strategies, and assist teachers to adopt shared pedagogical approaches to enhance student learning.

Leadership team will: Provide PD on contemporary reading approaches, actively visit classrooms and provide feedback and support to teachers on pedagogical practice and reading strategy implementation, collaborate with SLT for consistency, and review data to evaluate impact.

Resourcing

- ✓ Professional development to support staff understanding of contemporary approaches to the teaching of reading
- ✓ Collegial engagement – allocation of time
- ✓ Designated meeting time to enhance improvement discussion and planning at every level

Artifact

Whole school reading plan

Three principles of pedagogy

Three levels of planning

Phases 2026 2027 2028 2029

Developing ✓

Implementing ✓ ✓

Embedding ✓ ✓

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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

