



ISC Strategic Plan 2025 – 2029

School profile

Innisfail State College is a rural town 90kms south of Cairns. School ICSEA is 888 with a ICSEA percentile of 9. There are 942 students on the main campus and 43 on the sub campus The Diverse Learning Centre. The school has students from 14 different cultures including 34% indigenous, 16% EALD. The main campus has 27% NCCD whilst the DLC has 100%. Innisfail State College is a vibrant, contemporary student focused centre of learning. Innisfail State College opened in 2010. It was constructed after Cyclone Larry devastated Innisfail State High School in 2006. Our college is situated on 26 beautiful hectares of lush riverside land in tropical Far North Queensland. We comprise a daycare centre, a special school for children and youths aged prep to 18 yrs with significant physical and intellectual impairments, a co-educational secondary school catering for 942, years 7 to 12 students in 2026, and an active campus of TAFE North. Our TAFE programs include Automotive, Engineering, Written and Spoken English (for residents newly arrived in Australia). Our secondary school courses of study cover everything from agriculture to physics, dance to chemistry as well as many certificate courses such as fitness and furnishing amongst others. Our performing arts centre is also the community cyclone shelter. We are a community school, and our facilities also accommodate basketball and cricket clubs and annual events such as Careers Fair, Diamonds in the Sky basketball tournament, the Gem Fest and Friends of the Hospital Annual Cent Sale.

Vision and Values

Individual Success and Community Pride

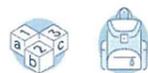
What is Individual Success?

'Success' for each individual is the achievement of a tailored and personalised set of goals, which are set, discussed, strategised, executed and reflected upon by many who care deeply for the student, forming a wrap-around personal support team. This includes students, parents and family, teachers, cleaners, heads of departments, grounds staff, deputy principals, office staff, principal, teacher aides, scientific assistants, coaches, chaplain, community education counsellors, guidance officer, school nurse or College Elders. The 'success' may be in relation to goals for academic, vocational, cultural and/or sporting achievement.

What is Community Pride?

'Community' refers to both the college community and the Innisfail community. These nested and interdependent communities share the same explicitly articulated values including the promotion of diversity and tolerance, social responsibility and respectful behaviour, partnerships and engagement.

The relationship between the individual and the communities is reciprocal. Our students are proud to represent ISC and the Innisfail District, and our town and our college take pride in our students. Community pride is nurturing, educative and mutually rewarding. When one thrives, both thrive. When one suffers, both suffer.



Educational achievement



Belonging and engagement

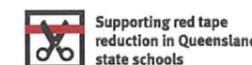


School Improvement Strategies

- **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).
- **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.

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

- 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.
- 2. Simplify Planning and Reporting**
- 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.
- 3. Streamline Data Collection and Use**
- Reduce duplication by collecting data once and using it for multiple purposes (e.g. attendance, behaviour, and wellbeing).
 - Develop centralised dashboards that automatically collate data for teachers and leadership teams.
 - Focus data discussions on trends and impact rather than compliance and volume.
 - Schedule data review cycles in advance so teachers can plan around them.
- 4. Refine Meetings and Administrative Work**
- Use targeted, time-bounded meetings with clear agendas and follow-up actions.





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School priority 1: Educational Achievement Strategies

- Further refine and implement the Australian Curriculum V9 across all learning areas to promote high levels of consistency, integrity, and fidelity.
- Quality assure effective implementation of the Senior Curriculum – VET, applied an general subjects – to improve life chances for our students.
- Embed a collaboratively agreed and coherent whole-school pedagogical approach that guides high-quality instructional practices to enhance promote high levels of engagement and improved outcomes.
- Consolidate the effective use of student data at classroom, cohort and school level to enable teachers and leaders to know students and plan appropriate responses.
- Systematically enact agreed processes for differentiating the curriculum to ensure it is responsive to the diverse needs of all learners.
- Prioritise and maintain a strong focus on English and mathematics as the foundational pillars that underpin student learning to improve academic performance and pathways options for students.
- Strengthen the work of leaders through continued collaboration to drive stronger levels of alignment in strategic direction and instructional leadership enabling continuous improvement and accountability.
- Strengthen staff capability in teaching and learning through targeted professional learning to promote a culture of high expectations.
- Prioritise supporting students to participate with confidence in NAPLAN to enhance our school’s performance against our ‘like school’ cohort.
- Establish an evidence-informed, whole-of-college approach to support the effective teaching of reading through the Australian curriculum.
- Prioritise processes for leaders to continually monitor the performance of the college against system and college targets.
- Consolidate a cohesive instructional leadership team that models professional behaviours and evidence-based practices to drive teaching excellence and continuous school-wide improvement.

