Isabella State School

2025 ANNUAL IMPLEMENTATION PLAN

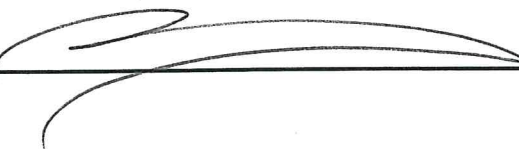Educational achievement   Wellbeing and engagement   Culture and inclusion

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School priority 1:
Improvement in student achievement outcomes in English through intentional collaboration to ensure consistent implementation of explicit teaching of reading and Australian Curriculum (V9).

Monitoring			
Term 1	Term 2	Term 3	Term 4

Strategy/ies:
1. Finalise and implement Year 3-6 Literacy Block, collaboratively, to drive and deliver student outcomes
2. Further refine reading across P-2 by monitoring student outcomes as per whole-school data plan, and ensuring consistency in enactment of intended curriculum
3. Develop and trial a structure which facilitates collaboration within and across year levels and includes planning (including pedagogy), sharing, data analysis and staff capability building to facilitate implementation of the Simple View of Reading and AC V9 maximising student learning outcomes

Long term measurable/desired outcomes:

Maintain Inter-Assessment Agreement LOA and NAPLAN data (SORD)

English
P-6
80% achieveing a C or above
50% achieveing a B or above

AIP measurable/desired outcomes:

FN = First Nations

English - C or above

English %	Semester 1 2024 (actual)	Semester 1 2025 (goal)	Semester 2 2024 (actual)	Semester 2 2025 (goal)
P-2	83%	83%	82%	85%
P-2 FN	75%	70%	69%	75%
3-6	81%	85%	82%	85%
3-6 FN	75%	70%	68%	75%

English - A or B

English %	Semester 1 2024 (actual)	Semester 1 2025 (goal)	Semester 2 2024 (actual)	Semester 2 2025 (goal)
P-2	47%	50%	57%	60%
P-2 FN	37%	40%	40%	42%
3-6	34%	40%	40%	44%
3-6 FN	37%	40%	40%	42%

Artefacts
- Unit plans developed documented and Implemented for English
- Marking guides, aligned to V9 AC in English . Moderation cylce enacted with approp artefacts
- Year and band plans collaboratively devleoped and documented
- Yr 3-6 Literacy Block plan for 1 year and supporting documentation

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Actions:
1.1 Develop and implement elements of 3-6 Literacy Block including spelling, vocabulary, language structure and oral reading fluency.
1.1b Develop and conduct pulse checks to track change management and staff capability to inform actions
1.2 Further refine and extend P-2 Literacy blocks with a focus on the review, decodable routine and morphology.
1.3 Plan and implement English unit plans, assessment tasks and marking guides for ACV9 , reviewing and refining planning to effectively implement the AC V9.
1.4 Build staff capability to consider, incorporate and document in unit plans, agreed pedagogical approaches and practices.
1.5 Facilitate implementation of 4 cycles of moderation within Year Level collaboration structure.
1.6 Further refine and implement "walkthrough" practice which commenced in 2024.
1.7 Create a timetable and allocate human resources to facilitate collaboration structures.
1.8 Establish a clear vision, purpose and way of working within year levels and across year level collaboration structures.
1.9 Prioritise the content of collaboration sessions to incorporate planning (including pedagogy), sharing (including moderation, peer observation, feedback and modelling), data analysis (Include refinement of whole-school data plan) and building staff capability.
1.10 Build a shared understanding of and develop and implement agreed practice which supports peer observation and feedback within the collaboration sessions

Responsible officer(s):
Head of Curriculum – Caitlin Arkey
Deputy Principals: Joss Jeloudev and Ric Baruksopulo
Principal – Helen Foulger
HOSES – April Irwin

Resources:
- K– 12 curriculum, assessment & reporting framework
- SEOC and regional support
- DoE Reading through the Australian Curriculum
- Literacy progressions
- Whole school moderation process
- SORD/Pivot charts developed exporting OS data
- Teaching and Learning Hub – Whole school approach to pedagogy
- V9 AC
- School Data Plan
- Collaboration system /human resourcing
- Curriculum One Note
- Sharepoint

School priority 2
Build a shared understanding of and model for inclusion at Isabella State School, building staff capability for implementation in 2026.

