



Isabella State School

Strategic Plan

2021 – 2024

Vision	State Schools Strategy 2020-2023	Priorities (aligned to the SIU recommendations)	Frameworks & Standards Policies and Procedures	Performance Measures	Evidence Source
Isabella State School Learners Today, Leaders Tomorrow	Inclusion	<p>3.3 Design a coherent and targeted plan to build the cultural competence of staff and students and work towards embedding Aboriginal and Torres Strait Islander knowledge and perspectives throughout the curriculum.</p> <p>4.1 Collaboratively review and adjust school-wide processes for determining, delivering and measuring school support structures and inclusive practices for identified students to achieve improved student learning or wellbeing outcomes.</p> <p>7.1 Build teacher capability to differentiate for the full range of students within their classrooms including high performing students.</p> <p>7.2 Collaboratively review school inclusive and learning support practices for their effectiveness in supporting classroom teachers in improving student learning and wellbeing outcomes for all students.</p>	<p>Every student with disability succeeding</p> <p>Every ATSI student succeeding</p> <p>Inclusive Education Policy</p>	<ul style="list-style-type: none"> Tier 2 and Tier 3 students identified with planned support and intervention at their level of need. Regular range of lunchtime activities Students requiring an ICP are identified and plans developed in a sequential and timely manner 	<ul style="list-style-type: none"> Student Code of Conduct Case Management Flowchart and Referral School Data Profile One School Semesterly LOA data Whole School Wellbeing Policy
	Teaching	<p>5.2 Strengthen school strategies that enable teachers to work collaboratively within year level teams and across year level cohorts.</p> <p>6.1 Strengthen curriculum planning conversations and processes to build teacher understanding of the Australian Curriculum achievement standards and content descriptors and the C2C model response and GTMJs.</p> <p>6.2 Build school and teacher knowledge of the Australian Curriculum general capabilities and cross-curriculum priorities to enable student's access to the full provision of the Australian Curriculum.</p> <p>4.2 Review current human resource allocation to align with current and emerging priority agendas.</p>	<p>The Australian Curriculum P – 12 curriculum, assessment & reporting framework</p> <p>Pedagogical Framework</p>	<ul style="list-style-type: none"> Year level timetables demonstrate a balance between agreed practices, demands of the Australian Curriculum, Social and Emotional Learning and year level needs. Student improvement is moderated to ensure validity, reliability and consistency of judgement. Student improvement is individualised through goal setting and feedback. A-C outcome targets > 80% Attendance > 90% Improved NAPLAN Data – reaching NMS; increase in 2.5% in U2B 	<ul style="list-style-type: none"> Whole School Pedagogical Framework Whole School Curriculum Plan School Data Profile
	Capability	<p>1.2 Develop roles, responsibilities and accountabilities for school leaders and key staff to drive the implementation of school priority agendas.</p> <p>2.3 Build staff data literacy to analyse long-term and micro-data sets to support the continuous improvement of student outcomes.</p> <p>5.1 Develop and implement a school PD plan that includes opportunities for staff to participate in classroom-based learning, mentoring and coaching arrangements and are aligned to the school EIA.</p> <p>8.2 Strengthen and develop staff capability through coaching, mentoring, lesson observation and feedback processes to support improved student learning and wellbeing outcomes.</p>	<p>Australian Professional Standards for Principals</p> <p>Australian Professional Standards for Teachers</p> <p>Annual Performance review process</p> <p>Advancing rural & remote education in Qld SS</p> <p>Employee performance, professional development & recognition policy</p>	<ul style="list-style-type: none"> Explicit Instruction is consolidated and implemented with fidelity across all cohorts. Teacher practice is moderated through the APDP process and aligned to the EIA. 	<ul style="list-style-type: none"> Planned coaching and peer mentoring sessions documented in school professional development plan. Implementation of PLC APDP implemented with Line Managers documented through MYHR
	Performance	<p>1.1 Collaboratively develop implement and communicate a clear and precise improvement agenda for the school that includes long and short-term strategies and actions that are grounded in evidence from research and fit school context and student needs.</p> <p>1.3 Develop processes to systematically evaluate the effectiveness of school programs, initiatives and use of resources for improving student learning and wellbeing outcomes.</p> <p>1.2 Review the school plan for the systematic collection of student outcome data including both test data and quality classroom assessments.</p> <p>2.1 Develop school processes to utilise data to inform and quality assure school-level decisions, intervention and initiatives for improving student learning, wellbeing and school governance and resourcing.</p>	<p>School planning, Reviewing and reporting Framework</p> <p>Standards of Evidence</p> <p>National Quality Framework</p> <p>School Reviews</p> <p>Performance Improvement & Accountability Framework</p>	<ul style="list-style-type: none"> Align school professional learning with the school Teaching and Learning priorities and improvement areas. Review and develop a Pedagogical Framework, updated yearly to suit the changing school context. Review and enhance moderation processes 	<ul style="list-style-type: none"> School organisational structure (roles, responsibilities, accountabilities) School Budget – SBS School Opinion Survey AEDC Report Whole School Pedagogical Framework Documented Moderation Policy



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Wellbeing	8.1 Review the pedagogical framework to ensure it articulates the school's vision for teaching and learning and that it reflects the research regarding effective teaching practices.			
	3.1 Review the school's PBL strategy and draw on regional resources to revitalise and implement PBL across the school with fidelity and with a focus on Tier 2 and Tier 3 supports. 3.2 Collaboratively plan to develop strategies to regularly check, monitor and support staff wellbeing.	Student Learning and Wellbeing Framework Student Code of Conduct exemplar Staff Wellbeing Framework Behaviour Policies & procedures Supporting students' mental health & wellbeing	<ul style="list-style-type: none">• Student Code of Conduct• Student Well Being Framework• Staff Wellbeing Framework	<ul style="list-style-type: none">• Implemented Whole School Wellbeing Framework• Implementation of Student Code of Conduct• PBL and Pause Programme Policies
	9.1 Explore partnerships with local organisations and allied health support agencies to assist the work of the school in further supporting students with complex learning needs. 9.2 Promote and extend the cultural competence of all school personnel through building partnerships with local Indigenous groups and Elders.	Parent & Community Engagement Framework	<ul style="list-style-type: none">• Number of students engaged in cluster school priorities. EG Clontarf, STEP, Bentley's Best• Investigate opportunities to share the achievement and improvement of students and the school across the school community.• Engage alternate methods of engaging the school community to increase involvement.• Completed Parent & Community Engagement Framework	<ul style="list-style-type: none">• Implement Parent & Community Engagement Framework

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements for 2020 - 2023.

Principal

P & C President

Assistant Regional Director