



## ISIS DISTRICT STATE HIGH SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN



Educational Achievement



Belonging & Engagement

School Data											
Region - North Coast		Enrolment – 400 (2026 predicted)		ICSEA - 925		Students with disability - 29.8%		Indigenous students - 14.5%			
<b>School priority 1</b> 	Improve whole school teaching and learning practices by enhancing teacher capability and capacity to deliver inclusive, evidence informed pedagogical practices aligned with QCAA and P-12 CARF.				<b>Phase I &amp; D</b>				<b>School priority 2</b> 	Strengthen the school-wide behaviour framework to promote a consistent, supportive, and disciplined learning environment that fosters the wellbeing and academic success of all students.	
					Review						
<b>Link to School Review improvement strategy:</b> Domain 7 – 2024 Review	<ul style="list-style-type: none"> <li>Enhance teacher capabilities to deliver a differentiated teaching and learning approach to meet the diverse learning needs of all students, whilst ensuring all QCAA and K-12 requirements are met.</li> </ul>				<b>Link to School Review improvement strategy:</b> Domain 1 & 8 – 2024 Review				<ul style="list-style-type: none"> <li>Refine the Explicit Improvement Agenda (EIA) to promote increased clarity amongst staff in addition to consistency and sustainability of practice.</li> <li>Quality assures our whole-school pedagogical approach to maximise impact and confirm consistency of delivery across all classes.</li> </ul>		



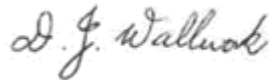
Strategies									
<b>High Quality Teaching</b> <ul style="list-style-type: none"> <li>Ongoing review and refinement of curriculum planning and assessment to ensure ACv9 alignment and whole-school consistency.</li> <li>Strengthen moderation processes at key junctures to improve unit planning, assessment, pedagogy, differentiation, and shared understanding of A-standard work and student LOA progression.</li> <li>Consolidate Reading Through the Australian Curriculum in line with DoE Implementation Guide and Signposts.</li> </ul>					<b>Learning and Wellbeing</b> <ul style="list-style-type: none"> <li>Foster increased student accountability for their own learning.</li> <li>Refine KTS (wellbeing program) format to enhance student and staff engagement and outcomes.</li> <li>Embed explicit teaching and reinforcement of classroom behaviour expectations to reduce disruption and promote positive learning environments.</li> </ul>				
<b>Every Student Succeeding</b> <ul style="list-style-type: none"> <li>Maintain Teaching and Learning HOD position to enhance targeted inclusion and curriculum leadership.</li> <li>Strengthen the “Who Are Your 2” initiative to foster teacher led case management for deeper knowledge of individual students and their learning needs.</li> </ul>					<b>Every Student Succeeding</b> <ul style="list-style-type: none"> <li>Expand the multi-tiered system of support to provide targeted tier 2 and 3 intervention using Castles and Coltheart-2, Diagnostic Spelling Test - Nonwords, Letter- Sound Knowledge Test.</li> <li>Strengthen teacher capability to embed differentiated teaching and targeted supports in planning and classroom practice.</li> </ul>				
<b>Staff Capability and Development</b> <ul style="list-style-type: none"> <li>Build middle leaders instructional leadership capability to support staff and quality assure curriculum delivery.</li> <li>Strengthen staff capability to collaboratively design and quality assure three levels of planning and moderation practices.</li> <li>Develop mentoring, coaching and feedback systems to support early career teachers.</li> </ul>					<b>Staff Capability and Development</b> <ul style="list-style-type: none"> <li>Establish Behaviour Specialist Position to support early years teachers and ensure consistent whole school behaviour practices.</li> <li>Enhance staff capability to apply the ‘Conditions of Learning’ to inform effective teaching and learning strategies.</li> </ul>				

