JAMES NASH State High School
Engage • Empower • Excel

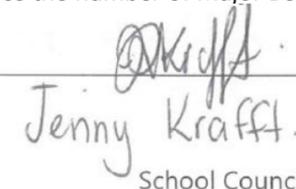# 2026 ANNUAL IMPLEMENTATION PLAN (Final)

Educational Achievement

Knowing and responding to each student's learning needs is essential to making sure they are on track to achieve their educational goals.

Our common goal is for every student to progress in their learning each year to achieve individual excellence, and to invest in the capability and expertise of our people to support them.

Belonging, Wellbeing and Engagement

Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement in learning.

Our common goal is to create positive and inclusive teaching and learning environments where all staff and students feel confident, resilient and supported to thrive.

Priority A	**Empower Learners** Build staff and student capability to plan, articulate, facilitate and monitor learning progress aligned to our Empowering Learners work and the intended curriculum.	**Phase** Implementing

Strategies	1. Strengthen and consolidate the Empowering Learners work through the development and mastery of high impact pedagogical practices through the 6 Phase Model of Student Learning (6PMSL).
	2. Maintain a student perspective through the development of school wide strategies and tools that support students to articulate what they are learning, and how they are going aligned to the intended curriculum.
	3. Build a strong foundation and culture of Empowered Learners through a consistent approach across subjects and an explicit pilot Empowered Learners program in Year 7.

Measurable Outcomes	The relative proportion of students achieving: • Growth – upward movement in subject specific Level of achievement • C and above – Target 90% • A or B – Target 48% The proportion of students who can articulate: • what they are learning aligned to the intended curriculum. • how they use the marking guide and/or Learning Walls • the phase they are currently in aligned to 6PMSL.

Priority B	**Engage Learners** Foster a stronger sense of belonging and wellbeing by refining our whole-school Multi-Tiered System of Support (MTSS) to provide an environment where all students can **excel**.	**Phase** Developing - Implementing

Strategies	1. Collaboratively refine, communicate and embed a coherent MTSS Framework to strengthen cross-team partnerships between Teaching and Learning, Student Services and Student Support.
	2. Strategically and collaboratively review, refine and create Tier 1 and 2 intervention strategies and programs that are evidence based and responsive to student needs and ensure these practices and their impact are consistently recorded and monitored.

Measurable Outcomes	The relative proportion of students: • attending and learning on a daily basis (Target 86% - Year 9&10: 83%) • attending and learning less than 85% of the time (Target – 37%) • Improving - upward movement in attendance rate. • with disability achieving C or Above and A or B, when compared to the rest of the class/cohort (Target reduce gap to 12%) • with disability receiving School Disciplinary Absences compared to non-disability students (Target) • from Aboriginal or Torres Strait Islander background receiving School Disciplinary Absences compared to non-Aboriginal/Torres Strait Islander students (Target) • reporting that "I feel safe at my school" (Target >75% on the School Opinion Survey. • agreeing that "Student behaviour is well managed at my school" (Target >65%) • agreeing that "My school takes students' opinions seriously" (Target>70%) 100% of school-resourced intervention programs are monitored and evaluated for impact, with data showing participating students demonstrate an improvement in either learning, social connection or attendance. Reduce the number of Major Behaviour Incidents

Endorsement	

Leasa Smith
School Supervisor

Mark Seijbel
Principal (acting)

Jenny Krafft.
School Council

Student Representative

Empower Learners

Build staff and student capability to plan, articulate, facilitate and monitor learning progress aligned to our Empowering Learners work and the intended curriculum.

