

THE WILLOWS STATE SCHOOL

2026-2029 SCHOOL STRATEGIC PLAN



School profile The Willows State School is a co-educational school, which has been proudly serving the local community since 1997, with an opening enrolment of approximately 500 students. The school has grown over the years and currently caters for 872 students in Prep to Year Six. The Willows State School offers a quality education in all learning areas, implementing Australian Curriculum V9 subjects as per the recommended DoE schedule. Specialist teachers deliver learning areas such as Music, The Arts, Health, Technologies and Physical Education. The school's extensive extra-curricular programs aim to provide a wide array of music, choral, sporting, cultural and ICT enrichment activities to support the individual interests and aspirations of students. Systematic whole school approaches to the teaching of reading, curriculum planning, and pedagogical practices are built upon evidence-based strategies. Our Inclusive Teaching and Learning and Student Wellbeing and Engagement Team support staff walk alongside classroom teachers to ensure all students achieve social, emotional and academic success in an inclusive and challenging learning environment. Our students are encouraged to be active members of the wider school community, with students assuming significant levels of responsibility and contributing student voice through school leadership programs, the Student Council and formal student leadership roles within the school.	Vision and values Our school motto is “Excellence is the Standard” and focusses on students striving to achieve their personal best. At The Willows State School, our three core values guide all aspects of school life: • Safe: Ensure that your actions and words do not cause harm to yourself or others. • Respectful: Act with integrity and uphold principles of moral and ethical conduct, ensuring consistency between your words and actions. • Responsible: Be accountable for your actions, resolve conflicts constructively and peacefully, contribute positively to society, and care for the environment.
  Educational achievement   Belonging and engagement	 
School improvement strategies • Prioritise opportunities for collaborative professional conversations about pedagogy to develop a shared understanding of, and language for, the 3 principles of pedagogy. (Domain 8) • Strengthen the whole-school approach for the teaching of reading to ensure multi-tiered systems of supports (MTSS) are evidence-informed and responsive to regular student data collections. (Domain 6) • Strengthen opportunities for parent involvement and building classroom connections, to foster a supportive and collegial culture focussed on enhancing student resilience and improving student engagement and outcomes. (Domain 3) • Refine processes for monitoring and evaluating human, financial and time resource allocations to ensure sustainability and maximise the impact on student learning, wellbeing and engagement outcomes. (Domain 4)	Reduction of red tape in day-to-day work, planning and processes include: • Introduce a “One Student One Plan” approach to student needs management in alignment with departmental refinements • Clarifying expectations around communication between schools and parents • Providing clear guidance around expectations for planning, monitoring and reporting in alignment with K-12 Framework updates • Engaging in system offered refined approaches to Highly Accomplished Teacher and Lead Teacher accreditation with the Queensland College of Teachers  Supporting red tape reduction in Queensland state schools

School priority 1:**Educational Achievement**

Enhancing systematic curriculum delivery and evidence-informed pedagogy for every student to achieve individual excellence

Strategies

- Strengthen the whole-school approach for the teaching of reading to ensure MTSS are evidence-informed and responsive to regular student data collections.
- Prioritise opportunities for collaborative professional conversations about pedagogy to develop a shared understanding of, and language for, the 3 principals of pedagogy.
- Implement curriculum planning processes that incorporate the 3 principles, considering opportunities for including digitally enabled and enhanced pedagogies.
- Strengthen moderation practices, including CASE planning and aligning Universal Design for Learning approaches and curriculum, to build teacher capability and confidence, ensuring all students can access learning at their level.
- Formalise the whole-school approach for embedding the general capabilities within unit planning to ensure students are appropriately challenged and extended throughout learning areas.
- Review whole-school processes for tracking student literacy progress, aligned with school and system priorities, to support the ongoing monitoring, evaluation and refinement of teaching and intervention strategies for literacy.
- Strengthen data analysis processes, including disaggregation of student data to inform consistent evidence-informed decision-making that enhances student learning, achievement, engagement, wellbeing and transitions.
- Develop consistent, school-wide goal-setting practices to enhance students' capability in monitoring their progress and taking ownership of their learning.

Measures**Performance**

Relative proportion of students achieving in English and Mathematics

- C and above
- A or B
- NAPLAN participation and performance
- Performance gaps are closed for diverse learners (DDA and FN)

Levels of agreement in relevant dimensions of Student, Parent and Staff School Opinion Surveys are similar to, or better than the region and state.

