

The Willows State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students’ learning and wellbeing. This evaluation is then validated by Reviews and School Improvement (RSI) through community consultation.







Acknowledgement of Country

We respectfully acknowledge the Traditional Owners of this land, the Wulgurukaba and Bindal people. We show our respect to the Elders, past, present and emerging. We also show respect to and acknowledge all Torres Strait Islander people of Australia.

About the school

Education region	North Queensland Region
Year levels	Prep to Year 6
Enrolment	873
Aboriginal students and Torres Strait Islander students	18.9 %
Students with disability	23.9%
Index of Community Socio-Educational Advantage (ICSEA) value	957

About the review

 4 reviewers from 12 to 13 August 2025	 97 school staff	 129 students
 21 parents and carers	 7 community members	 73 interviews

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and RSI validation.

Domain 8: Implementing effective pedagogical practices
Prioritise opportunities for collaborative professional conversations about pedagogy to develop a shared understanding of, and language for, the 3 principles of pedagogy.

Domain 6: Leading systematic curriculum implementation
Strengthen the whole-school approach for the teaching of reading to ensure multi-tiered system of supports are evidence-informed and responsive to regular student data collections.

Domain 3: Promoting a culture of learning
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.

Domain 4: Targeting school resources
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.

Key affirmations



Leaders emphasise that prioritising strategic improvement, including planning and refining school-wide systems and processes, fosters an effective, efficient, and continuously improving organisational environment.

Staff highlight the strategic and collaborative approach of leaders in developing and implementing school improvement plans. Leaders detail planned cycles of review, evaluation and refinement for systems, processes and initiatives. Staff express a clear understanding of a range of school systems and processes, including case management and the implementation of Positive Behaviour for Learning (PBL) processes. They highlight how leaders undertake the ongoing refinement of processes in response to staff feedback, noting how this contributes to the efficient running of the school.



Staff praise the high levels of trust and support leaders invest, which promotes a strong collegial culture focused on continuous improvement.

Staff value the unrelenting focus on enhancing student outcomes, founded on the belief that every student is capable of successful learning when provided with tailored support. Leaders, teachers and parents highlight the range of assistance available to remove barriers to learning, increase engagement and support wellbeing. Staff appreciate the priority leaders place on transparency, regular communication and building positive relationships. They affirm the role that the Wellbeing Committee plays in capturing and responding to staff feedback, which contributes positively to staff morale.



Leaders and staff appreciate the collaborative processes that enable them to maintain high expectations for improving the learning, wellbeing and engagement outcomes of all students.

Leaders and staff value their collective commitment to working collaboratively to support student success. Staff praise the willingness of leaders to consult, collaborate and accept feedback on all aspects of school life to ensure that quality teaching and learning remains a focus. They describe the collaborative processes to develop, monitor and review school priorities and emphasise that leaders seek, listen to and consider their opinion. Teacher aides appreciate the opportunity to contribute to many aspects of the school’s operations. Students highlight the opportunities and structures which allow them to share their voice with leaders. The Parents and Citizens’ Association values the opportunity to contribute to and support initiatives which benefit students and their families.



Staff highlight their shared commitment to embedding an inclusive learning culture, ensuring all students receive appropriate support to fully and actively engage in learning.

Staff describe analysing multiple student data sources to develop tailored supports and targeted interventions, ensuring each student receives appropriate adjustments to access and fully engage in learning. Teachers value the Student Support Services Team referral process as an essential pathway for accessing targeted support. They describe clearly defined roles and responsibilities, which all staff understand. They explain how this process informs their collaborative implementation of structured supports, enabling students to access the learning environment. Staff appreciate the importance of tracking student adjustments and maintaining Personalised Learning Records to inform the effective monitoring of student progress.



Staff value the professional learning opportunities that enable them to embed innovative digital technologies, fostering engaging and future-focused learning environments for students.

Staff articulate they are committed to professional growth and embrace coaching opportunities and expert guidance to enhance their digital capabilities. They describe collaborative and reflective coaching options that enable a strong sense of staff agency, with staff actively taking ownership of their professional learning. Staff affirm they effectively utilise Department of Education technology applications and solutions, including QLearn, ensuring best practice, aligned with system priorities. Teachers appreciate learning innovative approaches to embedding digital opportunities, cultivating dynamic and future-focused learning environments that inspire and engage students. Leaders and staff praise the transformative impact of these initiatives on teaching and learning.



Staff describe how a purposeful approach to capability development fosters a culture of continuous professional growth and supports the achievement of school improvement goals.

Staff affirm that a multi-tiered approach to professional learning is aligned with regional and school improvement priorities and individual staff development needs. Teachers emphasise how collaborative ‘Student Work at the Table’ meetings collaboratively build their capability through collegial conversations, sharing of practice and intentional reflective practices. Leaders prioritise a range of processes, including coaching and observation and feedback processes, which assist in identifying focus areas for ongoing professional development across the school. Staff value the authentic approach to developing personal professional development plans tailored to their career stage, interests and role.