

**\*\*JAMES NASH SHS (2137)**  
**2025 ANNUAL IMPLEMENTATION PLAN**



Educational  
achievement



Wellbeing and  
engagement



Culture and  
inclusion

School priority 1	Empowering Learners – pedagogy to balance the cognitive load of learning and enhance student outcomes.	Phase	Developing – D Implementing – I Embedding – E Reviewing – R
Link to school review improvement strategy:	Collaboratively review the school's pedagogical framework and ensure all staff members have a <b>deep understanding of the agreed evidence-based pedagogies</b> that inform teaching and learning to ensure consistent school-wide practices in all classrooms across all subject areas.		
Strategies	<p>Provide a solid foundation by <b>quality assuring 3 levels of planning</b> to provide consistency of process and language</p> <ul style="list-style-type: none"><li>Curriculum plan</li><li>Year and Band Plans – P-10 planning app and peer review</li><li>Unit Planning – 2 stage process – collaborative phase and differentiated phase – DUP endorsement</li></ul> <p>Provide clear <b>expectations</b> regarding the actions necessary to “empower learners” as:</p> <ul style="list-style-type: none"><li>Provision of a learning wall that includes:<ul style="list-style-type: none"><li>Assessment task including conditions (if relevant)</li><li>Marking Guide (in accessible language)</li><li>Unit Overview (includes sequence of Learning Goals)</li><li>Exemplars (annotated to the marking guide)</li><li>6PMSL poster</li></ul></li><li>Providing classroom routines which support students to:<ul style="list-style-type: none"><li>Set performance and mastery goals</li><li>Undertake self and peer assessment to inform progress using the marking guide (or aspects thereof)</li><li>Develop Student Learning Action Plans (SLAP) to help achieve goals (mastery and performance) informed by 6 Phase Model of Student Learning (6PMSL)</li></ul></li></ul> <p>Provide the <b>knowledge and skills</b> necessary to support the empowering learners actions.</p> <ul style="list-style-type: none"><li>Provision of and explicit unpacking of the guiding text – “The New Classroom Instruction That Works”</li><li>differentiated point in time <b>training</b> for staff regarding the above in terms 1 and 2 utilising staff meeting time. Training to reflect the knowledge and skills necessary to support the anticipated teacher behaviours at each juncture.</li><li>Community of Practice process utilised in terms 2 and 3 to share experiences and strategies with a view to enhancing effectiveness</li></ul> <p><b>Implement</b> the empowering learners actions in a selected class according to the identified schedule:</p> <ul style="list-style-type: none"><li>At least one (1) class (preferably year 7 – 10) in 2025</li><li>More than 1 class in 2026</li><li>Full implementation in 2027<ul style="list-style-type: none"><li>Accompanied by student led conferencing in lieu of parent teacher interviews</li></ul></li></ul> <p><b>Monitor</b> progress through:</p> <ul style="list-style-type: none"><li>learning walks and talks utilising the student questions:<ul style="list-style-type: none"><li>What are you doing?</li><li>What are you learning?</li><li>How are you learning?</li><li>How are you going?</li><li>What do you need to do / learn next?</li></ul></li><li>using the proficiency reflection tool as a component of their school wide APDP goal to review progress with line manager</li><li>consistency of practice – focus review on an aspect of the empowering learners work with:<ul style="list-style-type: none"><li>HODs with Principal</li><li>Teachers with DPs</li></ul></li><li>Student survey – of each EL class in the first 2 terms of implementation<ul style="list-style-type: none"><li>I use the learning wall to inform my progress?</li><li>I take greater responsibility for my learning?</li></ul></li></ul> <p><b>Celebrate</b> progress and <b>refine</b> process through:</p> <ul style="list-style-type: none"><li>AIP review each term at:<ul style="list-style-type: none"><li>Exec</li><li>Leadership and</li><li>Staff meetings (week 3 data review)</li></ul></li></ul>		