Measures - Performance

1. Three levels of planning reflect alignment to AC V9 utilising P-10 QCAA app and marking guides.
 2. ‘The ISC Way of Teaching’ developed and implemented.
 3. Charter of Expectations refined and implemented describing high expectations of planning, pedagogy and behaviour management for staff.
 4. Professional Learning Plan includes time for continued upskilling in instructional leadership for the school leadership team.
 5. Professional learning plan includes time for staff professional development to increase capacity in teaching and learning.
 6. Development and implementation of a year 8 NAPLAN readiness plan. Continued focus on building the belief of the importance of NAPLAN with all stakeholders.
 7. Innisfail State College Reading Implementation Action Plan is developed and implemented which includes a shared vision and culture for teaching reading in all subjects and learning areas across the College
- Year 7-9 English C or above 2025 89.5% to 93% 2029 (state 80%)

School priority 2: Belonging and engagement Strategies

- Consolidate and embed a sense of pride in the school community by maintaining consistently safe, well-structured, and supportive learning environments to foster a culture of high expectations, positive engagement and collective achievement.
- Further refine and sustain a welcoming and inclusive school culture in which staff, parents and students feel valued, connected, and actively engaged in the life of the school to promote strong levels of belonging for all.
- Strengthen student participation in learning by providing a co-ordinated multi-tiered system of supports to promote flexible learning pathways and tailored interventions that respond to the diverse needs of all learners.
- Prioritise equitable and meaningful transitions for all students from school to further education, training, or employment, to ensure planned pathways are purposeful, accessible and aligned with individual aspirations.
- Enact and uphold a culture in which staff, student, and parent voice is respected, collaboration is encouraged, and partnerships are actively nurtured to support enhanced levels of student learning and wellbeing.
- Consolidate agreed systems and processes for effectively managing student behaviour to foster and sustain a culture of high expectations for students to be responsible members of the college community.
- Prioritise the establishment of agreed systems and processes for lifting student attendance to enhance students’ levels of engagement in learning and academic outcomes.
- Prioritise processes for leaders to continually monitor the performance of the college against system and college targets.

Measures - Performance

Attendance

- Year 7-9 79.9% 2025 to 85% 2029 (state 85%)
- Year 10-12 78% 2025 to 85% 2029 (state 85%)

SDAs

- SDAs to meet Statewide targets.
- SOS data: The expectations and rules are clear at this school [Parents 2025 90.2 -> 2029 95% / Students 2025 86.4 -> 2029 90.0 / Staff 2025 96.9 -> 2029]
- Student behaviour is well managed at this school [Parents 2025 75.2 -> 2026 80& 2029 / Students 2025 57.8 -> 65% 2029 / Staff 2025 85.6 ->95% 2029]
- This is a good school [Parents 2025 84.9 -> 2029 90% / Students 2025 86.4 -> 2029 90.0 / Staff 2025 85.6 ->90% 2029]
- Teachers at this school expect my child to do their best [Parents 2025 93.3 -> 98% 2029] The teachers expect me to do my best [Students 2025 88.4 -> 95% 2029] Students are encouraged to do their best at this school [Staff 2025 96.9 -> 100% 2029]

School priority 3: People, systems and infrastructure

Strategies

- Sustain partnerships with universities, HR and QUT TECE to enable the college to attract, develop and retain a highly skilled, contemporary and motivated workforce.
- Further refine the induction program for pre-service, beginning, early career and teachers new to the college to promote a commitment to excellence, innovation, and continuous professional growth.
- Strengthen links with system and regional leaders and staff enabling targeted support to enhance and develop local decision-making that effectively responds to the identified needs of the college.
- Maintain a safe and healthy college environment by embedding proactive risk management processes and staff wellbeing initiatives to foster a culture of shared accountability for improved workplace outcomes.
- Consolidate planning for Strategic School Infrastructure and 4-year maintenance plans to improve college facilities in meeting staff, student and community expectations.
- Ensure infrastructure remains accessible, inclusive, and responsive to school needs through regular review, maintenance, and sustainable, resource-efficient practices
- Prioritise financial resourcing facilitating school-funded positions to ensure long-term sustainability for retention of human resources linked to school priorities.
- General budgeting, collaboration, monitoring, education, cost-centre management
- Prioritise the resourcing of digital tools for learning and associated staff capability development to enhance the digital literacy of students and deepen engagement in learning.

