



Innisfail State College Annual Implementation Plan

2021

Explicit Improvement Focus
Is to improve student writing using moderation as the vehicle for process.
To implement a consistent, school wide approach to behaviour.

DoE Strategic Plan 2020-2024	State Schools Improvement Strategy 2021-2025	School Drivers	Strategies	Frameworks	Performance Measures (What we will measure and achieve in a term)	Professional Development to build capability and capacity of staff aligned to school drivers
INTENTIONAL COLLABORATION PRECISION	ALIGNEMENT Capability Pedagogy Partnerships Wellbeing	Curriculum	<ul style="list-style-type: none"> QCE system implementation and fulfilment of all QCAA requirements Develop three levels of curriculum planning ensuring full implementation of Version 8 of the Australian Curriculum in all faculties Develop whole school moderation processes to be unpacked with all faculties Identify the writing demands within units for all learning areas 	2021-2025 SS Improvement Strategy SIU Recommendations Languages Band scales P-12 Curriculum, Assessment and Reporting Framework Positive Behaviour for Learning Capability Framework – Teaching TSI EAL/D learners Literacy Continuum Universal Design for Learning Curriculum into the Classroom Units of work Australian Curriculum School Improvement Model FNQ Strategic Plan	<ul style="list-style-type: none"> Embedding moderation process identified and communicated All staff complete APDP process ISC Curriculum SharePoint – quality assured three levels of curriculum planning uploaded 	<ul style="list-style-type: none"> Knowledge of Australian Curriculum and application of planning documents Knowledge of QCE system and processes Moderation cycle Three levels of planning Development of marking guides Knowledge of agreed Pedagogical Framework Universal Design for Learning / Response to Intervention
		Engagement	<ul style="list-style-type: none"> Develop staff capability through: <ul style="list-style-type: none"> Leadership team trained in ESCM Level 1 profiling Observations and feedback through classroom ESCM profiling Staff training 4D Classroom profiling observation and feedback PBL classroom essential element training and support A clear process for the Annual Performance Development Plan Community engagement plan (I-Step transitional pathways program) Review and action attendance processes and update school policy Strengthen staff understanding of and commitment to implementing PBL with fidelity; accessing regional support staff for training and development, in addition to Quality Assessment of processes and procedures encompassing: <ul style="list-style-type: none"> Implementation of universal tier 1 PBL systems within classrooms Structured case management in tier 2 & 3 interventions and supports through the student support services team 	2021-2025 SS Improvement Strategy SIU Recommendations Inclusive Practices Positive Behaviour for Learning Student Code of Conduct FNQ Strategic Plan NCCD Staff well- being Evidence Hub Australian Professional Standards for teachers Annual Performance and Development Framework Parent Community & Engagement Framework Essential Skills for Classroom Management	Summary of teacher observation Attendance policy reviewed and implemented across whole school Develop draft I-Step program and source community partnerships Summary of teacher observation schedule documented APDP whole school processes Behaviour data review and analysis EBS & SET data surveys School opinion survey Teacher observations PBL checklists	<ul style="list-style-type: none"> Topics at staff and faculty meetings (agendas / minutes) Student Code of Conduct orientation ESCM Level 1 training for all HODs. Guest speaker Mark Davidson PD on I-Step program regarding referral process and community partnerships 4D classroom profiling observation and feedback training PBL essential element training FBA training

This plan has been developed in consultation and is a statement of direction that meets school needs and systemic requirements for 2021.