Actions including Responsible officer(s)		Resources
Collaborative AIP development – Principal Schedule of meetings, agendas and expected contributions – Principal Collaborative Data Plan development – Principal <ul style="list-style-type: none"> <li>Report cards – Leaders</li> <li>Data Placemat - Teachers</li> </ul> Professional Learning Plan – DP (HR) <ul style="list-style-type: none"> <li>Teacher APDP – HODs T&amp;L</li> </ul> Build specific capability associated with empowering learners – HoDs T&L Quality assure processes and products – DPs and HODs Consistency management – Executive team		Text – “The New Classroom Instruction That Works” Learning Walls – minor works allocation Professional Learning and collaboration time – scheduled through Professional Learning Days, Staff meetings and release time Budget allocation of \$50,000 to support above.
Weekly action plan developed in consultation with school leaders. - See Appendix 1		
End Term 4	Measurable outcomes	Improved Academic Achievement in classes enacting a second and subsequent iteration of “Empowering Learners” as measured by: <ul style="list-style-type: none"> <li>&gt;50% of academic achievement results are at the A or B standard</li> <li>&gt;20% of academic achievement results are at the A standard</li> <li>Improved student feedback SOS (Student) “I am interested in my school work” 66% - &gt;70% agreement</li> <li>Improved staff feedback SOS (Staff) “Students are interested in their school work” 50% - &gt;60%</li> </ul> <b>Improve teacher capability as per Proficiency reflection Tool</b>
	Success criteria	Behaviourally: Executive Leaders will: <ul style="list-style-type: none"> <li>Consistently communicate the purpose and processes of Empowering Learners with both the internal and external community through articulation of the key message points: <ul style="list-style-type: none"> <li>Empowered learners</li> <li>Experts in teaching and learning</li> <li>Diverse opportunities</li> <li>Meaning pathways – for a life of choice</li> </ul> </li> <li>Enhance schoolwide capability by: <ul style="list-style-type: none"> <li>Ensuring personal expertise to support instructional leadership</li> <li>Systematically collecting evidence of teacher capability in relation to empowering learners through: <ul style="list-style-type: none"> <li>Heat map of proficiencies via Proficiency Reflection Tool survey</li> <li>HoD and teacher feedback via Consistency of Practice Work Performance Reviews (WPRs)</li> <li>Student feedback via Learning Walks and Talks utilising the key questions</li> <li>Collection and analysis of data</li> </ul> </li> <li>Planning for a suite of learning via the Professional Learning Plan</li> <li>Planning for and facilitating collegial engagement via Communities of Practice in Terms 2 and 3</li> <li>Implementing professional learning via PD Budget and planned use of meeting time</li> </ul> </li> <li>Quality assure processes and products using endorsement, moderation, lesson observation, learning walks and talks, data collection and analysis and/or Work Performance Reviews in relation to <ul style="list-style-type: none"> <li>Planning - Curriculum Plan and Year / Band Plans – endorsement and moderation</li> <li>Teaching - lesson observation, learning walks and talks, data collection and analysis</li> <li>Assessment</li> <li>Reporting</li> <li>Moderation</li> </ul> </li> <li>Quality assure consistency through Work Performance Reviews (topic informed by data)</li> </ul> HODs T&L will: <ul style="list-style-type: none"> <li>Enhance teacher capability by: <ul style="list-style-type: none"> <li>Monitoring the capability of staff to empower learners using: <ul style="list-style-type: none"> <li>The Proficiency Reflection Tool in line with APDP processes.</li> <li>Walkthroughs – gather student feedback through key questions</li> <li>Lesson observations</li> <li>Line management meetings</li> </ul> </li> <li>Providing feedback and coaching for staff regarding capability</li> <li>Facilitating and / or providing professional learning to support teacher capability growth</li> </ul> </li> <li>Quality assure processes and products using endorsement, moderation, Learning walks and talks, observation and/or Work Performance Reviews in relation to: <ul style="list-style-type: none"> <li>Planning - Unit Planning – endorsement and moderation</li> <li>Teaching – utilising the 6PMSL / ESCMs – Learning Walks and Talks, lesson observations, line management, data collection and analysis</li> <li>Assessment - summative</li> <li>Reporting</li> <li>Moderation (M1 -4)</li> </ul> </li> <li>Provide the necessary resources for learning walls and learning activities</li> </ul>

All teachers (including HODs) will:

- Grow their capability in relation to empowering learners by:
  - Review the impact of their actions each term utilising student feedback (formal/ informal surveys) and classroom data
  - Reference their proficiency against the Proficiency Reflection Tool and renew their APDP accordingly
  - Identify their next steps in empowering Learners on their APDP
  - Collaborate through CoP processes to share strategies associated with Empowering Learners
- Implement the empowering learning actions ensuring they:
  - Have differentiated unit planning that:
    - Is endorsed by the HOD – signifying alignment to the year / band plan
    - Aligns pedagogy with Empowering Learners informed by the 6PMSL
    - Uses content descriptors, learning activities and aspects of the marking guide to create Learning Goals for display in the classroom
  - Explicitly teach students:
    - The purpose of empowering learners and the learning wall
    - About the assessment details including unpacking the marking guide and the unit overview within 4 lessons of the start of the unit.
    - How to utilise a learning wall to access information that informs their progress and next steps in their learning.
    - How to construct a mastery goal informed by the learning goal and the marking guide.
    - The skills associated with self and peer assessment
    - How learning occurs using the 6 Phases of Learning.
    - How to consolidate the use of mastery goals, feedback and knowledge of learning (6PMSL) to develop Student Learning Action Plans (SLAPs)
  - Manage classroom routines to implement empowering learning actions that include students:
    - Co-constructing and utilising a learning wall to facilitate student access to the assessment (if relevant), the marking guide, relevant exemplars and the unit overview
    - Engaging students with learning goals and associated learning objectives and success criteria
    - Routinely referring to aspects of the marking guide as they pertain to the learning goals
    - Developing mastery goals informed by evidence of learning / progress
    - Undertaking self and peer assessment utilising relevant aspects of the marking guide
    - Developing student learning action plans utilising understanding of the 6PMSL

Students, in classes using empowering learners' strategies, will be able to:

- Respond appropriately to the following questions:
  - What are you doing? – a reference to the learning activity
  - What are you learning? – a reference to the learning goal
  - How are you learning? – a reference to the 6PMSL
  - How are you going? – a reference to mastery goal achievement
  - What do you need to do / learn next? – a reference to student learning action plan
- Articulate how they use the learning wall to:
  - Set mastery goals
  - Conduct self and peer assessment and reflection regarding next steps
- Articulate a “Student Learning Action Plan” (informed by their understanding of how they learn) to address identified deficits in mastery goals.
- Articulate in age-appropriate language “how they learn” framed by the 6 Phases of student learning.
- Provide evidence of learning through artefacts (notebook etc)

Parents / Carers will be aware of the 4 key messages:

- Empowering Learners is the key focus
- Experts in teaching and learning are informed by neuroscience
- Diverse opportunities engage all students
- Meaningful pathways for a life of choice



	Artefacts	<div>Annual Implementation Plan (quarterly review)</div> <div>Data Plan<ul style="list-style-type: none"><li>School and faculty report cards (week 2)</li><li>Data Placemat (week 3 staff meeting)</li><li>Learning walk and talk data (5 week review)</li><li>School Opinion Survey data (annual review)</li></ul></div> <div>Professional Learning Plan<ul style="list-style-type: none"><li>Teaching capability heat map</li></ul></div> <div>Curriculum planning – 3 levels of planning</div> <div>Moderation meeting minutes</div> <div>Meeting scheduling planner<ul style="list-style-type: none"><li>Meeting minutes - Executive team / Leadership team / Consistency of Practice WPRs / Staff / LCC</li></ul></div> <div>Standard Operating procedures / Flowcharts:<ul style="list-style-type: none"><li>Teaching and Learning</li><li>Teaching capability (APDP)</li><li>Associated glossary</li></ul></div> <div>Learning walls</div> <div>Student work samples</div> <div>Student survey feedback<ul style="list-style-type: none"><li>Local survey and</li><li>School Opinion survey</li></ul></div>



	Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	<b>Achievement</b> <ul style="list-style-type: none"> <li>45%A&amp;B</li> <li>15% A</li> </ul>	<b>Behaviourally:</b> Leader (Executive and HODs) will enact actions consistently across the year.  HODs will: <ul style="list-style-type: none"> <li>Further grow their expertise as empowering learners practitioners as described above</li> </ul> All teachers will: <ul style="list-style-type: none"> <li>Grow their capability in relation to empowering learners by: <ul style="list-style-type: none"> <li>Review <b>differentiation</b> and the impact of their actions each term utilising student feedback (formal/ informal surveys) and classroom data</li> <li>Reference their proficiency against the Proficiency Reflection Tool and renew their APDP accordingly</li> </ul> </li> <li>in 1 class of their choosing – <b>identified on the HOD Table of implementation</b> <ul style="list-style-type: none"> <li>Have an endorsed differentiated unit plan</li> <li>Provide students with the assessment details and unpack the marking guide and the unit overview within 4 lessons of the start of the unit.</li> <li>Engage students with learning goals and success criteria in a time appropriate fashion</li> </ul> </li> </ul> Students in classes identified above will: <ul style="list-style-type: none"> <li>Respond appropriately to the following questions: <ul style="list-style-type: none"> <li>What are you doing?</li> <li>What are you learning?</li> </ul> </li> </ul> Some teachers (those trained in T4 2024) will <ul style="list-style-type: none"> <li><b>Begin</b> to display the behaviours identified in the success criteria</li> </ul> Students in classes identified above will: <ul style="list-style-type: none"> <li>Begin to display the behaviours identified in the success criteria</li> </ul>		Green –on track Yellow – underway Magenta – yet to commence
End Term 2	<b>Achievement</b> <ul style="list-style-type: none"> <li>45%A&amp;B</li> <li>15% A</li> </ul>	<b>Behaviourally:</b> Leader (Executive and HODs) will enact actions consistently across the year.  HODs will: <ul style="list-style-type: none"> <li>Further grow their expertise as empowering learners' practitioners as described above</li> </ul> All teachers will: <ul style="list-style-type: none"> <li>Grow their capability in relation to empowering learners by: <ul style="list-style-type: none"> <li>Review the impact of their actions each term utilising student feedback (formal/ informal surveys) and classroom data</li> <li>Reference their proficiency against the Proficiency Reflection Tool and renew their APDP accordingly</li> </ul> </li> <li>in 1 class of their choosing <ul style="list-style-type: none"> <li>Have an endorsed differentiated unit plan</li> <li>Provide students with the assessment details and unpack the marking guide and the unit overview within 4 lessons of the start of the unit.</li> <li>Engage students with learning goals and success criteria in a time appropriate fashion</li> </ul> </li> </ul> Students in classes identified above will: <ul style="list-style-type: none"> <li>Respond appropriately to the following questions: <ul style="list-style-type: none"> <li>What are you doing?</li> <li>What are you learning?</li> </ul> </li> </ul> Some teachers (those trained in T1 2025) will <ul style="list-style-type: none"> <li>Begin to display the behaviours identified in the success criteria</li> </ul> Students in classes identified above will: <ul style="list-style-type: none"> <li>Begin to display the behaviours identified in the success criteria</li> </ul> Some teachers (those trained in T4 2024) will <ul style="list-style-type: none"> <li>Embed the behaviours identified in the success criteria</li> </ul> Students in classes identified above will: <ul style="list-style-type: none"> <li>Embed the behaviours identified in the success criteria</li> </ul>		

End Term 3

- Achievement**
- 50%A&B
  - 18% A

**Behaviourally:**

Leader (Executive and HODs) will enact actions consistently across the year.

HODs will:

- Further grow their expertise as empowering learners’ practitioners as described above

All teachers will:

- Grow their capability in relation to empowering learners by:
  - Review the impact of their actions each term utilising student feedback (formal/ informal surveys) and classroom data
  - Reference their proficiency against the Proficiency Reflection Tool and renew their APDP accordingly
- in 1 class of their choosing
  - Have an endorsed differentiated unit plan
  - Provide students with the assessment details and unpack the marking guide and the unit overview within 4 lessons of the start of the unit.
  - Engage students with learning goals and success criteria in a time appropriate fashion

Students in classes identified above will:

- Respond appropriately to the following questions:
  - What are you doing?
  - What are you learning?

Some teachers (those trained in T2 2025) will

- **Begin** to display the behaviours identified in the success criteria

Students in classes identified above will:

- Begin to display the behaviours identified in the success criteria

Some teachers (those trained in T1 2025) will

- **Embed** the behaviours identified in the success criteria

Students in classes identified above will:

- Embed the behaviours identified in the success criteria

Some teachers (those trained in T4 2024) will

- **Consolidate** the behaviours identified in the success criteria

Students in classes identified above will:

- Consolidate the behaviours identified in the success criteria

**Begin:** Start the process, introduce the concepts, establish foundational understanding  
**Embed:** Reinforce or integrate the initial learning or concepts into practice - actively working with knowledge / skill to provide more stable routines  
**Consolidate:** Solidify or strengthen understanding or performance – focus on mastery ensuring deep understanding, consistent application.

**Approvals**

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

Principal

P&C/School Council

School Supervisor

APPENDIX 1 - DETAILED ACTION PLAN  
EMPOWERING LEARNERS

Term 1 & 2

January Professional Learning Days - link

Week	School Priority – Empowering Learners	
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



Term 3 & 4

Week	School Priority – Empowering Learners	
1	AIP review	
2		
3	Data Placemat	
4		
5		
6		
7		
8		
9		
10		