School priority 2:**Belonging, Engagement and Partnerships**

Foster a positive, connected, inclusive school community where every student thrives

Strategies

- Strengthen opportunities for parent involvement and building classroom connections, to foster a supportive and collegial culture focused on enhancing student resilience and improving student engagement and outcomes.
- Further review existing partnerships and seek new collaborations to broaden support for the school community and families, and student learning, wellbeing and engagement.
- Establish engaging and meaningful opportunities for parent and community contributions in planning processes to develop a flexible and contextually relevant curriculum that addresses students' learning needs, interests and backgrounds.
- Broaden opportunities for consulting and communication with all key stakeholders on improvement measures and school priorities to further enhance shared understanding, ownership and commitment.
- Broaden opportunities for staff in creating understanding and recognition of students' diverse backgrounds to enhance family engagement and cultural appreciation.
- Further refine and strengthen PBL practices and the MTSS framework to enhance student wellbeing and engagement in learning, ensuring student needs are addressed.
- Prioritise the sourcing of grants and community partnerships to further enhance school infrastructure and physical resources, including technologies which maximise student learning opportunities.

Measures**Performance**

Days of learning – Attendance / SDAs

Levels of agreement in relevant dimensions of Student, Parent and Staff School Opinion Surveys are similar to or better than the region and state.

Levels of agreement in relevant dimensions of QEW Survey are similar to or better than the state.

School priority 3:**Workforce Capability**

Empowering all staff to provide high quality teaching and support to achieve what matters for every student

Strategies

- Refine processes for monitoring and evaluating human, financial and time resource allocations to ensure sustainability and maximise the impact on student learning, wellbeing and engagement outcomes.
- Review the impact of professional learning opportunities on teaching and learning, using the Standards of Evidence, to support staff in enacting school priorities and improving student outcomes.
- Systematically enact refined walkthroughs and supervisory observations to ensure all teachers receive quality feedback that enhances their professional practice.
- Broaden opportunities for peer observation and reflection processes to foster sharing of curriculum knowledge and effective pedagogical approaches, practices and strategies.
- Formalise professional learning strategies to connect teachers with opportunities that foster aspiring leadership and career advancement.

Measures**Performance**

Relative proportion of students achieving in English and Mathematics

- C and above
- A or B
- NAPLAN participation and performance
- Performance gaps are closed for diverse learners (DDA and FN)

Levels of agreement in relevant dimensions of Student, Parent and Staff School Opinion Surveys are similar to or better than the region and state.

Behaviour
Students will feel confident and capable in taking ownership of their learning, monitoring their progress towards individual learning goals in response to feedback.

Teachers will feel confident and capable in delivering the curriculum using evidence-informed pedagogical practices that meet the needs of their unique learners.

Teacher aides will feel confident and capable in supporting students to achieve their personal best in learning.

Leadership team members will be confident and capable in modelling and guiding teaching staff to select evidence-informed pedagogical practices and effectively deliver the curriculum.

Resourcing

- Education Strategy
- TWSS Teaching and Learning Handbook
- TWSS Data Plan
- TWSS PCARP
- Reading through the Australian Curriculum Portal
- K-12 Framework
- Curriculum Gateway
- ACARA
- Teaching and Learning Hub
- Whole School Approach to Pedagogy
- TWSS Teaching and Learning Handbook
- Digital Learning Hub

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

Behaviour
Students will feel confident, resilient and supported to thrive across all aspects of their school life.

School staff and leadership team members will effectively partner with the school community to create a positive culture that promotes a sense of belonging, wellbeing and safety to support student engagement in learning.

Resourcing

- Education Strategy
- TWSS Teaching and Learning Handbook
- TWSS Data Plan
- TWSS PCARP
- Parent and Community Engagement Framework
- Student Code of Conduct
- Multi-Tiered Systems of Support (MTSS)
- Positive Behaviour for Learning (PBL)
- Classroom Management Hub
- RESPECT Curriculum

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

Behaviour
School staff will confidently self-reflect on professional practice and its impact on students to drive engagement in professional learning tailored to their career stage, interests, aspirations and roles.

Leadership team members will feel confident and capable in monitoring workforce capability and building professional expertise to maximise the impact on student learning, wellbeing and engagement outcomes.

Resourcing

- Education Strategy
- TWSS Teaching and Learning Handbook
- TWSS Data Plan
- Student Learning and Wellbeing Framework
- TWSS Capability Development Framework
- Setting Professional Goals Process
- Annual Performance Development Plan Process
- Standards of Evidence
- Education Futures Institute

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

Approvals

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

Michelle Donn
Principal

Belinda Barattucci
President Parents & Citizens Association

Tim Farrell
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