



Isis District State High School

ANNUAL IMPLEMENTATION PLAN 2019

This **2019 Annual Implementation Plan** has been developed collaboratively and should be read in conjunction with:

- *Department of Education Strategic Plan (2018-22) and North Coast regional priorities*
- *Isis District State High School Review and Strategic Plan (2016-2019)*
- *Investing for Success Plan (2019)*
- *School Improvement Targets (2018-2019) (attached)*
- *Literacy Improvement Plan (2017-19)*
- *Positive Behaviour for Learning Action Plan (2019)*
- *Subject Action Plans (2019)*
- *Other school specific area / project action plans*
- *Full School Review Report (2015)*



Isis District State High School

SCHOOL VISION

Preparing pathways, Honouring traditions

	Key School Improvement priorities identified in the Strategic Plan 2016-2019
	Improving literacy and numeracy
	Driving student engagement and outcomes
	Building capacity
	Driving high standards

ENDORSEMENT

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



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Chris Gill
 PRINCIPAL



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Shelley Taplin
 P&C ASSOCIATION PRESIDENT



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Barry Dittman
 A/ASSISTANT REGIONAL DIRECTOR
 NORTH COAST REGION

School improvement priority: **Improving literacy and numeracy**

Department focus area - SUCCESSFUL LEARNERS	STRATEGIES	Leader	TARGETS																																			
	<ul style="list-style-type: none"> Review and refine the <i>Whole School Improvement Plan for Literacy</i> Consolidate <i>Tactical Teaching of Reading</i> for the explicit teaching of reading comprehension and the development of a whole school approach to genre and implement Rapid Reading/Reading Link programs Implement the Tactical Teaching of Writing, starting with the English Faculty and looking to expand across the school Build mental computation and general numeracy skills by embedding activities across subjects and Year Levels Continue the development of teacher capacity in effective teaching of literacy through Professional Learning and Professional Learning Teams Use analysis of 2018 NAPLAN data to inform teaching and development of 2019 NAPLAN preparation Ensure Principal, Deputy Principal, Heads of Department and teachers all make appropriate use of data to identify, monitor, remediate and extend students literacy learning Use of data for appropriate 'ability grouping' junior secondary core classes supporting literacy learning Build strong teacher-student knowledge through retention of the same teacher for Year 8 and 9 English classes (where possible) Develop a culture of expectation that all teachers assume a responsibility for the explicit teaching of academic vocabulary including cognitive verbs across year levels Students to be provided with an 'A' exemplar for written assessment where appropriate Work to develop an 'Isis District High Genre Guide' to provide a 'scaffolding tool' for student use Provide opportunities for targeted professional development in literacy and numeracy (eg NAPLAN marking) Provision of trained literacy/numeracy teacher aides for the junior school as well as additional teacher aides to provide learning support Ensure literacy and numeracy support continues to be provided for students in the senior school Dedicated literacy time allocation for Year 7/8 English Continue to embed 'warmups' as a literacy and numeracy strategy Focus on ASOT strategies aimed at student engagement and higher order thinking skills Focus on strategies to maximise Relative Gain across all NAPLAN strands 	SLT HOD SCI HOD ENG HOD MAT EXEC DP ALL HOD STUDENT ENGAGEMENT HODS HODS HOD ENG PRINC, DP PRINC DP DP HODS ALL DP	Increase the National Minimum Standard (NMS) for literacy and numeracy across all NAPLAN strands to reflect at least SQSS whilst aiming for: <table border="1" data-bbox="1711 437 2085 655"> <thead> <tr> <th>Area</th> <th>Yr 7</th> <th>Yr 9</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Writing</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Spelling</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Numeracy</td> <td>95%</td> <td>95%</td> </tr> </tbody> </table> Increase the Upper Two Bands (U2B) for literacy and numeracy across all NAPLAN strands to be at least similar to SQSS whilst aiming for : <table border="1" data-bbox="1711 831 2085 1050"> <thead> <tr> <th>Area</th> <th>Yr 7</th> <th>Yr 9</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>18%</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>19%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>17%</td> </tr> </tbody> </table> 100% of Year 12 students meet QCE/QCIA literacy and numeracy requirements Whole school literacy practices embedded in all faculties	Area	Yr 7	Yr 9	Reading	95%	95%	Writing	95%	95%	Spelling	95%	95%	Grammar & Punctuation	95%	95%	Numeracy	95%	95%	Area	Yr 7	Yr 9	Reading	20%	18%	Writing	13%	11%	Spelling	26%	18%	Grammar & Punctuation	19%	23%	Numeracy	19%
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School improvement priority: **Driving student engagement and outcomes**

