Snapshot report

Under the agreement for 2014
Innisfail State College 8 – 12 campus received $101,812

Our full 2014 agreement can be found here: www.innisfailsc@eq.edu.au

Our school strategies are showing substantial progress toward our targets

After reviewing our Great Results Guarantee agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our strategies as needed to ensure every student succeeds.

Strategies implemented include:
1. Junior Secondary leadership team, comprising Deputy Principal, and two Heads of Department – Junior Secondary, work systematically with every year 7, 8 and 9 student and their families to ensure that the transition from primary to secondary school seamlessly and with the same high expectations for goals and support for identified learning needs.
2. Students in years 8 and 9 have this year had the opportunity to participate in at-level learning in maths and English, with the establishment of Foundation, Core, Extension and Acceleration classes in these subjects.
3. Most teachers at ISC have participated in the teacher coaching program, using both internal (school) and external (district office) coaches. The teachers have also participated in extensive professional development including literacy-focused learning by Pat Hipwell’s team on CCEs and explicitly teaching the language and literacy of each subject. Further, the school’s signature high-yield pedagogy Explicit Instruction was a focus across the college, with 26 teachers attending Dr Anita Archer’s workshop on EI in the Easter school holidays (by far the greatest representation of secondary school teachers in FNQ), and several Heads of Departments also participating in Anne Bayetto’s Big 6 of Literacy workshop. All school leaders, including curriculum and student services Heads of Departments participated in the two-day QSIM MSSWD disability legislation workshops.
4. Resources were purchased (Anita Archer’s literacy vocabulary phonics program) and teacher aides were appointed and trained to deliver the program to a very small number of students who are struggling to approach national minimum standard in reading. Other teacher resources were purchased and are being used as the basis for ongoing development of targeted strategies to improve spelling, grammar and writing.