



Woolloowin State School 2026 ANNUAL IMPROVEMENT PLAN





Educational
achievement



Belonging and
engagement

School priority 1	<p><i>Priority 1: Improving educational achievement through continuing to build an expert teaching team.</i></p> <p>Goal: Develop a highly skilled and collaborative teaching team that drives student achievement and wellbeing through systematic curriculum delivery, agile pedagogical practices and a deep understanding of how children learn</p>		School priority 2	<p><i>Priority 2: Improving belonging and engagement with teaching practices that align with how children learn, implementing our RAP actions, and our wellbeing and inclusive systems and practices</i></p> <p>Goal: Build staff cultural capability, school systems and practices in inclusion and wellbeing to ensure a connected community of learning and belonging that positively impacts student achievement.</p>	
Strategies	<ol style="list-style-type: none"> 1. Continue to build and deepen teacher knowledge and understanding of V9 English and mathematics and improve the precision and agility of pedagogical decisions utilising AERO's 'Develop a teaching and learning plan' 2. Build staff knowledge to create a shared understanding of the science of learning utilising AERO's model of Teaching and Learning. 3. Build staff knowledge and shared understandings around evidence-informed pedagogical practices for the teaching of reading (English) and the teaching of mathematics. 4. Strengthen Data Analysis, moderation, learning sprints and student case management conversations to support agile pedagogical decision making 	<i>Wisdom</i>	Strategies	<ol style="list-style-type: none"> 1. Collaboratively refine school wide processes, and practices in inclusion; to positively influence student engagement and achievement 2. Continue to develop and implement school wide systems, processes and practices aligning values, behaviour and wellbeing (TRP) 3. Further develop a range of partnerships with parents and our wider community to ensure we are fostering a 'learning focused environment' where all feel they belong. 	<p style="text-align: center;"><i>Wellbeing</i></p> <hr/> <p style="text-align: center;"><i>Wondering</i></p> <hr/> <p style="text-align: center;"><i>Wellbeing</i></p>

	<p>Mathematics and Reading</p> <ul style="list-style-type: none"> Allocate more Cohort meeting time to support teachers to co-plan and co-teach and lead school wide pedagogies: Specifically focusing on engagement norms, instructional routines and explicit instruction in reading and mathematics Continue implementation of PLD (word Reading) across the school. Deepen decodable reader use and develop precision in morphology instruction. Continue building staff knowledge around the science of learning within the contexts of reading (Reading Rope) and mathematics. Implement Numeracy screener with Year 1 cohort 	<table border="1"> <thead> <tr> <th colspan="5">Maths Semester 2 2026 Targets</th> </tr> <tr> <th>Year Level</th> <th>No. Ss</th> <th>A-C</th> <th>A-B</th> <th>A</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>72</td> <td>95%</td> <td>68%</td> <td>41%</td> </tr> <tr> <td></td> <td></td> <td>68</td> <td>49</td> <td>30</td> </tr> <tr> <td>1</td> <td>54</td> <td>97%</td> <td>69%</td> <td>42%</td> </tr> <tr> <td></td> <td></td> <td>52</td> <td>37</td> <td>23</td> </tr> <tr> <td>2</td> <td>59</td> <td>99%</td> <td>80%</td> <td>36%</td> </tr> <tr> <td></td> <td></td> <td>58</td> <td>47</td> <td>21</td> </tr> <tr> <td>3</td> <td>52</td> <td>100%</td> <td>82%</td> <td>39%</td> </tr> <tr> <td></td> <td></td> <td>52</td> <td>43</td> <td>20</td> </tr> <tr> <td>4</td> <td>56</td> <td>98%</td> <td>74%</td> <td>33%</td> </tr> <tr> <td></td> <td></td> <td>55</td> <td>41</td> <td>18</td> </tr> <tr> <td>5</td> <td>51</td> <td>99%</td> <td>88%</td> <td>45%</td> </tr> <tr> <td></td> <td></td> <td>50</td> <td>45</td> <td>23</td> </tr> <tr> <td>6</td> <td>32</td> <td>98%</td> <td>62%</td> <td>27%</td> </tr> <tr> <td></td> <td></td> <td>31</td> <td>20</td> <td>9</td> </tr> </tbody> </table>	Maths Semester 2 2026 Targets					Year Level	No. Ss	A-C	A-B	A	Prep	72	95%	68%	41%			68	49	30	1	54	97%	69%	42%			52	37	23	2	59	99%	80%	36%			58	47	21	3	52	100%	82%	39%			52	43	20	4	56	98%	74%	33%			55	41	18	5	51	99%	88%	45%			50	45	23	6	32	98%	62%	27%			31	20	9	<p>HOD-C Ped Leader Deputy Principal Teachers</p>	<p>planning per term Walk throughs WOW</p>
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<p>WELLBEING</p> <p>Belonging and engagement</p> 	<p>Inclusive Practices</p> <ul style="list-style-type: none"> Fully Implement NCCD process Differentiation recording of student information and planning in unit plans Review and redevelop Multi- Tiered Systems of Support (MTSS) in reading and mathematics Explore tracking of high achieving students to support agile pedagogical decisions Explore assessment, monitoring and diagnostic tools for reading and mathematics to support students and school wide decision making 	<ul style="list-style-type: none"> A common language evident across students and staff that demonstrates the relationship between TRP, Behaviour systems and our spark values School Opinion Survey School Behaviour is well managed -Target 80% Expectations and Rules are clear – 100% 	<p>Wellbeing Team Principal</p>																																																																																	
	<p>TRP, Behaviour and Values</p>		<p>Behaviour Specialist</p>	<p>TRP subscription</p>																																																																																