Department focus area - SUCCESSFUL LEARNERS	STRATEGIES	Leader	TARGETS
	<p><u>Curriculum and Data</u></p> <ul style="list-style-type: none"> Deliver curriculum that is engaging and relevant using a consistent whole-school pedagogical approach based on ASOT Continue to review and implement the Australian Curriculum and assessment in all subjects and all Year Levels in alignment with the new Senior Secondary curricula Continue to provide and explore opportunities to engage in innovative and entrepreneurial pursuits including STEM, STEAM, CASE, Makerspace, University opportunities and others Address the specific needs of 2018 students who did not achieve A-C and plan for their improvement Embed the use of ICT's in Year 7, 8 and 11 classes to support BYO processes Continually review and refine curriculum offerings to ensure multiple pathway opportunities for all students Ensure differentiated teaching to support all students (including intensive and focussed teaching and, when appropriate, implementation of <i>Individual Curriculum Plans</i> where consistent recording of evidence to support their development) Continue development of a culture of data driven improvement through an array of data sources including Class Dashboard and TrackEd Development of feedback processes especially in relation to formative assessment / observations in alignment with the Isis District DNA Implement and refine the whole school approach to data incorporating processes to encourage data conversations between students and parents Work with the community to explore technology in areas such as computerisation in irrigation, the use of drones in agriculture, entrepreneurial opportunities through agriculture and business 	<p>EXEC</p> <p>HODS</p> <p>ALL/DP/HOD TECH</p> <p>DP'S DP</p> <p>DP/TRANS ALL</p> <p>DP</p> <p>LEADERSHIP</p> <p>ALL</p> <p>PRINC/ DP TRANS/TEACHERS</p>	<p>Refine the whole-school curriculum plan which reflects the new Senior</p> <p>45% of Yr 7-10 students attaining VHA (A) or HA (B) in EMS</p> <p>85% of Yr 7-10 students attaining A - C in all subjects but in particular, EMS</p> <p>% of Yr 12 students achieve a QCE/QCIA attainment similar to or above SQSS</p> <p>% of Yr 12 students achieve a QCE/QCIA/VET/SAT qualification similar to or above SQSS</p> <p>% of Yr 12 eligible students attain an OP 1 – 15 similar to or above SQSS</p> <p>Continue to utilise whole school data plan</p>
	<p><u>Culture and Positive student behaviour</u></p> <ul style="list-style-type: none"> Support a culture of engaging learning that improves achievement for all students through use of a 'best practice pedagogical approach' Maintain and extend momentum of <i>Positive Behaviour for Learning</i> program and implement progression from Tier 1 to Tier 2 including 'Wellbeing Meeting' structures to determine specific actions - PFBA Refine the common understanding of the Effort and Behaviour Reporting matrix to promote consistency Analyse trends in student Effort and Behaviour data and implement strategies to increase student engagement Continue to build leadership capacity in students through the provision of a variety of leadership roles Continue to enhance student engagement and leadership processes through incentive and awards programs and at school ceremonies Continue to provide student support programs (eg. bullying, cyber-bullying, domestic violence, career education) program through Whole-school Wellbeing (Know Thy Self) Program to build greater capacity and resilience in students Continue to utilise STYMIE as an online reporting mechanism Enhance the KTS Program to include focus on brain development to better understand themselves and others Continually promote the culture of positive behaviour within the school and broader community and strive to ensure effective and cooperative relationships with all stakeholders Review and refine student celebrations and award processes by efficiently collecting and collating data 	<p>ALL</p> <p>PRINC</p> <p>DP PBL/PRINC/DP YEAR COS YEAR COS</p> <p>GO/HOD ST ENG</p> <p>DP</p> <p>HOD ST ENG PBL TEAM</p> <p>DP</p>	<p>Further develop PBL Action Plan</p> <p>Conduct PFBA's on high needs students where necessary</p> <p>Reduce short term and long term school disciplinary absences (suspensions)</p> <p>Reduce the number of minor and major incidents</p> <p>90% of parents/caregivers satisfied student behaviour is well managed at this school</p> <p>Student leadership opportunities across all year levels and a breadth of students to promote a range of important areas of development for young people</p>