Principal

P & C President

Assistant Regional Director



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State School Improvement Strategy 2020-2024						Strategies	People and resources	Timelines			
Inclusion	Pedagogy	Capability	Performance	Partnerships	Wellbeing			T1	T2	T3	T4
Curriculum											
						Develop three levels of curriculum planning ensuring full implementation of Version 8 of the Australian Curriculum in all faculties	DP Curriculum Curriculum HODs Teaching staff Australian Curriculum ISC developed curriculum documents	Common templates developed by DP Curriculum and HoDs Curriculum for three levels of planning, assessment task and Learning Overview Quality assure summative assessment task and line of sight through developed curriculum documents Ensure all achievement standards as outlined in the Australian Curriculum are taught in all faculties Use the latest version of the Australian Curriculum to inform faculty teaching and learning units Provide timetabling flexibility to work with teachers to develop intentional collaboration and provide opportunities for professional learning Build staff capability at all levels around curriculum planning	Quality assure summative assessment task and line of sight through developed curriculum documents Use the latest version of the Australian Curriculum to inform faculty teaching and learning units Provide timetabling flexibility to work with teachers to develop intentional collaboration and provide opportunities for professional learning Build staff capability at all levels around assessment of literacy	Quality assure summative assessment task and line of sight through developed curriculum documents Use the latest version of the Australian Curriculum to inform faculty teaching and learning units	Provision of whole curriculum plan completed All year/band plans completed for 7-10 subjects Unit plans completed for terms 2-4 in all subjects
						QCE system review and refinement	DP & HoD SS (Snr) Curriculum HODs Teaching staff	Endorsement/ Confirmation /external assessment all completed to QCAA standards * Engage staff in QCAA professional development as available * Support staff with QCAA Senior Education Plan Calendar timelines			
						Review whole school pedagogical approach	DP Pedagogy DP Inclusion Curriculum HODs	Review current whole-school pedagogical approach	Collaboratively reflect on current whole-school pedagogical approach with Leadership team and whole school consultation	Professional development of staff and embed pedagogical practices with Year 7 cohort as a trial in collaboration with Curriculum HODs and DP Inclusion	Roll out of pedagogical practices to year levels based on Term 3 trial Year 7.
						Develop whole school moderation processes to be unpacked with all faculties	DPs Curriculum/Inclusion DP Pedagogy Curriculum HODs HODs Student Services	Develop a whole school moderation process - before, after, after, end • With a focus on the writing demands of the unit/ assessment Complete whole staff professional development around Moderation	Lead teaching teams through use of the right protocols to use in the phases of the moderation cycle. Focus development: • Marking guides • Know your students • Writing strategies	Lead teaching teams through use of the right protocols to use in the phases of the moderation cycle. Focus development: • Use work samples and exemplars to calibrate understanding of standards prior to marking	Lead teaching teams through use of the right protocols to use in the phases of the moderation cycle.



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Engagement

					Leadership team trained in ESCM Level 1 profiling to support Pedagogical Framework	DP Pedagogy DP Senior Schooling ESCM trainers	Identify HODs requiring Level 1 ESCM profiling	Trainers upskill HODs with Level 1 ESCM profiling Opportunity for HODs to build competence through classroom -based experience, obtaining feedback from expert mentors Guest speaker Mark Davidson – building positive relationships and classroom profiling	HODs schedule one ESCM profile with feedback to all line-managed staff for Semester 2	All teaching staff complete at least one ESCM classroom profile and feedback session with HOD.
					Annual Performance Review process	Principal, DP, HoDs	Leadership team to review APDP process to decide on an agreed format	Professional development at whole staff meeting to present ISC APDP process for 2021 Curriculum HODs to meet with staff to set APDP targets and identify professional development opportunities	Staff to action APDP goals and engage in professional development. Curriculum HODs continue to meet and review targets	Staff finalise actions to complete APDP for 2021 and communicate with HODs 2021 APDP signed off by Curriculum HODs and stored electronically.
					Student Code of Conduct implementation	Principal, DP, HoDs	Final consultation with P&C and endorsement Upload to school website (draft form acceptable)	Consultation with student council and endorsement Initial review with leadership and staff	Review management of school behaviours in line with code of conduct	
					Positive Behaviour for Learning plan	DP EIA 1 Behaviour HODS Student Services HODS Curriculum PBL Team Teaching Staff Support staff	Implement universal standards for behaviours including: <ul style="list-style-type: none">Standards of practice for studentsStandards of practice for teachersTeaching behaviours through the 'what, why & how of behaviour' formatPositive acknowledgement of students at parades Development and installation of new signage (temporary) in all classrooms and common areas detailing universals Source quotes and suppliers for the development and creation of new signage Delivery of professional development to staff in de-escalation training Scheduling and delivery of PBL4ALL fortnightly staff meetings	Implementation of next steps universals with students. Installation of new signage for new universals Expansion of 4D professional development to identified staff and rollout of training Review and staff consultation of ISC behaviour matrix Initial implementation of the new behaviour and referral model including staff training and student education Development of PBL handbook with PBL team and leadership team Professional development de-escalation training continued Mid and end of term review of new behaviour model progress	Implementation of Next, Next Steps universals with students Installation of new signage for new universals Continued expansion of 4D professional development Review of behaviour model progress Development of PBL handbook Formal development of student case management utilising support staff and programs PBL team meeting workshops Scheduling and delivery of PBL4ALL fortnightly staff meetings PBL EBS & SET surveys completed Implementation of student reward systems	Implementation of Next, Next Steps universals with students Installation of school wide signage from local artist in all school areas – revamp of all signage Action plan development for 2022 Staff survey Investigation into the personal and social continuum framework