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

Long term measurable/desired outcomes:

AIP measurable/desired outcomes:

SOS

	2024	Mid 2025 Pulse check	2025 Target
Student - Student behaviour is well managed at our school.	63%	65%	68%
Staff – Students with disability are well supported at this school	91.5%	93%	95%
Staff – I have access to relevant professional development	83%	85%	87%

Strategies:
- Develop a consistent understanding of inclusion and inclusive practices among staff, with regional support, to collaboratively refine the whole-school approach to inclusion.
- Clarify the whole-school approach to inclusion, with clearly documented roles and responsibilities, to ensure teachers, support teachers, the HOSES and leaders understand their roles in supporting students.
- Develop professional learning opportunities for building staff capability in differentiated teaching and learning practices to ensure students are provided with appropriate learning opportunities and tailored supports.
- Utilise Collaborative Complex Problem Solving process, interrogating Tier 2 and 3 behaviour data to build school-wide collective responsibility for a safe and supportive environment.

Artefacts
- Vision statement and documented shared understanding of inclusion
- Inclusion model
- Role Descriptions

Actions:

2.1 Complete Scan and Assess of current school practices (teacher and leaders) in Inclusion utilising the LISAC tool, with regional support.

2.2 Create opportunities for Inclusion team to observe and explore best practice in identified schools.

2.3 Leverage the Inclusion Working Party/collaboration to Prioritise, Develop Action Plan (4yrs)

2.4 Engage staff in professional learning and collaboration in order to develop a shared understanding of what Inclusion is at Isabella SS. Refine Inclusion model to align with this

2.5 Review and update Inclusion staff roles and responsibilities to align with our shared understanding and Inclusion model

2.6 Review and refine existing intervention processes and practices

2.7 Engage the Working Party (Tier 2 and 3 behaviours) along with regional support personnel in Collaborative Complex Problem Solving Process to identify problem/causes and solution requirements.

Responsible officer(s):
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Deputy Principals – Joss Jeloudev and Ric Baruksopulo
Principal – Helen Foulger
HOSES – April Irwin

Resources:
- Power BI – behaviour data
- Principal Advisor – Inclusion, Principal Advisor Autism, Principal Advisor – Positive Behaviour for Learning
- LISAC tool
- Inclusion Working Party
- QEW survey

Cross Priority (1&2)

Strategy/ies:
In relation to the above priorities

1. Strengthen and develop staff capability through 3 subsystems; coaching and mentoring, collaboration, and professional learning to ensure staff capability opportunities are purposeful and impactful.
2. Develop formal observation and feedback processes to build the capability of leaders and teachers in implementing agreed priorities.
3. Prioritise opportunities for modelling and peer observation to support teachers in improving their current teaching practices.
4. Prioritise PD opportunities for developing knowledge and understanding of the Australian Curriculum (AC) to continue to support leaders and teachers to review and refine planning and effectively implement the AC.

Actions:

12.1 Refine the professional learning plan, identifying professional learning opportunities aligned to school priorities, to broaden staff skills through relevant Professional Development (PD).

12.2 Engage with regional office expertise to plan for and deliver a comprehensive suite of targeted professional learning sessions for teachers and teacher aides. (Reading, English ,AC V9, Inclusion ,Differentiation)

12.3 Create formalised Setting Personal Goals (SPG) processes to ensure professional learning opportunities are consistent and purposeful.

12.4 Collaborate with staff to build a shared understanding of and a preferred model for observation and feedback which potentially links with the above SPG process

12.5 Develop and implement a process for staff to apply for attendance at external professional development opportunities which align with AIP priorities and

12.6 Further develop school wide processes to monitor effective implementation of intended curriculum including walkthrough's.

12.7 Engage staff in coaching, mentoring, lesson observation and feedback formalising processes to build the capability of leaders and teachers in implementing agreed priorities

Responsible officer(s):
Head of Curriculum – Caitlin Arkey
Deputy Principals –Joss Jeloudev and Ric Baruksopulo
Principal – Helen Foulger
HOSES

Resources:
- The Australian Curriculum Version 9
- K– 12 curriculum, assessment & reporting framework
- Joint statement on Setting Professional Goals
- Joint Statement on Collaborative Capability Development:-Classroom observations and feedback
- SEOC , Principal Advisor – Inclusion and other relevant regional support
- DoE curriculum gateway
- DoE support for Australian Curriculum Resources
- DoE Numeracy HUB
- Literacy P-12 Hub
- Australian Professional Standards for Teachers

Approvals

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

Principal *[signature]*

P&C/School Council *[signature]*

School Supervisor

Queensland Government