Actions and Responsible Officers									
<b>High Quality Teaching</b> <ul style="list-style-type: none"> <li>Allocate resources for T&amp;L HOD to lead curriculum alignment and pedagogical improvement, with impact monitored and reviewed. (LT)</li> <li>Refine revised CARP and monitor implementation through line management meetings and feedback processes. (TLH)</li> <li>Establish a Junior School Assessment Endorsement Team to quality assure assessment tasks and strengthen curriculum alignment and consistency across faculties. (LT)</li> <li>Embed the new assessment format across all learning areas, with quality assurance through the junior school assessment endorsement team. (LT/ET)</li> <li>Document and share A-standard exemplars to support faculty moderation and planning processes. (LT/Staff)</li> <li>Embed a whole-school commitment to reading as a shared responsibility across all learning areas. (TLH)</li> </ul>					<b>High Quality Teaching</b> <ul style="list-style-type: none"> <li>Refine the ‘Conditions of Learning’ using the DoE discipline specific pedagogical practices to improve consistency of classroom practice. (LT)</li> <li>Strengthen faculty moderation processes to improve unit planning, curriculum alignment, differentiation, and engagement. (LT)</li> <li>Explicitly teach marking guides with a focus on A/B-standards, revisiting throughout units to enhance student understanding.</li> <li>Ensure student access to A-standard exemplars. (STAFF)</li> <li>All staff undertake classroom profiling (Term 2, Bill Schneid). (LT)</li> </ul>				
<b>Every Student Succeeding</b> <ul style="list-style-type: none"> <li>Embed termly data analysis to identify, track and review two focus students, sharing effective practice. (DP)</li> <li>Leaders conduct targeted learning walk sets in weeks 4 &amp; 8 each term. (Investigate trialling teacher involvement). (LT)</li> </ul>					<b>Every Student Succeeding</b> <ul style="list-style-type: none"> <li>Continue student literacy scanning through Flexispace program and deliver evidence-based literacy and numeracy interventions to provide Tier 2 and 3 support. (FLEX)</li> <li>Include goal-setting sessions at key junctures in KTS program. (YLC)</li> <li>Provide clear and consistent behaviour guidelines for students and the school community. (LT/STAFF)</li> <li>Monitor classroom behaviour data to identify trends and adjust supports. (BSP)</li> <li>Recognise and celebrate positive behaviour and attendance through school-wide systems. (YLC)</li> </ul>				
<b>Staff Capability and Development</b> <ul style="list-style-type: none"> <li>Strengthen staff engagement in faculty moderation practices, embedding differentiation strategies. (LT)</li> <li>Support middle leader development through targeted professional learning (Dale Carnegie), with impact monitored via staff feedback and student data. (P)</li> <li>Facilitate mentoring for early years teachers, focused on curriculum, teaching, learning and personal wellbeing. (BSP)</li> </ul>					<b>Staff Capability and Development</b> <ul style="list-style-type: none"> <li>Build staff capability to embed consistent behaviour strategies in classroom routines. (LT)</li> <li>Resource the behaviour specialist position and related staff. (P)</li> <li>Establish a targeted mentoring schedule for early years teachers focused on behaviour management and classroom practice.</li> </ul>				

KEY									
P - Principal   DP - Deputy Principal   LT - Leadership Team   TLH - Teaching & Learning HOD   Staff - Teaching Staff   BSP - Behaviour Specialist   ET - Junior Endorsement Team   FLEX - Flexispace Team   YLC - Year Level Coordinators									