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							<p>PBL team meeting workshops</p> <p>Header Review of behaviour data at leadership and PBL meetings</p> <p>Initial investigations into development of a new behaviour model and classifications of major and minor behaviours</p> <p>Engagement with Regional Office PBL and Complex Behaviour HODS for support and guidance</p> <p>Staff consultation for the review of Student Services communication methods and specific information required.</p> <p>Initial investigation into professional development in 4D classroom management.</p> <p>Identification of Next, Next Steps universals and development of standards of practice for both teacher and student</p> <p>Twilight sessions behaviour focus with staff consultation sessions</p>	<p>PBL team meeting workshops</p> <p>Scheduling and delivery of PBL4ALL fortnightly staff meetings</p> <p>Engagement with Regional Office PBL and Complex Behaviour HODS for support and guidance</p> <p>Identification of Next, Next Steps universals and development of standards of practice for both teacher and student with staff consultation</p> <p>Continued unpacking of student code of conduct including review of policies and procedures for behaviour matters</p> <p>Investigations and development of student reward systems and methods for rewarding positive behaviour</p> <p>Professional development in PBL modules including active supervision and opportunities to respond</p>	Professional development in PBL modules	
					Attendance Policy	<p>DP Attendance</p> <p>Student Services Team</p>	<p>Review and refine ISC Attendance Policy and Procedures through Leadership team</p> <p>Communicate processes and procedures to whole school community</p>	<p>Monitor and action ISC Attendance Policy</p>	<p>Monitor and action ISC Attendance Policy</p>	<p>Conduct a review of the current Attendance Policy</p> <p>Develop refined policy for 2022</p>
					I-Step Transitional Pathways Program	<p>DP Senior Schooling</p> <p>DP Junior School</p> <p>TPO, YSC</p> <p>Cassowary Coast Regional Council and community organisation and local businesses</p>	<p>Design program linked to identified needs of students and community</p> <p>Liaise with community partnerships to identify opportunities linked with student needs</p> <p>Review school-based and external support agency programs to refine and identify opportunities available in the local community to be utilised by students when designing a career action plan</p>	<p>Implement 'World of Work' program for Year 10 students</p> <p>Years 7 and 9 students engage in CQ University Connect program</p> <p>QTAC program</p>	<p>Year 9 students engage in the Cairns Regional Careers Expo</p> <p>Years 10-12 participate in Careers Expo held at ISC</p> <p>Year 10 SET planning</p>	<p>Non-ATAR transitional pathway planning day</p> <p>QTAC check in</p>