Department focus area - SUCCESSFUL LEARNERS

<p><u>Attendance</u></p> <ul style="list-style-type: none"> Review and refine current strategies for ensuring regular attendance by students and introduce improvements Promote a broad understanding of the importance of regular attendance through regular communication with stakeholders Case management of students with irregular attendance, including unexplained absences through a range of support staff and processes including regular liaison with the QPS 	DP ALL KTS/ CASE MAN/ YEAR CO/DP	90% Attendance Rate
<p><u>Senior Achievement</u></p> <ul style="list-style-type: none"> Work with the QCAA to ensure successful implementation of the new Senior Secondary processes Continue to implement and refine quality school processes (e.g. SET planning and student tracking) to monitor and support students through secondary programs that maximise QCE/QCIA attainment Continue to provide and resource quality preparation programs for students undertaking the final year of the Queensland Core Skills (QCS) Test Continue to implement and refine a 'monitoring/mentoring model' for Yr 11 & 12 students Identification and training of key staff to ensure appropriate monitoring/mentoring support provided for students (example Performance Interviews and <i>Senior Wellbeing Team</i>) Develop capacity of students to set and review their own goals through student led discussions in Senior Performance Meetings – aiming for personal excellence Maximise opportunities for student familiarity with and decision-making (eg. <i>OP Analyser</i>, QTAC) processes into tertiary institutions Ensure students have opportunities to build relationships/make contacts that provide for a pathway after school Continuing employment of a Transition Officer to support student pathways to further training and employment opportunities for students Adjust curriculum and assessment processes in Year 9 and 10 to support the transition to the new Senior system 	DP DP/GO/HOSES DP/HODS DP DP DP DP TRANS/GO PRINC HODS	% of Yr 12 students achieve a QCE/QCIA similar to or above SQSS % of Yr 12 students achieve a QCE/QCIA/VET/SAT qualification 100% Cert Qualifications similar to or above SQSS % of students achieve a 'C' or above for QCS test attainment is similar to or above SQSS % of Yr 12 eligible students attain an OP 1 – 15 at similar to or above SQSS 90% of post-Yr 12 students in education, training or employment
<p><u>Indigenous education</u></p> <ul style="list-style-type: none"> Maintain a strong commitment and resource for supporting indigenous students Resource indigenous teacher aide to support the engagement of indigenous students in schooling/subjects/attendance Provide individual coaching and case management for indigenous students (including Individual Indigenous Education Plans) to monitor student progress and attendance Continue to provide intervention programs for students identified below National Minimum Standard in numeracy and literacy Adopt student management strategies to ensure SDA's are minimised Support for indigenous students to attend specialised indigenous motivation/information sessions and application of scholarships (eg. QATSIF) to enhance indigenous learning opportunities Maintain support of strong community relationship with local members of the indigenous community and Elders by regular communication and involvement in school activities and events 	PRINC PRINC DP/CEC/COORD HODS/DP/CEC DP CEC/COORD CEC/COORD	90% indigenous student attendance Continue to work to reduce the gap between Indigenous students and non-indigenous students achievement of <i>National Minimum Standard</i> on NAPLAN Literacy and Numeracy measures 100% QCE/QCIA attainment
<p><u>Inclusivity</u></p> <ul style="list-style-type: none"> Integrate SWD's into mainstream classes wherever possible Provide individual coaching and case management for students to monitor student progress and attendance and to liaise with parents NCCD data collection is completed in a collegial and collaborative manner with input from all staff Continue to strive to embed effective differentiation strategies across the school Adopt student management strategies to ensure SDA's are minimised Support students and families to engage with NDIS and other community services 	HOSES HOSES PRINC/HOSES ALL HOSES/DP HOSES/CASE MAN	90% student attendance 85% of students attaining A - C in all subjects 100% QCE/QCIA attainment

