Innisfail State College
## 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

School priority 1	**Priority One:** Systematically enact a whole-of-college approach through high expectations and pedagogy that promotes consistent curriculum implementation to improve educational achievement for all students.	**Monitoring** *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*		School priority 2	**Priority Two:** Collaboratively refine a shared understanding and vision for a high expectations culture to foster positive learning habits and improve levels of belonging, engagement and academic achievement for all students.	**Monitoring** *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*		
		Term 1 · Term 2 · Term 3 · Term 4				Term 1	Term 2 · Term 3 · Term 4	

| Link to school improvement strategy: | **Domain 1: Driving an explicit improvement agenda**
Sharpen leaders' line of sight, aligned with improvement priorities, to monitor strategies, evaluate the impact of key initiatives, and foster a culture of shared accountability.
Domain 6: Leading systematic curriculum implementation
Refine curriculum planning processes and practices, involving all teachers, to build shared knowledge and capability in curriculum intent, planning and assessment. (Secondary school improvement strategy)
Prioritise curriculum planning processes and practices, involving all teachers, to build shared knowledge and capability in curriculum intent, planning and assessment. (DLC improvement strategy)
Domain 8: Implementing effective pedagogical practices
Broaden leader and teacher knowledge and understanding of the 3 principles of pedagogy, to support deliberate and responsive pedagogical decisions that meet the diverse learning needs of all students. (Secondary school improvement strategy)
Develop leaders' and teachers' knowledge and understanding of the 3 principles of pedagogy to support purposeful and responsive pedagogical decisions that meet student learning needs (DLC improvement strategy). | Link to school improvement strategy: | **Domain 7: Differentiating teaching and learning**
Develop and enact collaborative opportunities between the DLC and secondary programs, sharing resources, to enhance differentiated learning and engagement experiences for students and staff.
Domain 9: Building school-community partnerships
Strengthen partnerships that support ongoing cultural learning opportunities for staff and students, to enhance cultural capability reflective of the diverse backgrounds within the college and wider community.
Domain 3: Promoting a culture of learning
Collaboratively develop a shared understanding and vision for a high expectations culture to support all students reaching their full potential. | | | | | |

| Strategy/ies | 1. **High Expectations Culture and Shared Vision**
Collaboratively develop a shared understanding and vision for a high expectations culture to support all students reaching their full potential.
2. **Whole-School Pedagogical Approach:**
Broaden leader and teacher knowledge and understanding of the 3 principles of pedagogy, to support deliberate and responsive pedagogical decisions that meet the diverse learning needs of all students.
3. *Instructional Leadership*
Sharpen leaders' line of sight, aligned with improvement priorities, to monitor strategies, evaluate the impact of key initiatives, and foster a culture of shared accountability.
4. **Systematic monitoring and measurement of success**
Strengthen teacher and leader capability in the disaggregation and analysis of data to inform next steps in teaching and learning for all students.
5. **Effective Curriculum Implementation**
Refine curriculum planning processes and practices, involving all teachers, to build shared knowledge and capability in curriculum intent, planning and assessment
6. *Capability Development and Collegial Engagement*
Review internally developed professional learning programs for alignment with college priorities and system expectations to ensure staff and leadership expertise is built through evidence-based learning. | Strategy/ies | 1. **High-Expectations Culture and Shared Vision**
Collaboratively develop a shared understanding and vision for a high expectations culture to support all students reaching their full potential
2. **Student Belonging, Engagement and Support Systems**
Collaboratively refine processes and practices, drawing on existing and new approaches to enhance student attendance and engagement
3. **Instructional Leadership**
Sharpen leaders' line of sight, aligned with improvement priorities, to monitor strategies, evaluate the impact of key initiatives, and foster a culture of shared accountability.
4. **Systematic monitoring and measurement of success**
Strengthen teacher and leader capability in the disaggregation and analysis of data to inform next steps in teaching and learning for all students
5. **Positive Behaviour for Learning (PBL) Framework**
Sharpen understanding and implementation of agreed universal behaviour support practices to promote clarity, collective responsibility and consistency of enactment
6. **Inclusive Education**
Collaboratively review the school-wide vision for inclusion, aligning it to system expectations and reflecting best practice, to foster collective ownership of successful learning for all students
7. **Capability Development**
Review internally developed professional learning programs for alignment with college priorities and system expectations to ensure staff and leadership expertise is built through evidence-based learning | | | | | |