Success criteria (Behaviourally)		
<p><b>Students are:</b></p> <ul style="list-style-type: none"> <li>Engaged in sequenced, high-quality learning aligned to Australian Curriculum v9 and the IDSHS implementation schedule.</li> <li>Articulating their learning during learning walks, including success criteria, LOA, feedback, and next steps for improvement.</li> <li>Accessing exemplars and learning resources to improve achievement.</li> <li>Independently demonstrating positive behaviour aligned to the IDSHS Student Code of Conduct.</li> <li>Making informed pathway and transition decisions based on performance data and feedback.</li> <li>Setting, monitoring, and reviewing personal learning goals through KTS.</li> <li>Maximising learning days by maintaining or improving attendance and demonstrating positive engagement in learning.</li> </ul>	<p><b>Teachers are:</b></p> <ul style="list-style-type: none"> <li>Delivering an engaging, aligned curriculum demonstrating strong understanding of Australian Curriculum v9.</li> <li>Engaging in ongoing collaborative planning, review, and PD to develop and refine the IDSHS CARP.</li> <li>Using student data to identify student needs and enact appropriate differentiation strategies.</li> <li>Embedding <i>Who Are Your 2?</i> to support targeted student case management and differentiated instruction.</li> <li>Using moderation processes to strengthen curriculum alignment, assessment consistency, and differentiation.</li> <li>Explicitly teaching marking guides, revisiting them throughout units, and providing student access to exemplars and independent learning resources.</li> <li>Participating in classroom profiling and reflecting to improve practice.</li> <li>Implementing consistent behaviour strategies and sharing effective practices in staff forums.</li> <li>Meeting weekly (early years teachers) with mentor to monitor and report on individual and whole school curriculum, teaching and learning processes.</li> </ul>	<p><b>Leadership team are:</b></p> <ul style="list-style-type: none"> <li>Facilitating collaborative faculty planning to strengthen pre-moderation and curriculum processes.</li> <li>Analysing data and evidence with subject teams to identify lines of inquiry and inform next steps.</li> <li>Conducting regular learning walks and collaboratively actioning feedback to strengthen instructional leadership and quality assure curriculum, teaching, and learning.</li> <li>Providing ongoing curriculum related PD and targeted resources to support staff.</li> <li>Facilitating and monitoring implementation of reading, literacy enhancement and intervention strategies and programs.</li> <li>Reviewing classroom behaviour data and intervention outcomes to identify trends and target areas requiring support.</li> <li>Recognising and celebrating positive behaviour and attendance through whole-school systems.</li> </ul>

Measurable Outcomes	Resources
<ul style="list-style-type: none"> <li>Subject achievement 7-9; 90% A-C; 50% A-B.</li> <li>ENG A-B achievement 7-9 raised to 42% (relative to like schools).</li> <li>No 'N' ratings in 7-9 reporting other than those due to chronic non-attendance.</li> <li>Achievement gaps for identified 'at risk subgroups' in core subjects trending down.</li> <li>QCE/QCIA attainment 100%.</li> <li>Year 11 QCE/QCIA On Track - 100%.</li> <li>Students are comfortable participating in learning walks and can articulate what and how they are learning, demonstrate an understanding of their LOA, the marking guide, how they can improve and where to go for help.</li> <li>100% of faculties adopt revised CARP aligned to ACv9, following the IDSHS implementation schedule.</li> <li>Junior School Assessment Endorsement Team established and targeted junior school assessment tasks are endorsed prior to circulation.</li> <li>100% of staff undertake classroom profiling and receive individualised feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Internal staff expertise</li> <li>Scheduled faculty planning sessions.</li> <li>Learning walk school process.</li> <li>External Classroom Profiler.</li> <li>Behaviour Specialist position and related funding.</li> <li>Flexispace staff and related funding.</li> <li>Additional allocation of staff funded by school.</li> <li>Regional deployment where relevant.</li> <li>TrackEd.</li> <li>SORD</li> <li>School sourced and regionally provided PD initiatives.</li> </ul>

Approvals
<p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="text-align: center;">  <p><b>Principal - Mr. Rick Dallas</b></p> </div> <div style="text-align: center;">  <p><b>P&amp;C President - Mrs. Emma Murray Bryant</b></p> </div> <div style="text-align: center;">  <p><b>School Supervisor - Mr. Darren Wallwork</b></p> </div> </div>