


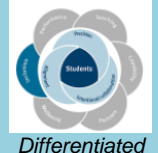
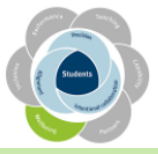





The Willows State School Strategic Plan 2022-2025

Excellence is the standard



DoE Strategic Plan 2021-2025 ESS State Schools Improvement Strategy 2021-2025 NSIT Domains		Key Improvement Strategies			Success Indicators	Evidence Sources & Guiding Frameworks
		Alignment	Precision	Intentional collaboration		
A great start for all children	Teaching  <i>Systematic curriculum delivery</i> <i>Effective pedagogical practices</i>	<p>Collaboratively review the school's agreed pedagogical approaches for effective teaching and learning and provide ongoing professional learning opportunities and experiences to strengthen teaching practice in a local context</p> <p>Collaboratively develop a shared understanding of all learning areas within the Australian Curriculum, including the general capabilities and cross-curriculum priorities and how they can be used to develop challenging and engaging learning opportunities for all students</p> <p>Continuously review and monitor school teaching and learning processes to ensure they are in alignment with the requirements of the P-12 Curriculum, Assessment and Reporting Framework</p> <p>Embed the effective use of ICTs, STEM and BYOx programs within the curriculum to value-add to student learning and engagement</p> <p>Further develop genuine inter-school partnerships to strengthen pedagogical processes and quality assure assessment and moderation practices</p> <p>Engage all learners with high expectations and a culture that promotes learning by embedding and extending Positive Behaviour for Learning systems</p> <p>Sustain a focus on enhancing the development of reading and writing skills across the curriculum</p>	<p>≥95% of students achieve A-C in English, Mathematics and Science</p> <p>≥ 25% of students achieve A standard in English, Mathematics and Science</p> <p>≥ 90% of students achieve reading benchmarks</p> <p>% of Year 3 and 5 students meeting NMS in NAPLAN strands is similar to/exceeds the nation</p> <p>% of Year 3 and 5 students in U2B in NAPLAN strands is similar to/ exceeds the nation</p> <p>Levels of Agreement in relevant dimensions of Student, Parent and Staff School Opinion Surveys are similar to or better than the state</p> <p>5Q4 Feedback</p>	<p>OneSchool Records (LOA, NAPLAN, Reading, Attendance, Early Start, Behaviour)</p> <p>P-12 CARF</p> <p>Assessment and Moderation Hub</p> <p>Schools of the Future</p> <p>Age-appropriate pedagogies</p> <p>SORD</p> <p>School Opinion Survey</p>		
	Capability  <i>An expert teaching team</i>	<p>Develop leadership and capability at every level to build a collegial culture of leading, learning and growing together by strengthening professional learning opportunities that draw on expertise within and beyond the school</p> <p>Provide differentiated school professional learning pathways for teaching and non-teaching staff which are responsive to individuals' career stages, aligned to annual performance development plans and focused on school priorities</p> <p>Further embed a school-wide capability building framework that systemises induction, coaching, mentoring, walkthroughs and observations to ensure the provision of quality feedback and rigour in monitoring the effectiveness of the EIA</p> <p>Enhance opportunities for student leadership development</p>	<p>100% of teaching and non-teaching staff engage in a school professional learning program</p> <p>100% of teachers engage in collaborative inter-school professional learning opportunities</p> <p>Levels of Agreement in relevant dimensions of Staff School Opinion Survey are similar to or better than the state</p> <p>5Q4 Feedback</p>	<p>APDP</p> <p>CPD & QcoT data</p> <p>Capability Building Framework</p> <p>Professional Learning Plan</p> <p>APST</p> <p>Leadership Framework</p> <p>School Opinion Survey</p>		
