



The Willows State School Annual Implementation Plan 2026

Our commitment: Excellence is the Standard

Educational achievement Belonging and engagement



Key Strategies and Actions <i>Starting Strong and Building on Foundations</i>	Measures (2026 School Data Plan aligned) (Refer appendix)	2026 Quantitative Targets	2026 Qualitative Targets (Behavioural change aspired to)	Responsible Officers	Resources
<p>2026-2029 School Strategic Plan Priority #1: Educational Achievement <i>Enhancing systematic curriculum delivery and evidence-informed pedagogy for every student to achieve individual excellence</i></p> <p>Key Improvement Strategy: Prioritise opportunities for collaborative professional conversations about pedagogy to develop a shared understanding of, and language for, the 3 principles of pedagogy. (Domain 8)</p> <p>2026 Actions to progress this key improvement strategy:</p> <ul style="list-style-type: none"> Build staff pedagogical understanding and capability, including the appropriate use of digital tools, resources and environments, through allocated PP4L professional learning time, collaborative sharing of practice, coaching and mentoring Refine instructional leadership processes in Student Work At Table (SWAT) to ensure greater focus and clarity around effective differentiated pedagogical practices to maximise student engagement and outcomes Engage in Australian Curriculum V9 Science and V9 HPE familiarisation in preparation for 2027 implementation 	<p>No student falls behind</p> <p>% A-C English P-6 % A+B English P-6</p> <p>% A-C Maths P-6 % A+B Maths P-6</p>	<p>Improved % A-C English and Maths P-6 (All)</p> <p>Improved % A+B English and Maths P-6 (All)</p> <p>Whole School P-6 Targets: English A-C: 82% A: 21% A+B: 46%</p> <p>Whole School P-6 Targets: Maths: A-C: 88% A: 28% A+B: 59%</p>	<p><i>Students will exhibit enhanced learning outcomes through engagement with effectively targeted pedagogies and appropriately differentiated instructional strategies.</i></p> <p><i>Teachers will feel confident and capable in making pedagogical choices that respond to student evidence of learning.</i></p> <p><i>Leaders will be confident and capable in coaching and mentoring staff in effective pedagogical choices through active engagement in all stages of the moderation cycle.</i></p>	<p>Principal Deputy Principals HOD-C HoSES STL&Ns Inclusion teachers Teaching staff Teacher aides</p>	<p>TWSS Teaching and Learning Handbook Whole School Approach to Pedagogy Digital Learning Hub TWSS PCARP Teaching and Learning Hub Curriculum Gateway ACARA</p>
<p>2026-2029 School Strategic Plan Priority #1: Educational Achievement <i>Enhancing systematic curriculum delivery and evidence-informed pedagogy for every student to achieve individual excellence</i></p> <p>Key Improvement Strategy: 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)</p> <p>2026 Actions to progress this key improvement strategy:</p> <ul style="list-style-type: none"> Build staff capability in Reading Engagement Norms through focussed professional learning, coaching and mentoring Review instructional routines for shared and dialogic reading, vocabulary and spelling/phonics Review and refine MTSS in reading, particularly Tier 1, to strengthen the whole school approach Enhance NAPLAN participation and performance through engagement with system and school resources (focus on reading) 	<p>NAPLAN/English LOA Inter-assessment agreement</p> <p>% A-C English P-6 % A+B English P-6</p> <p>% P-2 students achieving school SPARKLE reading benchmarks</p> <p>% Year 1 students achieving satisfactory achievement in Year 1 Phonics Check</p>	<p>Improved % A+B standard English P-6 (All)</p> <p>Whole School P-6 Targets: English A-C: 82% A: 21% A+B: 46%</p> <p>Improved % students P-2 achieving school SPARKLE reading benchmarks</p> <p>Improved % Year 1 students achieving satisfactory achievement in Year 1 Phonics Check</p>	<p><i>Students will feel confident and capable to read and comprehend texts across the curriculum, enhancing their learning, life outcomes and wellbeing.</i></p> <p><i>Teachers will feel confident and capable in identifying and catering to the reading development needs of all students through capability development in effective reading instruction.</i></p> <p><i>Leaders will be confident and capable of developing and promoting an evidence-based system-wide shared understanding of the effective teaching of reading.</i></p>	<p>Principal Deputy Principals HOD-C HoSES STL&Ns Inclusion teachers Teaching staff Teacher aides</p>	<p>TWSS Teaching and Learning Handbook Reading through the Australian Curriculum Portal DoE NAPLAN Readiness Site QCAA Education Futures Institute</p>
<p>2026-2029 School Strategic Plan Priority #2: Belonging, Engagement and Partnerships <i>Foster a positive, connected, inclusive school community where every student thrives</i></p> <p>Key Improvement Strategy: 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)</p> <p>2026 Actions to progress this key improvement strategy:</p> <ul style="list-style-type: none"> Extend opportunities for parents and community members to contribute voice to the design and implementation of whole-of-school events/initiatives Engage in an inquiry cycle <i>scan and assess</i> of evidence-based resources/programs to determine best practice for strengthening student resilience through the existing PBL framework 	<p>Parent School Opinion Survey % Strong sense of community % This school takes parents' opinions seriously</p> <p>Staff School Opinion Survey % Parents encouraged to be active partners in educating their child</p> <p>Student School Opinion Survey % My teachers are interested in my wellbeing</p> <p>QEW Survey Data Student Attendance %</p>	<p>Improved %</p> <p>Parent School Opinion Survey Strong sense of community This school takes parents' opinions seriously</p> <p>Staff School Opinion Survey Parents encouraged to be active partners in educating their child</p> <p>Student School Opinion Survey My teachers are interested in my wellbeing</p> <p>QEW – Year 5/6 Data Student Attendance 91%+</p>	<p><i>Students will exhibit enhanced engagement and wellbeing through a focus on improving student resilience through the PBL framework.</i></p> <p><i>Teachers will feel confident and capable in assisting students to develop their resilience through PBL framework key foci.</i></p> <p><i>Parents will demonstrate knowledge of opportunities for involvement in classroom activities and whole-of-school initiatives to build home-school connectiveness.</i></p> <p><i>Leaders will be capable in leading a focus on enhancing student resilience through exploring evidence-based resources for best practice in this area.</i></p>	<p>Principal Deputy Principals HOD-SS SWAE Team P&C HoSES Inclusion Teachers Teacher Aides HoD-C STL&Ns</p>	<p>P&C Parent Community Engagement Framework Student Learning and Wellbeing Framework Positive Behaviour for Learning (PBL) Classroom Management Hub QEW</p>
<p>Red Tape Reduction Strategies:</p> <ul style="list-style-type: none"> Formalise parent communication processes in alignment with system initiatives Review MTSS data collection and analysis processes to ensure they continue to be efficient and effective in enhancing student engagement and outcomes through targeted resourcing Provide clear guidance around expectations for planning, monitoring and reporting in alignment with K-12 Framework updates 					

Certification: This plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements for 2026.

Principal, Michelle Donn

P & C President, Belinda Barattucci

NQR School Supervisor, Timothy Farrell