Actions: including Responsible role(s)		**Resources**		**Actions:** including Responsible role(s)		**Resources**		
This will be actioned through the school Action Plan and driven by Executive team and CHOD team.		*PLT, PD budget, targeted funds, faculty meeting. Staff meetings, coaching and mentoring, EFI.*		*This will be actioned through the school Action Plan and driven by Executive team and SST team.*		*PBL lounges and meetings, PBL and Wellbeing funds, target school funds, faculty meetings, staff meetings. EFI.*		

		Performance:				**Performance:**

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<td rowspan="2" style="writing-mode:vertical-rl">End of Year Success Criteria</td>
<td style="writing-mode:vertical-rl">Measures</td>
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Performance:
- 80% of students and teachers use the levels of engagement language consistently in class by end of Term 3 as measured by line-of-sight observations
- 80% of students and teachers can refer to High Expectations at ISC as part of their classroom language by end of Term 3 as measured by line-of-sight observations
- 100% of teaching areas use agreed planning templates (QCAA P -10 Planning App) by end of Term 3.
- ≥ 80% of classrooms display and reference learning intentions and success criteria, measured by line of sight observations
- Clear and consistent learning expectations visible in all classrooms
  ≥ 75% of teachers demonstrate use of agreed PP4Ls observable by line on sight
- College wide targets: A = 15%, A - B = 50%, A - C = 85%, using termly reporting data
- Faculty specific targets (CHODs to identify)

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Performance:
- 80% of students and teachers use the levels of engagement language consistently in class by end of Term 3 as measured by line-of-sight observations
- 5% increase in attendance at whole-school events through inclusion of activities that promote belonging
- Attendance – improvement of 2% achieved at the end of Term 1, 2, 3 compared to 2025 data *(SORD)*
- 5% reduction in major behaviours from 2025
- 5% reduction in suspension from 2025
- 5% reduction in truancy from 2025

SOS Student responses
- ➢ I like being at school – 58% to 65%
- ➢ This is a good school - 64% to 70%
- ➢ I feel safe at school – 75% to 80%
- ➢ Student behaviour is well managed -58% to 65%
- ➢ Students are treated fairly – 72% to 80%
- ➢ School Culture improvement from 72.2% to 80%

QEW responses
- ➢ Reduction in students who do not feel safe from 27% to 20%
- ➢ Reduction in students who do not feel they belong from 28% to 20%

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Behaviour
Students will: be able to answer questions directly related to their learning.
Teachers will: understand and use 3 levels of planning and engage with the ISC Way of Teaching.
Teacher aides will: be able to support teachers on above
Leadership team will: have line of sight through walk throughs into each classroom.

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Behaviour
Students will: be able to articulate and enact what are negotiated student expectations around high expectations.
Teachers will: able to articulate and enact what are negotiated staff expectations around high expectations.
Teacher aides will: as above
Leadership team will: as above

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<td style="writing-mode:vertical-rl">Artefacts</td>
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Whole School Approach to Pedagogy
Before moderation checklist
Peer observation records
Reading PL agenda and minutes
Curriculum Road Map
Co-Teaching Model
QCAA Subject Report
Endorsement and Confirmation Feedback

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High Expectations Charter
PD agendas
Line of Sight Observations
Student feedback surveys
PBL posters and behaviour matrix
Levels of Engagement at ISC
What works best 2025 -Evidence Guide for Excellent Schools NSW
Amy Berry Levels of Engagement

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Reduction of red tape in day-to-day work, planning and processes include:

- Use consistent, school-wide templates for unit planning, assessment, and moderation. Align curriculum, pedagogical, and improvement planning documents to avoid multiple versions of similar plans. Incorporate AIP actions into faculty improvement plans so staff aren't completing duplicate reports. Replace lengthy written reflections with brief, high-impact review conversations or team debriefs. Streamline Communication and Decision-Making. Consolidate multiple emails and memos into a single weekly bulletin or staff update. Use clear communication channels (e.g. Microsoft Teams or SharePoint) to centralise information and reduce duplication. Empower middle leaders (HODs, Coordinators) to make operational decisions without unnecessary escalation. Establish clear approval pathways and decision-making responsibilities to avoid repetitive signoffs.

Supporting red tape reduction in Queensland state schools
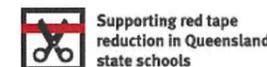
Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal *Tanya Martin*   **P&C/School Council** *M·Anlty*   *F Free* **School Supervisor**