Every student succeeding	Performance  <i>An explicit improvement agenda</i> <i>Analysis and discussion of data</i> <i>Targeted use of school resources</i>	<p>Embed with all key stakeholders a shared commitment to, and deep focus on, the school vision, explicit improvement agenda and aspirational targets</p> <p>Align the school explicit improvement agenda with high yield, evidence-based professional practices identified in current educational research and underpinned by the standards of evidence</p> <p>Implement collaborative cycles of review and quality assurance processes to ensure key school-wide approaches are consistent and effective in producing improvements in student learning outcomes</p> <p>Refine processes for analysis of student achievement data to strengthen and promote a data literate community who share responsibility and accountability for student achievement</p> <p>Review and align all resource allocations, particularly ICTs, to support the focus of the school's strategic direction</p>	<p>School Summary Report Indicators are blue for the following measures:</p> <ul style="list-style-type: none"> Attendance & Behaviour English, Maths, Science <p>Levels of Agreement in relevant dimensions of Student, Parent and Staff School Opinion Surveys are similar to or better than the state</p> <p>Greater correlation of triangulated LOA and NAPLAN data occurs</p> <p>Performance gaps are closed for NCCD and Indigenous students</p> <p>5Q4 Feedback</p>	<p>School AIP and I4S</p> <p>SIM</p> <p>School Budget</p> <p>School Performance Profile</p> <p>School Summary Report</p> <p>Full School Review</p> <p>School Internal Audit</p> <p>School Data Plan</p> <p>Data Literacy Framework</p> <p>School Opinion Survey</p>		
Fair and safe workplaces and communities	Inclusion  <i>Differentiated teaching and learning</i>	<p>Further strengthen a culture of inclusion, agreed whole-school inclusive practices, and collaborative planning so all teachers make the Australian Curriculum accessible for all learners</p> <p>Build the capability of all staff in implementing whole-school approaches to differentiation so all students are engaged, extended and challenged in their learning</p> <p>Value and respect school cultural diversity through strengthening community partnerships</p>	<p>Levels of Agreement in relevant dimensions of Student, Parent and Staff School Opinion Surveys are similar to or better than the state.</p> <p>5Q4 Feedback</p>	<p>Every student with disability succeeding</p> <p>Every Aboriginal and Torres Strait Islander student succeeding</p> <p>NCCD Data</p> <p>School Opinion Survey</p>		
	Wellbeing  <i>A culture that promotes learning</i>	<p>Refine school wide systems for providing support to students, using a multi-disciplinary approach to improve student learning outcomes, wellbeing and engagement</p> <p>Build a collective understanding of authentic wellbeing practices and promote local, regional and state-wide inter-agency initiatives to support the health, safety and wellbeing of all staff</p> <p>Promote staff wellbeing through the development of a staff wellbeing commitment statement and action plan</p>	<p>Levels of Agreement in relevant dimensions of Student, and Staff School Opinion Surveys are similar to or better than the state.</p> <p>5Q4 Feedback</p>	<p>PBL</p> <p>SLAW Framework</p> <p>Staff Wellbeing Plan</p> <p>Annual Safety Assessment</p> <p>HS&W ToR</p> <p>School Opinion Survey</p>		
Building Queensland communities	Partners  <i>School-community partnerships</i>	<p>Further embed high quality Early Childhood and Junior Secondary transition and orientation programs through positive collaboration with key stakeholders</p> <p>Align, embed and promote a range of co- and extra-curricular programs to support engagement of students, parents/caregivers and the broader school community in the life of the school</p> <p>Review partnerships with parents/community, external agencies and local businesses to ensure they effectively support the strategic direction of the school and the improvement of student learning and wellbeing outcomes</p> <p>Strengthen partnerships with tertiary institutions to facilitate the development and sustainability of a high quality workforce</p> <p>Celebrate student and staff excellence to promote the school within the wider educational community</p>	<p>Levels of Agreement in relevant dimensions of Student, Parent and Staff School Opinion Surveys are similar to or better than the state.</p> <p>5Q4 Feedback</p>	<p>Supporting Successful Transitions Plan</p> <p>AEDC Data</p> <p>ECEC Transition Statements</p> <p>PaCE Framework</p> <p>Cluster Collaboration Plans</p> <p>School Opinion Survey</p>		

This plan was developed in consultation with all school community stakeholders and is a statement of direction that meets school needs and systemic requirements.

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