The Willows State School Annual Implementation Plan 2024

Our commitment: Excellence is the Standard

Educational achievement | Wellbeing and engagement | Culture and inclusion

Key Strategies and Actions *Starting Strong and Building on Foundations*	Measures (2024 School Data Plan aligned) (Refer appendix)	2023 Baseline Data	2024 Targets	Monitoring T1	T2	T3	T4	Responsible Officers	Resources	Planned Educator Learning
School Priority #1: Improve English LOA data outcomes for P-6 students **KEY SSP LINKS:** Teaching Strategies 2, 3, 5, 7; Performance Strategies 1, 2, 3 ***Strategies:*** • Refine and monitor the systematic approach to the teaching of synthetic phonics and reading P-3 in alignment with the DoE Reading Position Statement • Target human and physical resources to appropriately intervene and respond to student needs in reading P-6 • Enhance staff instructional leadership through focussed ongoing monitoring of student English output and indicative data to inform pedagogical changes and feedback to students (Student Work at Table - SWaT) • Continue to rigorously engage in all phases of the moderation cycle in English • Engage in regional cluster Collaborative Learning Community (CLC) inquiry cycle and inter-school moderation, focussed on improving A/B LOA in English in Years 3-6 • Engage in Australian Curriculum Version 9 familiarisation in English in preparation for implementation in 2025 in alignment with the P-12 Framework • Conduct instructional walks and talks regularly using the 5Q4S and the class English learning wall to engage with students about their learning progress in English • Celebrate student English achievements and progress with parents and community through school newsletters, Three Way Conversations and showcase events	No student falls behind % A-C English P-6 % A standard English P-6 % A+B standard English P-6 * Focus on First Nations Learners % P-2 students achieving school SPARKLE reading benchmarks % Year 3-6 students achieving school PROBE reading benchmarks	92% English A-C P-6 (All); 81% (First Nations) 26% English A standard P-6 (All); 11% (First Nations) 60% English A+B standard P-6 (All); 43% (First Nations)	Improved % A-C English P-6 (All) and (First Nations) Improved % A standard English P-6 (All) and (First Nations) Improved % A+B standard English P-6 (All) and (First Nations) **Whole School P-6 Targets:** English A-C: 94% A: 27% A+B: 62% Improved % students P-2 achieving school SPARKLE reading benchmarks Improved % students Year 3-6 achieving school PROBE reading benchmarks					Principal Deputy Principals HOD-C HoSES STL&Ns Inclusion teachers Teaching staff Teacher aides	CC201300 Early Phase of Learning CC2070 I4S CC2025 Indigenous Education Program CC2011 Curriculum CC2044 Professional Development	DoE Reading modules Reading Position Paper Reading Implementation Guide Reading and Writing Centre Reading Structures (including EDI and extended code) PROBE Age-appropriate pedagogies 2024 Teaching and Learning Handbook SWAT Process Moderation Cycle P-12 Framework AC V9 Familiarisation – English Culturally responsive pedagogies
School Priority #2: Improve Mathematics LOA data outcomes for P-6 students **KEY SSP LINKS:** Teaching Strategies 1,2, 3, 5; Performance Strategies 2, 3; Inclusion Strategies 1 ***Strategies:*** • Implement and embed v9 Mathematics through effective pedagogical choices to meet the needs of diverse learners • Prepare for effective teaching and learning through three levels of planning in alignment with the revised P-12 Framework, with a specific focus on unit planning • Further enhance staff capabilities in effectively using a range of pedagogical approaches, encompassing UDL practices in response to diverse learning needs • Strengthen Mathematics moderation practices, using intentional collaboration to devise steps to drive improvement in Mathematics LOA data for all students • Develop feedback practices to enhance student reflective skills to inform next steps in teaching and learning	No student falls behind % A-C Maths P-6 % A standard Maths P-6 % A+B standard Maths P-6 * Focus on First Nations Learners	91% Maths A-C P-6 (All); 83% (First Nations) 27% Maths A standard P-6 (All); 11% (First Nations) 65% Maths A+B standard P-6 (All); 52% (First Nations)	Improved % A-C Maths P-6 (All) and (First Nations) Improved % A standard Maths P-6 (All) and (First Nations) Improved % A+B standard Maths P-6 (All) and (First Nations) **Whole School P-6 Targets:** Maths: A-C: 94% A: 27% A+B: 62%+					Principal Deputy Principals HOD-C HoSES STL&Ns Inclusion teachers Teaching staff Teacher aides	CC2070 I4S CC2025 Indigenous Education Program CC2011 Curriculum CC206400 Technology CC2044 Professional Development CC2059 Special Education	Age-appropriate pedagogies Universal Design for Learning (UDL) 2024 Teaching and Learning Handbook Moderation Cycle P-12 Framework AC V9 Maths Embedding Aboriginal and Torres Strait Islander Perspectives
School Priority #3: Improve wellbeing and engagement to establish a strong foundation for learning outcomes **KEY SSP LINKS:** Teaching Strategies 4, 6; Wellbeing Strategies 1, 2; Partners Strategies 1, 3 ***Strategies:*** • Embed Respectful Relationships Education (RRE) to promote healthy, safe and respectful relationships amongst the school community • Refine Student Learning and Wellbeing Framework implementation to create a sense of belonging, a positive environment for teaching and learning and maximise learning days • Continue to build a collective understanding of authentic wellbeing practices to support the health, safety and wellbeing of staff • Seek and implement parent, student, staff and community voice to contribute to the school's approach to teaching and learning • Develop and enact positive and confident transitions into school, throughout and out of school. • Continue to enhance the capability and confidence of teachers in embedding digital learning across learning areas to further enable a culture of collaboration and innovation.	**Parent School Opinion Survey** % Strong sense of community % This school takes parents' opinions seriously **Staff School Opinion Survey** % Parents encouraged to be active partners in educating their child **Student School Opinion Survey** % My school takes students' opinions seriously # School Disciplinary Absences Attendance %	**Parent School Opinion Survey** 93.9% Strong sense of community 84.5% This school takes parents' opinions seriously **Staff School Opinion Survey** 98.5% Parents encouraged to be active partners in educating their child **Student School Opinion Survey** 77.1% My school takes students' opinions seriously School Disciplinary Absences:78 Whole School Attendance 90.1%	Improved % **Parent School Opinion Survey** Strong sense of community This school takes parents' opinions seriously **Staff School Opinion Survey** Parents encouraged to be active partners in educating their child **Student School Opinion Survey** My school takes students' opinions seriously Decreased # School Disciplinary Absences Increased Whole School Attendance 91%+					Principal Deputy Principals HOD-SS SWAE Team Student Council P&C HoSES Inclusion Teachers Teacher Aides HoD-C STL&Ns	CC2044 Professional Development CC2054 Student Services CC200400 Behaviour Support CC206400 Technology	Student Leadership Development Parent and Community Engagement Framework (PaCE) QLearn Tier 2 PBL Respectful Relationships Education (RRE) Student Learning and Wellbeing Framework (SLaWF)

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 2024.

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Principal, Michelle Donn

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P & C President, Sonya Rogers

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NQR School Supervisor, Timothy Farrell