Strategy	Success Criteria	Actions	Lead Indicators	Resources	Timeline / RO
1. Strengthen and consolidate the Empowering Learners Work through the development and mastery of high impact pedagogical practices through the 6 Phase Model of Student Learning (6PMSL).	**Leaders can/will:** o Provide coaching and feedback on planning documents that explicitly identifies the alignment between the chosen pedagogy and the intended phase of learning. **Teachers can/will:** o Embed the 6PMSL framework into unit/lesson planning o Develop and utilise co-constructed Learning Walls as routine tools to provide clarity on what students are learning. o Engage in collaborative professional learning and communities of practice to build capability in pedagogical practices aligned to the 6PMSL. **Students can/will:** o Articulate the current phase of learning (PMSL) in class. o Utilise the co-constructed Learning Wall to guide/direct their learning journey. o Clearly Articulate what they are learning aligned to intended Curriculum.	1. Embed flexible school wide resources and processes and guidelines to maintain the collective and individual growth in high impact pedagogical practices through the 6PMSL. 2. Facilitate differentiated targeted EL Professional Learning on the 6PMSL, its connection to *The New Classroom Instruction That Works*, and practical classroom application. 3. Develop and implement a schoolwide process for unpacking marking guide. 4. Share professional learning and practices through COPs and stakeholder groups to develop personal and collective capabilities. 5. Develop and adopt a consistent approach to teaching reading through Aust Curriculum with focus on vocabulary. 6. Embed of the 6PMSL in planning processes and moderation discussions.	**Delivery of school wide tools and guidelines:** • EL Playbook • 4 Year EL Roll Out Plan • COP/CPL Teams, processes and Guidelines Visible "**Empowering Learning Conditions**: (Learning Walls, QLearn, MG and intentional time for students to engage in learning process / progress thinking. **Collaborative Learning:** active participation from all faculties in sharing 6PMSL/Learning Wall/Marking Guide/Vocab practices.	o Collaborative Professional Learning (CPL) time. – Continuing EL focus. o CPL Guidelines, Templates and Schedule. o Classroom resources and consumables – Learning Walls. o School Wide Process – Marking Guide o Professional Learning Opportunities: o Vocabulary Instruction. o SLAPs o Learning Walls	o Semester 1 – Priority EL Professional Learning – Learning Wall Focus. o Semester 2 – EL Move to SLAPs + ... o Marking Guide and Vocabulary – Term 1 Leadership Team – Term 2 Staff Roll out. RO: Ystyn Francis
2. Maintain a student perspective through the development of school wide strategies and tools that support students to articulate what they are learning, aligned to the intended curriculum.	**Leaders can/will:** o Maintain a strong line of sight from the intended to the enacted curriculum and collaborative professional learning through participation in Walkthroughs / Learning Walks, building on and sharing strengths, and identifying next steps. o Use student voice & data to inform ongoing refinement **Teachers can/will:** o Facilitate the development of student understanding about what they are learning and how they will be assessed (aligned to the marking guide and intended curriculum. **Students can/will:** o Demonstrate agency by using EL tools to articulate what they are learning, aligned to the intended curriculum.	1. Strengthen a community of practice using a Learning Walk approach, focused on identifying strengths, effective practices, barriers and next steps for student access and articulation of the intended curriculum. 2. Refine pedagogical strategies to improve the clarity, access, and alignment of learning for all students. 3. Use Moderation to collaboratively refine strategies to improve delivery of intended curriculum. 4. Develop consistent approach for student-facing resources (e.g. course materials, task sheets, marking guides), prioritising student voice to inform delivery, clarity and promote student access. 5. integrate multiple opportunities for students to actively develop and articulate their understanding, explicitly linking their learning to the intended curriculum (e.g., QCAA, ACARA, VET standards).	**Leadership Team** engages in at least 2 Learning Walks per term with fellow leaders (and increasingly with teachers). • **Student Feedback Survey** - "I use the marking guide to clarify what I am learning" +... • **Learning Walk Data** - Increase the percentage of students observed who can accurately articulate "what they are learning" (linked to learning goal /wall).	o LW/CPL – Leadership Team o LW Refection Data Collection Tool o Student Survey o T&L SOP – Review and Refinement: Student Facing resources, Moderation.	o Term 1 – Commence and Norm Learning Walk – Vision and Protocol o Term 2 – Colate Observations / Lines of Inquiry o Semester 2 – Develop individual and collective strategies to promote student access/alignment. o Term 4 – Monitor, Assess Impact – inform 2027+ Strategic Planning RO: Mark Seijbel
3. Build a strong foundation and culture of Empowered Learners through a consistent approach across subjects and an explicit pilot Empowered Learners program in Year 7.	**Leaders can/will:** o Unsure consistency in routines, student facing resources and practices across Year 7 classes. **Teachers can/will:** o Apply key agreed Empowered Learners routines in all their year 7 classes. o Foster improved learning behaviours by building students' independence, engagement and persistence in class. **Students can/will:** o Set personal learning goals, track their progress and reflect on their learning using the Empowered Learners routines. o Confidently lead their student-led conference in Term 4, articulating their learning growth and next steps.	1. Develop and Launch the Empowered Learners Program 2. Design the Term 2–4 Empowered Learners Curriculum and Student Conference Preparation 3. Build Teacher Capability to Deliver the Empowered Learners Program 4. Communicate the Empowered Learners approach to the School Community. 5. Embed Empowered Learner Routines Across All Year 7 Classes. 6. Implement Student-Led Conferences in Term 4 7. Design the program to implement in year 8, 2027.	• Empowered Learners **Program** • Process and Guidelines • Empowered Learner routines are embedded across >90% of year 7 classrooms. • >85% of parents are aware of the Empowered Learners program in year 7 • >75% of the carers can articulate what the program aims to achieve. • >80% of year 7 carers participate in end of year student-led conference	o Professional Learning – Student Empowering Learner/Learnership Mindsets and Behaviours and Skills (PD Plan $20K) o Year 7 Team Program Design and Development (Staff planning time). o Program commencement, Social Media, Guidelines, Parent Engagement.	o Semester 1 o Term 2 & 3 o Semester 2 RO Greg Cooper