School improvement priority **Building capacity**

	STRATEGIES	Leader	TARGETS
Department focus area - GREAT PEOPLE	<p><u>All staff</u></p> <ul style="list-style-type: none"> Continue to engage with the <i>Annual Performance Development Process</i> in conjunction with the AITSL <i>Australian Professional Standards for Teachers</i> to build teacher capability development and alignment with school priorities Continue to implement the <i>Art and Science Of Teaching (ASoT)</i> as the school-wide pedagogical framework and which provides for a common language for professional conversation amongst teachers in conjunction with the "Isis District DNA" to ensure consistency of practice Utilise <i>Professional Learning Teams</i> to provide opportunities for teachers to engage in collegial and collaborative conversations relating to teaching and learning and to focus on school priorities PLT choice is selected by teaching staff which directly links to the APDP Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices and capacity building in instructional leadership Utilise 'Senior Teachers' and 'Experienced Senior Teachers' to mentor and share best practice and experiences, as part of the induction process for beginning teachers and also to support all staff Consolidate processes, including <i>Classroom Profiling</i>, 'walkthroughs' and instructional rounds to enhance our learning and feedback culture in the school Move towards and embed capacity building through a coaching and feedback culture(WOW process), including allocating sufficient resourcing for school leader development Continue to provide for a range of professional development opportunities for teacher capacity-building at an individual, group (faculty) and whole school level for all staff Ensure teachers have access to necessary requisite skills and knowledge for fulfilling their role (eg. industry currency for VET teachers, new QCE training) Maintain an approved school based <i>Annual Performance Development Plan</i> for all non-teaching staff Continue to implement processes to monitor staff and personal wellbeing Ensure that Beginning Teachers have access to an induction program, trained mentors, working with Deputy Principal, HOD and mentor. Develop ICT capacity of staff Support Professional Development for all staff Continue to promote staff wellbeing through a proactive approach Celebrate staff achievements and success 	PRINC LEADERS DP DP ALL DP/HODS EXEC PRINC PRINC LEADERS BM EXEC DP DP/HOD TECH PRINC EXEC	100% of staff engage in APDP process Observation and feedback processes are in place and occur in a timely manner (at least once a term for all teaching staff) All DPs, HODs undertaking regular instructional classroom visits 90% of school staff satisfaction with access to quality professional development
	<p><u>Leadership</u></p> <ul style="list-style-type: none"> Undertake the APDP in conjunction with the AITSL <i>Australian Professional Standards for Principal</i> to build principal/deputy principal capability development and alignment with school priorities Embed the Annual Performance Development Plan for HODs and HOSES in conjunction with the AITSL leadership framework Develop leadership capability of Leadership Team to provide instructional leadership and management capability across the school through coaching processes Ensure strong structures and processes to promote effective feedback loops for all staff through line management Continue to provide for professional development leadership opportunities for school leaders Provide opportunities for aspiring leaders to build capacity and lead school programs Establish regular line meetings with Year Coordinators and DPs 	EXEC PRINC LEADERS EXEC PRINC DPs	90% of school staff satisfaction with positive school morale 100% of school leaders have completed their APDP

School improvement priority: ***Driving high standards***

	STRATEGIES	Leader	TARGETS
Department focus area HIGH STANDARDS	<p><u>Consistent Whole-School Pedagogical approach</u></p> <ul style="list-style-type: none"> Develop and implement processes to ensure a consistent, aligned and high-quality school-wide approach and commitment to implementing school processes and improvement strategies, through the <i>Isis District DNA</i>. In particular, focus on <ul style="list-style-type: none"> Consistent use of ASOT strategies <i>Professional Learning Teams</i> align with APDPs and school priorities School -wide structured observation, feedback and coaching process Provide a viable and deliverable whole school curriculum based on AC 2020 Clear and consistent classroom routines and expectations Implement improvement strategies recommended from the <i>Full School Review 2015</i> Drive the school improvement agenda with school leadership teams, teaching staff and non-teaching staff 	LEADERS PRINC PRINC	95% of parents/caregivers satisfied that their child is getting a good education at school. 95% of parents/caregivers satisfied with their child's school. Improvement in A-C data Reduction in SDA data Ensure the Curriculum Plan is relevant and useful
	<p><u>School environment</u></p> <ul style="list-style-type: none"> Maintain a coordinated whole school maintenance program to improve standard of facilities and grounds Provide, maintain and expand facilities and services that are conducive to optimal teaching and learning including provision of improved airflow/ventilation and shade for classrooms. Provision of infrastructure to support the effective use of technology in learning and implement measures to improve ICT maintenance and accessibility Explore capacity of technologies to improve student learning and to prepare students for their futures. Explore innovative options to improve infrastructure to meet the long term needs of the school community 	PRINC/BM DP/HOD TECH	98% of school staff agree that this school is well maintained Relocation of the Annexe Campus by May 2019
	<p><u>Student performance</u></p> <ul style="list-style-type: none"> Implement "Star Performers" process to encourage outstanding performance in all aspects of school life Refine student management processes to revitalise behaviour and performance expectations eg Senior Pledge Provide further support/training for staff to ensure relationships with students are positive and that staff conduct is professional at all times 	DP LEADERS DP	Increase the number of students whose attendance is above 90% and are achieving A's in the majority of their subjects Improved QCE/QCIA attainment Senior student attendance >90%
Department focus area ENGAGED PARTNERS	<p><u>Engaged Partners</u></p> <ul style="list-style-type: none"> Establish strong, innovative and sustainable partnerships that support student learning and wellbeing Utilise Transition Officer to initiate and promote pathways/ links between school and the community to facilitate opportunities for students during and after secondary schooling Ensure opportunities for collaborating with local business, industry and organisations are maximised to support student learning and wellbeing (eg Childers F&V Growers' Association, Bundaberg Regional Council, Rotary etc) Ensure effective communication takes place with our school community through a variety of platforms eg, Newsletter, Facebook, website, SMS, QParents, email, telephone, etc Maintain and strengthen existing partnerships with feeder primary schools and district secondary schools to promote collegiality and cohesion Support the annual Read to me Day to promote reading engage with our wider community Maintain and extend engagement with indigenous parents and community with the school Provide regular feedback to parents of student progress and collaborate to maximise engagement Ensure school/student successes and achievements are well communicated, promoted and celebrated 	ALL/PRINC/TRANS TRANS/GO/PRINC COORDS/HODS DP/AO PRINC/DP/HOD ST ENG HOSES CEC ALL ALL	100% of Year 10 students are engaged in work experience Senior students are engaged in a range of pathway opportunities Cluster meetings once per term District Principal meetings at least once per term Student reports sent home each term Celebration parades in term 2, 3 and 4