Measures - Performance

- Consolidate and embed proactive infrastructure planning and monitoring, the college will sustain an environment that promotes accessibility, inclusivity, and innovation—empowering all learners to thrive in a safe, functional, and future-ready setting
- Further refine the Four-year Maintenance Plan developed and reviewed annually.
- SSIP
- Maintain structures to ensure grants successfully sourced to invest in the College.
- Reinforce HR practices to ensure the College is fully staffed.
- Grow your program implemented and expanded to ensure sustainability in future local teachers.
- Strengthen staff professional development to meet the needs on a evolving staff to build optimal teaching and learning strategies to ensure successful student outcomes.
- Continued budgeting and sustainable planning to support one to one STEP program Yr 7-9 and P-12 100% interactive digital tools available (DLC).
- Budget reflects an increase in digital tools for teaching and learning and professional PD of all staff to deepen student learning.
- Develop through the PD plan leadership capability in financial literacy to ensure understanding and adherence department budgets.
- Develop and sustain DLC staff understanding of financial procedures and processes to ensure financial sustainability and accountability.
- Embed financial planning aligned with school priorities to implement human and physical resources to drive teaching and learning.
- 100% of budget is used and adhered to as outlined in annual plan.
- Prioritise reducing costs to parents (SRS) without compromising quality to ensure school budget reflect department priorities.



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Queensland Government

<ul style="list-style-type: none"> Year 7-9 English B or above 2025 51.9% to 55% 2029 (state 50%) Year 7-9 Maths B or above 2025 53.3% to 57% 2029 (state 50%) Year 10-12 English C or above 91.2% to 95% 2029 (state 80%) Year 10-12 English B or above 51.3% to 55% 2029 (state 50%) Year 10-12 Maths b or above 65.8% to 70% 2029 (state 50%) <p>NAPLAN</p> <ul style="list-style-type: none"> Year 7 participation 91.4% 2025 to 95% 2029 (Region 83.6%, St 88.8%, Nat 94.9%) Year 9 participation 85.4% 2025 to 90% 2029 (Region 73%, St 80.8%, Nat 90.7%) Year 9 Reading 40.5% in strong/exceeding to 50% 2029. Year 9 Writing 2025 38.5% to 45% 2029. Numeracy Year 9 43.5% strong/exceeding 2025 to 50% in 2029. <p>Inter Assessment Agreement in 2029 to be similar to 2025 Y7 Math Y, reading N, writing N, Spelling Y, grammar Y. Y9 Math Y, reading Y, writing Y, Spelling Y, grammar Y.</p> <ul style="list-style-type: none"> Year 9 performance in reading 38.5% (2025) in strong and exceeding to be 50% in 2029 Year 9 performance in writing is 40.5% (2025) in strong and exceeding to 50% in 2029 Year 9 performance in numeracy is 43.6% (2025) in strong and exceeding to 50% in 2029 100% QCE/QCIA All retention data tracked accurately. 100% of transitions monitored and supported. 100% of unit overviews, term planners and lesson plans mapped to age-appropriate content aligning to relevant AC v9 content descriptions, achievement standards and general capabilities. 100% of students have the correct entry level into the curriculum 100% of non-verbal and AAC based learning students get a sound/C or above 		<ul style="list-style-type: none"> Develop a sustainable plan for staffing to ensure sustainability both financially and to prioritise teachers in classrooms. Capital works completed in a timely manner. PD plan developed and implemented to ensure continued capacity building of instructional leadership Prioritise wellbeing initiatives (one per term minimum) for staff to increase a sense of belonging and build a collegial and supportive staff environment. Develop and embed community partnerships to develop student capability and ensure smooth transitions to employment. Implement at least one wellbeing initiatives per term linked to high stress work environment (trauma and violence) Review budget end of term 1 and term 3 to ensure alignment to priorities Strengthen and build staff capacity in teaching and learning in special school/special needs experience to ensure maximum outcomes for students. <p>WH&S</p> <ul style="list-style-type: none"> Annual Safety Assessment completed annually. 100% of incidents reviewed and finalised. 100% of identified hazards actioned. <p>DLC</p> <ul style="list-style-type: none"> 100% of students engage in ongoing work experience in their senior years. Strong partnerships with allied health workers 100% of staff implement de-escalation, regulation and trauma informed strategies with 95% fidelity (walkthrough data) PDA students experience an 80% drop in classroom refusals through T1 and T2 PBL support.
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Phases Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.	202X	202X	202X	202X	Phases Implementation phase/s for the /strategy mapped against the year - tick the appropriate phase for each year of the implementation years.	202X	202X	202X	202X	Phases Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.	202X	202X	202X	202X
Developing	✓				Developing					Developing				
Implementing		✓	✓		Implementing					Implementing				
Embedding				✓	Embedding					Embedding				
Reviewing					Reviewing					Reviewing				

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: *Justine* School Supervisor: *F Free*

Innisfail State College

2025-2029 SCHOOL STRATEGIC PLAN

INFO ONLY (Author to delete box and instructions in [] once finalised)