Engage Learners

Foster a stronger sense of belonging and wellbeing by refining our whole-school Multi-Tiered System of Support (MTSS) to provide an environment where all students can excel.

Strategy	Success Criteria	Actions	Lead Indicators	Resources	Timeline/RO
1. Collaboratively refine, develop and embed a coherent MTSS Framework to strengthen cross-team partnerships between students, Teaching and Learning, Student Services and Student Support.	**Leaders can/will:** o Lead a collaborative review that results in a shared vision for wellbeing, ensuring cross-team partnerships between Teaching & Learning and Student Services are operational and effective. o Follow consistent procedures, and transparent communication channels (e.g., summaries, snapshots). o Build staff (leaders, teacher and teacher aide) capability through differentiated coaching that strengthens consistent Tier 1 practices. **Teachers can/will:** o Consistently deliver Tier 1 practices in classrooms and apply the 'Empowered Learner' agenda to support student wellbeing. o Identify student needs within their classroom and apply appropriate tailored supports and reasonable adjustments **Students can/will:** o Demonstrate help-seeking behaviours by accessing the appropriate supports available through the MTSS framework (including self-management).	**1. Collaborative Review & Design** a. Co-design and launch the reviewed MTSS Framework using teacher and student voice to ensure shared ownership. b. Ensure processes explicitly address agentic, cognitive, emotional and behavioural engagement (moving beyond just behaviour management). **2. Embed Processes (SOPs)** a. Embed Standard Operating Procedures (SOPs) for the referral and case management system through staff induction and routine practice. b. Establish transparent communication channels (e.g., snapshots, summaries) to strengthen the link between Student Services and Curriculum teams. **3. Capability Building** a. Facilitate differentiated coaching that strengthens consistent Tier 1 wellbeing practices aligned to the Empowered Learners agenda. **4. Strong Partnerships** a. Publish MTSS framework, relevant SOP & Glossary of terms for students, staff and community b. Present a 3-minute snapshot of an identified student in a staff meeting. **c.** Fortnightly summary of case management meetings sent out to all classroom staff.	• Revised MTSS framework endorsed by staff (via consultation feedback). • Pulse Survey Data: Increase in staff confidence regarding "Knowing how to access support for students." • Reduction in behaviour referrals due to effective Tier 1 classroom practices. • Staff and students participate in MTSS feedback processes (surveys, focus groups, interviews). • Student voice forms or goal-setting tools are completed for 100% of Tier 2 students prior to intervention commencement. • MTSS Framework (inc R&R) SOP suite and glossary published on internal platforms. • 100% of new staff receive the MTSS pack during induction.	1. Staff Meeting Time 2. Pulse survey (FORMS). 3. ESCM workshops 4. Behaviour lessons 5. Professional development for beginning teachers (Ongoing – RO Greg Cooper) Updated Student Management Flow Charts – flip book for all staff. Snapshot of Identified Students – shared each 5 weeks. Summary of case management sent to staff each fortnight	Whole staff meeting time: - T1Wk7 - T2 Wk7 - T3 Wk 1 allocation week 1 T2 – Week 1 LT meeting time: - Stream activity – Week 1, 5 and 9. (ROs – Rachael Pelling and Greg Cooper). Review and refine SOP - WSA to Referral and Case Management – Term 1 – Implement Term 2 onwards. (RO – Rachael Pelling)