School Improvement – Success Indicators and Targets 2016-2017

Strand	Year Level	Measure	Success Indicators			
			2016 Data	2017 Data	2018 Data	2019 Target
Reading	Year 7	NMS	94.7%	88%	92%	95%
		U2B	20%	16%	20%	20%
	Year 9	NMS	87.5%	75%	89%	95%
		U2B	15%	17%	15%	18%
Writing	Year 7	NMS	87.5%	75%	81%	95%
		U2B	6.9%	12%	6%	13%
	Year 9	NMS	84.2%	75%	71%	95%
		U2B	2.6%	10%	12%	11%
Spelling	Year 7	NMS	94.6%	87%	85%	95%
		U2B	23%	25%	24%	26%
	Year 9	NMS	94.7%	93%	92%	95%
		U2B	13.2%	17%	19%	18%
Grammar & Punctuation	Year 7	NMS	90.5%	80%	86%	95%
		U2B	23%	18%	19%	19%
	Year 9	NMS	89.5%	93%	92%	95%
		U2B	18.4%	22%	19%	23%
Numeracy	Year 7	NMS	96.1%	88%	97%	95%
		U2B	19.5%	17%	19%	19%
	Year 9	NMS	94.9%	95%	97%	95%
		U2B	12.8%	15%	20%	17%
Measure	Annual Target Increase for State Schools ²	Dimensions of Measure	School Targets			
			2016 Data	2017 Data	2018 Data	2019 Target
YEAR 12 OUTCOMES	An increase of at least 1% pa.	Percentage of students awarded a QCE/QCIA by the end of Year 12	97.5%	98.5%	99%	100%
		Percentage of Year 12 OP/IBD-eligible students with OP 1–15 or an IBD	88%	78%	65%	90%
		Percentage of Year 12 students who are completing/completed a SAT or awarded — QCE/QCIA, IBD, VET qualifications	98.5%	100%	99%	100%
		Destinations: Percentage of Post Year 12 in education, training or employment	86%	95%	TBC	95%
		Percentage of Year 12 students gaining a 'C' or above in QCS test	84%	80.5%	75%	90%
		Percentage of Year 12 OP Students receiving a QTAC offer	100%	98%	95%	100%

Measure	Annual Target Increase for State Schools	Dimensions of Measure	School Targets			
			2016 Data	2017 Data	2018 Data	2018 Target
INDIGENOUS EDUCATION	The gap in reading and numeracy	The gap between Indigenous and non-Indigenous student reading and numeracy mean scale scores Year7/Year9	0	62/17%	41/-12	10%
			0	51/22%	13/-30	10%
	Close the gap in student attendance	The gap between Indigenous and non-Indigenous attendance rates.	4.5%	5.1%	5.1%	0%
ATTENDANCE AND RETENTION	An increase of 1% pa.	Average attendance rate for students	88%	88.7%	88.2%	90%
SATISFACTION MEASURES (School Opinion Survey)	An increase of 1% pa	Percentage of students satisfied that they are getting a good education at school. (S2048)	92.5%	89%	89%	95%
		Percentage of parents/caregivers satisfied that their child is getting a good education at school. (S2016)	91.7%	97.4%	100%	98%
		Percentage of parents/caregivers satisfied student behaviour is well managed at this school (S2012)	91.3%	84.6%	81.3%	95%
		Percentage of parents/caregivers satisfied with their child's school. (S2035)	91.7%	94.9%	97.1%	95%
		Percentage of school staff who agree that they have access to quality professional development. (S2086)	86.2%	85.7%	90.2%	90%
		Percentage of school staff who agree that this school is well maintained. (S2078)	96.2%	98.4%	98.6%	100%
		Percentage of school staff who agree that staff morale is positive at the school (S2084)	91.4%	77.8%	81.3%	90%