	<ul style="list-style-type: none"> Streamlining Behaviour Systems – ‘one language, one framework’ Develop MTSS in wellbeing (behaviour) with a focus on Tier 2 & 3 Supports Wellbeing Integration – Continue to refine a common language around TRP/Behaviour and Spark to provide clarity Review and redevelopment of the student code of conduct 		<p><i>TRP Champion</i></p>	<p>Program including checklist Whole school Behaviour System Artefacts</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Belonging and engagement</p> 	<p>Connecting Through and with Community</p> <ul style="list-style-type: none"> Continue to build upon our community relationships (Regis, ECEC, Feeder high schools, local businesses) Refine and expand student leadership opportunities at WSS including student council, student legacy project and student leadership roles <p>Reconciliation Action Plan (RAP)</p> <ul style="list-style-type: none"> Building all staff cultural competency through engagement with PD and within curriculum planning processes Leaders explore frameworks for embeddings Aboriginal and Torres Strait Islander perspectives within teaching and learning Strengthen visibility of histories and culture within our school through: <ul style="list-style-type: none"> Term Yarning circles/parent engagement (partnerships). engagement of First Nations Peoples in the creation of a Woolloowin art piece – Our Woolloowin Wisdom Embedding cultural symbols 	<ul style="list-style-type: none"> All sustainable practices are documented Community garden is strengthened 100% of school student leaders involved in legacy project, student council, and other opportunities Regis connection is strengthened by school visits by residents Students participate in transition opportunities and City Collective market days Reconciliation actions completed, reviewed and replanned 	<p><i>Wonderings Team Deputy Principal YR 6 Teachers Inclusion Teacher RAP Team</i></p>	<p>RESOURCES/ ARTEFACTS Reconciliation Action Plan Sustainable practice procedures</p>

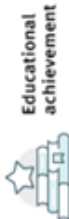

Approvals

This annual improvement plan aims to create a focused and collaborative approach to school improvement, ensuring all staff and community are in agreement with the school’s vision and strategic priorities aligned with systemic requirements.

