

# 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.

### Vision and values

*Stand Strong, Stand Proud, Stand Together*

**Respect | Responsibility | Resilience | Commitment**

We believe success is achieved through a balanced approach that fosters academic growth, emotional wellbeing, and active engagement built on *respect, resilience, commitment and responsibility* to empower every student to thrive in their educational journey and in life beyond school.

### Reduction of red tape in day-to-day work, planning and processes include:

- Streamlined case management processes
- Clear behaviour referral processes and requirements for OneSchool reporting
- Clear and consistent communication of expectations
- Development of whole school resources to support the approach to reading
- Clear and consistent expectations for effective parent communication

### 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

### School priority 2: Belonging and engagement (Believing in every student thriving)

#### Strategies

- ✓ Provision of tailored, flexible learning environment to support student engagement in school setting
- ✓ Implement 'Thrive' a targeted wellbeing and engagement program to all students
- ✓ Establish and communicate clear referral processes for coordinating student supports to provide consistent and targeted wellbeing and engagement support for all students
- ✓ Review and refine systems and processes for engaging EAL/D and First Nations students to enhance their access to learning to foster a sense of belonging
- ✓ Employ data-informed processes to make resourcing decisions responsive to student needs, systemic requirements and school operations
- ✓ Prioritise professional learning opportunities to build teacher capacity to use achievement data, developing their capability and enhance the design targeted supports in the classroom

#### Measures

- ✓ Increased proportion of students meeting attendance target of 90%
- ✓ Increase days of learning yearly
- ✓ Improved data in SOS/QEWS yearly
- ✓ Increased levels of positive feedback from internal wellbeing data capture processes
- ✓ Improved A-C, A-B levels in Behaviour/Effort data
- ✓ Reduction in one School behaviour referrals
- ✓ Successful Pathways for Year 10 – 12 students
- ✓ Teacher and Student engagement in Thrive wellbeing program

#### Performance

**Students can/will:** Engage in case management to enhance attendance and engagement through the Thrive program while fostering restorative skills and relationships.

**Teachers can/will:** Collaboratively review behaviour systems, use data to inform tiered supports, and refine strategies through reflection and case management.

**Support staff can/will:** Support behaviour strategies, contribute to case management, use consistent approaches, and provide feedback on engagement and behaviour.

**Leadership team can/will:** Lead professional learning, monitor data to inform decisions, establish clear MTSS processes, and ensure consistent implementation of key priorities

#### Resourcing

- ✓ Establish Engagement Room infrastructure and consistent human resources to support diverse learner needs
- ✓ Provision of professional learning opportunities

#### Artifact

Whole school wellbeing plan – Thrive program  
Engagement / attendance policy  
Support referral and case management process

### School priority 3: Professional Workforce (Promoting a culture of collaboration and professional growth)

#### Strategies

- ✓ Create and communicate a clear governance structure
- ✓ Communicate clear roles, responsibilities and accountabilities for all roles to ensure shared understanding in enacting the improvement agenda
- ✓ Collaborate to develop an agreed process for line management with a clear line of sight to roles, responsibilities and accountabilities
- ✓ Align annual Faculty Action plans to the Annual Implementation Plan (AIP) and the Strategic Plan
- ✓ Establish structured and intentional professional learning opportunities and pathways for aspiring leaders to enhance leadership density and capability
- ✓ Collaboratively develop communication protocols to ensure shared understanding of school activities, decisions and priorities

#### Measures

- ✓ Governance structure is documented, approved and shared with all stakeholders
- ✓ Meeting minutes demonstrate evidence of alignment between line management processes and the improvement agenda
- ✓ All faculties completing an annual action plan, that demonstrates a connection to priorities outlined in the Strategic Plan and Annual Implementation Plan
- ✓ Increased opportunities for staff promotional pathways
- ✓ SOS. Annual improved staff morale
- ✓ Increase in staff retention

#### Performance

**Teachers can/will:** Fulfil roles to improve outcomes, pursue professional learning, and align growth with career aspirations.

**Support staff can:** Engage in professional learning and share insights to support implementation

**Leadership team will:** Define roles aligned to the AIP, engage in line management for continuous improvement, and support staff growth through professional development.

#### Resourcing

- ✓ Head of Program Days to Collaborate intentionally and ensure clarity among the leadership team – allocation of time
- ✓ Professional development opportunities to support staff career progression
- ✓ Development of a formalised aspiring leaders' program

#### Artifact

Clear governance structure documents with roles and responsibilities for all school roles.

An agreed process documented for line management with a clear line of sight to roles, responsibilities and accountabilities

Faculty action plans to strengthen leaders in enactment of the improvement agenda

Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029
Developing	✓				Developing	✓				Developing	✓			
Implementing	✓	✓			Implementing	✓	✓			Implementing	✓			
Embedding			✓	✓	Embedding			✓	✓	Embedding		✓	✓	✓

<div>Approvals</div> <div>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</div>		
Principal	P&C/School Council	School Supervisor

