



Innisfail State College

Annual Implementation Plan

2023

DoE Strategic Plan 2020-2024	State Schools Improvement Strategy 2021-2025	Priorities	Actions	People and Resources	Performance Measures (What we will measure and achieve in a year)	Targets
Equity & Excellence INTENTIONAL COLLABORATION ALIGNMENT	PRECISION Wellbeing Partnerships Performance Capability Pedagogy Inclusion	Moderation	Continue to develop a whole school approach to pedagogy including but not limited to visible learning and learning area pedagogies, providing professional development. (EIA 2)	DP Curriculum, Curriculum HODs, teaching staff, DPs, HOIP	Visible learning a focus across all learning areas. Learning area pedagogy approaches collaboratively selected in faculties	80% C or better for all subjects 100% QCE/QCIA 80% Cert II or higher
			Continue to embed the whole school moderation cycle aligned to relevant syllabus documentation, strengthening the ISC ways of working (teaching and learning). Continue to utilise a Three Level Planning approach to curriculum planning, embedding the AC (with consideration to implementing version 9). Ensuring planning, assessment and moderation are contextualised and differentiated so that every student realises their potential.		Develop the ISC whole school approach to writing process. Moderation process implemented with checklist All planning uploaded to G drive and quality assured All staff complete APDP process (ISC template) PD for curriculum HODs and teaching staff	
			Monitor and develop staff capability to engage students through the whole school coaching and mentoring framework.		Teachers work with Curriculum HODs with effective Coaching and Mentoring techniques	5 lessons/fortnight HODs observations/walkthroughs/ coaching
			Support students to make informed and confident decisions about their educational pathways so they can engage purposefully with high quality learning opportunities through our school and external learning providers.	DP Senior Schooling, HOD Senior Schooling, HODs Curriculum, VET Coordinator, Guidance Officer, Transition Pathways Officer, Work Experience Coordinator	Continue with community partnerships Tracking of senior data and VET offerings	Term 1 2023 – all Year 13 data collected and published
			Start to review curriculum planning for the implementation of updated general, applied and essential syllabuses.			
		Effective Teaching	Targeted individual upskilling of individual HODs and teachers in planning and delivering differentiated teaching and learning Develop the capability of inclusion staff to upskill “teaching groups” on differentiation. Formalise and embed process of early intervention for students requiring Tier 2 learning support	DP Inclusion, HOIP, Inclusion team, teaching staff	Embedding of ISC policy -Tiered Support for Students at Risk Increase in impact of inclusion teachers as coaches Timetabling of planning time with inclusion teachers Development of differentiated units of work	EBS Survey 100% answer in place or partially in place to the question “Differentiated Teaching and Learning Occurs in the classrooms”
			Tier 1 - Continue to embed whole school and classroom PBL policies, routines and practices. Continue to implement of the ISC school-wide acknowledgment system Continue to build Inclusion Department to embrace diversity by a welcoming, inclusive and accessing educational setting. Develop and implement the Safe @ ISC annual campaign Tier 2 intervention formalisation – support programs, CICO, case management of students requiring intensive support through transition and mapping of the personal and social capabilities. (EIA1) Tier 3 intervention formalisation - ALP, Flexispace and off-campus facility, (EIA1)	DP PBL, DP Wellbeing, PBL team, PBL4ALL HOD Cluster / HOD Student Services / teaching staff	Behaviour data ISC Behaviour and Referral Model TFI & EBS Surveys QEW Survey, School Opinion Survey	Reduce Tier 3 major incidents from 13.5% to 10% PBL TFI implementation 80% ; évaluation 90% (T1) PBL TFI interventions 85% ; évaluation 70% (T2) Reduce the number of SDAs for physical misconduct (SORD 77) Reduce the number of students who feel unsafe @ISC below 20%
			Build capability of staff to engage students through embedding a whole school coaching and mentoring framework with a focus on the four dimensions framework for teaching (EIA 1). Continue to develop and embed with fidelity BT and ECT program Investigate and develop an Aspirant Program	HOD Curriculum Teaching Staff RO Engagement Team	Alternative Program Model Cluster transition program	
				All Leadership Teaching staff	APDP whole school processes (school to design own)	All teachers receive a minimum of four 4D observations in Semester 1 Train a further ten teachers in Level 1 coaching Whole School Sweep Term 3 – 70 teaching staff Green footprint 60% or above BT and ECT program Develop an Aspirant Program for 2024 implementation
			Continue and enhance co-teaching between mainstream and inclusion teachers	DP Inclusion, Inclusion team RO, teaching staff	Inclusive Education Policy Inclusion teacher timetables	30% reduction of students in Foundation classes (2022 – 31 students)
			Develop a whole school focus that recognises the importance of staff and student wellbeing in creating a sense of belonging and a positive environment for Teachers and Learning.	DP Inclusion, RO Engagement and Wellbeing, Student Services	EIA – wellbeing; QEW survey results School Opinion Survey (SOS)	Staff wellbeing in SOS continue to be 80% plus Staff Morale in SOS continue to be 80% plus Students belief that teachers interested in their wellbeing – 90% plus (SOS)
			Embed and refine Attendance Policy and strategies to improve college attendance.		Attendance Policy	Attendance 85% or greater
			ISC will build leadership to develop a shared commitment to fostering collaborative networks within faculties and across the school community to drive improvement in student performance. ISC will empower it's leaders by strengthening instructional leadership by developing clear leadership roles, responsibilities and accountabilities for leaders and key staff. Improving the effectiveness of leadership teams through ongoing and collaborative leadership capability development.	Executive Team Leadership team Teaching staff Regional Office Facilitators Other professional development	Meeting protocols underpin all ISC meetings APDP whole school process (ISC template) Leadership team reflection used to work effectively in teams Implement an educational performance and support model providing clarity about system priorities, contextualised expectations, roles and responsibilities.	Workload pressures 80% SOS
			Review and refine college data plan that clearly articulates the types of data and timelines for collection in conjunction with responsibilities for collection, recording and use of this data.	Principal and DP JSS	Data plan regularly reviewed	
			Staff and students work and learn in safe, inviting, stimulating well-resourced and environmentally sustainable school facilities.	Business Manager School Facility Officer Regional Office Facilities Team Business Manager Regional Finance Team Business Manager SBMAQ and Prof Development	Staff and Student satisfaction with facilities. Completion of refurbishment of K Block amenities. Completion of Flexispace within timelines. Refurbishment of off campus site at Innisfail Primary School. Budget approved and adjusted where needed to meet needs. PDP initial meetings by End Term 1 Follow up PDP meetings Term	
			Staff and students benefit from the college's strong financial position and innovative, responsive and flexible resourcing.			
			Staff and students are supported by well-resourced and professional staff who provide responsive and high-quality services			

This plan has been developed in consultation and is a statement of direction that meets school needs and systemic requirements for 2023

P & C President

Assistant Regional Director

Principal