Kelly Elliott-Maskiell
Kelly Elliott-Maskiell
Principal


Kate Isles
P&C President

Evan Willis
Evan Willis
School Supervisor

	ACTIONS	MEASURABLE OUTCOMES TERM 4	Responsible Officers	RESOURCES AND ARTEFACTS																																																																																																																																																																								
 	<p>Australian Curriculum V9 and Pedagogy</p> <ul style="list-style-type: none"> Familiarise leaders with 'Teaching for how students learn model' Refine WSS unit plans and process using AERO's planning guide with a focus on pedagogy <ul style="list-style-type: none"> Define Knowledge, chunk content, sequence instruction, plan to assess During YLM grow agile pedagogy by discussing pedagogical decisions through units of work in Maths and English (Reading) A focus on high-achievers years 3-6 through an in-class year 6 learning model Enhance consistency and accuracy of teacher judgements through school wide and cluster moderation processes and student case management. Teachers to interrogate cohort and class data each term during collaborative planning sessions <p>Science of Learning</p> <ul style="list-style-type: none"> Staff Engage in professional development to build knowledge around the Science of learning within staff meetings and YLM 	<table border="1" data-bbox="1120 247 1742 427"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">English</th> <th colspan="6">Maths</th> </tr> <tr> <th>A</th><th>A-B</th><th>A-C</th><th>A</th><th>A-B</th><th>A-C</th> <th>A</th><th>A-B</th><th>A-C</th><th>A</th><th>A-B</th><th>A-C</th> </tr> <tr> <th colspan="3">Current S2 25</th><th colspan="3">Target S2 26</th> <th colspan="3">Current S2 25</th><th colspan="3">Target S2 26</th> </tr> </thead> <tbody> <tr> <td>P-2</td><td>39%</td><td>79%</td><td>96%</td><td>41%</td><td>81%</td><td>98%</td><td>47%</td><td>84%</td><td>98%</td><td>49%</td><td>86%</td><td>99%</td> </tr> <tr> <td>3-6</td><td>23%</td><td>64%</td><td>94%</td><td>27%</td><td>70%</td><td>96%</td><td>22%</td><td>74%</td><td>95%</td><td>27%</td><td>78%</td><td>97%</td> </tr> <tr> <td>All</td><td>31%</td><td>71%</td><td>95%</td><td>34%</td><td>76%</td><td>97%</td><td>35%</td><td>79%</td><td>96%</td><td>38%</td><td>82%</td><td>98%</td> </tr> <tr> <td>FN</td><td>6%</td><td>19%</td><td>56%</td><td>10%</td><td>22%</td><td>58%</td><td>0</td><td>31%</td><td>56%</td><td>5%</td><td>32%</td><td>58%</td> </tr> <tr> <td>EALD</td><td>37%</td><td>68%</td><td>91%</td><td>38%</td><td>69%</td><td>93%</td><td>47%</td><td>75%</td><td>90%</td><td>49%</td><td>76%</td><td>92%</td> </tr> </tbody> </table> <table border="1" data-bbox="1153 518 1706 1125"> <thead> <tr> <th colspan="5">English Semester 2 2026 Targets</th> </tr> <tr> <th>Year Level</th><th>No. Ss</th><th>A-C</th><th>A-B</th><th>A</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Prep</td><td rowspan="2">72</td><td>98%</td><td>81%</td><td>41%</td> </tr> <tr> <td>71</td><td>58</td><td>30</td> </tr> <tr> <td rowspan="2">1</td><td rowspan="2">54</td><td>98%</td><td>82%</td><td>60%</td> </tr> <tr> <td>53</td><td>44</td><td>32</td> </tr> <tr> <td rowspan="2">2</td><td rowspan="2">59</td><td>96%</td><td>76%</td><td>41%</td> </tr> <tr> <td>57</td><td>45</td><td>24</td> </tr> <tr> <td rowspan="2">3</td><td rowspan="2">52</td><td>97%</td><td>77%</td><td>48%</td> </tr> <tr> <td>50</td><td>40</td><td>25</td> </tr> <tr> <td rowspan="2">4</td><td rowspan="2">56</td><td>89%</td><td>54%</td><td>21%</td> </tr> <tr> <td>50</td><td>30</td><td>12</td> </tr> <tr> <td rowspan="2">5</td><td rowspan="2">51</td><td>94%</td><td>90%</td><td>30%</td> </tr> <tr> <td>48</td><td>46</td><td>15</td> </tr> <tr> <td rowspan="2">6</td><td rowspan="2">32</td><td>100%</td><td>45%</td><td>18%</td> </tr> <tr> <td>32</td><td>14</td><td>6</td> </tr> </tbody> </table> <p>Inter-assessment agreement between NAPLAN and A-E is aligned</p>		English						Maths						A	A-B	A-C	A	A-B	A-C	A	A-B	A-C	A	A-B	A-C	Current S2 25			Target S2 26			Current S2 25			Target S2 26			P-2	39%	79%	96%	41%	81%	98%	47%	84%	98%	49%	86%	99%	3-6	23%	64%	94%	27%	70%	96%	22%	74%	95%	27%	78%	97%	All	31%	71%	95%	34%	76%	97%	35%	79%	96%	38%	82%	98%	FN	6%	19%	56%	10%	22%	58%	0	31%	56%	5%	32%	58%	EALD	37%	68%	91%	38%	69%	93%	47%	75%	90%	49%	76%	92%	English Semester 2 2026 Targets					Year Level	No. Ss	A-C	A-B	A	Prep	72	98%	81%	41%	71	58	30	1	54	98%	82%	60%	53	44	32	2	59	96%	76%	41%	57	45	24	3	52	97%	77%	48%	50	40	25	4	56	89%	54%	21%	50	30	12	5	51	94%	90%	30%	48	46	15	6	32	100%	45%	18%	32	14	6	<p>HOD-C, DP, Principal, Teachers</p>	<p>Unit plans Learning Sprints Moderation templates</p>
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