2. Strategically and collaboratively review, refine and create Tier 2 intervention strategies and programs that are evidence based and responsive to student needs and ensure these practices and their impact are consistently recorded and monitored.	**Leaders can/will:** o Use data (OneSchool, MTSS tools) to monitor the impact and sustainability of Tier 2 programs, ensuring resources are directed to evidence-based interventions. o Build cross-team capability through targeted professional learning, clear communication (snapshots, summaries, SOPs) and alignment of Tier 2 practices with MTSS expectations. **Teachers can/will:** o Actively contribute to the review process by engaging in communication cycles to understand student needs and support intervention goals in the classroom. **Students can/will:** o Actively contribute their voice when identifying personalised intervention needs and tracking their own progress.	**1. Strategic Review** a. Undertake a cost-benefit / Impact analysis of current interventions to determine sustainability and scalability, and next steps. b. Develop a school-wide tracking process to monitor the effectiveness (impact) of Tier 2 interventions. **2. Implementation & Communication** a. Publish and promote the Tier 2 menu so students and families can have a voice in the selection of personalised interventions. b. Communicate the outcomes and impact of interventions to the school community (not just the activity). **3. Capability Building** a. Build staff capability on the referral and monitoring process to ensure consistent application across all teams. b. Recognise and celebrate student success following intervention to reinforce positive engagement.	• 100% of Tier 2 students have a completed goal-setting/voice tool prior to commencement. • Intervention Audit completed with recommendations for continuation or cessation of programs. • Impact Data: Students exiting Tier 2 support show sustained improvement in attendance or engagement (LOAs)	Tier 2 Intervention Review Report.	Tier 2 Program Review, Overviews (Menu) and Tracking Process – with recommendations – Term 1 (RO. Rachael Pelling). Ongoing reporting and monitoring of Tier 2 & 3 student program participation – Term 2-4 (RO, Rachael Pelling).

Appendix 1: **improvement strategy:**

| **Link to school review improvement strategy:** | **Domain 5:** \Systematically enacting opportunities for teachers to collaboratively strengthen their understanding of the EL initiative to further develop mastery of high-impact teaching strategies.
Domain 2: Strengthening teachers' capability in analysing student outcome data to identify and refine next steps in learning and to support students in developing personalised mastery goals.
Domain 6: Systematically enacting consistent collaborative planning, review and moderation processes to support the alignment of curriculum, teaching, learning and assessment.

Staff feedback: competing priorities, time and workload – lack of adequate planning time. Strategic, phased approach to initiatives. Slow down the pace, phased rollout and the provision of clarity. | **Link to school review improvement strategy:** | **Domain 7:** Differentiating teaching and learning: Consolidate the range of expected practices for differentiating teaching and learning to support teachers in effectively engaging, challenging and extending all students.
Domain 7: Differentiating teaching and learning (Supporting Strategy) - Refine case management referral processes to provide clarity for staff and timely, targeted support for students.
Domain 4: Targeting school resources: Implement processes for monitoring school-resourced programs to evaluate their impact on student outcomes and guide future strategic decision-making.
Domain 3: Promoting a culture of learning (Supporting Strategy): Collaboratively develop, with regional support, alternative education and re-engagement programs to support at-risk junior secondary students.
Domain 2: Analysing and discussing data (Supporting Strategy): Broaden the range of student wellbeing data that is collected and analysed to inform and monitor targeted interventions that enhance student wellbeing and engagement. |