

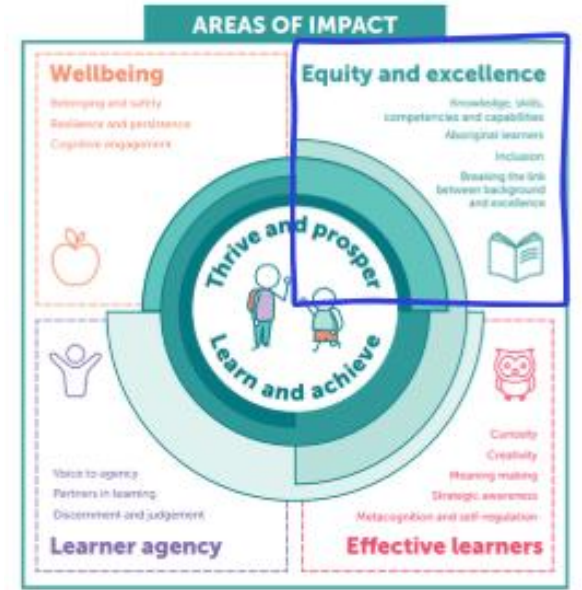
2026 Site Learning Plan

AREA OF IMPACT: EQUITY AND EXCELLENCE

Our goal is to ensure every student has access to high-quality learning experiences and the support they need to succeed, regardless of background or circumstance. We are committed to creating an equitable and inclusive environment by identifying and addressing barriers to learning, promoting high expectations, and celebrating diversity. Through targeted strategies, data-informed practices, and meaningful partnerships, we strive to foster academic excellence and enable all students to reach their full potential.

Overarching Inquiry to support our core work:

How can we work together to set high expectations for every child and use differentiation, so that all learners can access, participate in, and succeed in their learning, regardless of their starting points or needs?



Domain	Where are we at now?	Inquiry Question/Provocation	What does this look like at the last 3 feet? (Actions)	Evidence of Impact (How will we know we've been successful?)
Knowledge, skills, competencies, and capabilities	<ul style="list-style-type: none"> - Big Ideas in Number (ensuring students are meeting foundational skills to build upon), with expectations to include TTC/Place Value in weekly lessons across all classrooms - Developing knowledge on SA Curriculum - Maths Instructional Model/Planning Template - Reading comprehension through Book Based Units - Introduction of SpellEx - Continued use of InitialLit in R-2 classrooms - Passion Projects allow students to master new skills they are interested in 	<ul style="list-style-type: none"> - How can we set high expectations for all learners in literacy and numeracy by regularly using student feedback, choosing effective evidence based teaching strategies, and checking understanding to improve learning for every student? 	<ul style="list-style-type: none"> - Students having opportunities to access learning at their level that both challenges and engage them. - Assessing dispositions in maths and Passion Projects. - Planning rich learning tasks that allow for students to be curious, resilient and resourceful. - Focusing on Do, Be, Know within our SC/LI - Consistent monitoring of students understanding of BliN concepts. - Using strategy task cards within Equity and Excellence impact area with students to build oral language and metacognition. - Intentional and targeted use of SSO support time in classes. - Students accessing differentiated learning experiences. 	<ul style="list-style-type: none"> - Progress in BliN assessments in intervention and in classes. - Student progress in ORF and MAZE. - Cumulative review progress in InitialLit and SpellEx. - Passion Project Survey feedback - WEC survey - TRP Resilient Youth survey - Phonics Screening Check - NAPLAN - Year 1 Numeracy Check - Tracking growth in report grades

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Aboriginal learners	<ul style="list-style-type: none"> - Developing our anti-racism policy - Reconciliation week - PD for staff on the Culturally Responsive Framework - RAP committee - Unit and Nunga room displays of Acknowledgement to Country 	How can we ensure that Aboriginal culture and perspectives are genuinely part of what our children learn, so every child feels respected and included in our school community?	<ul style="list-style-type: none"> - Planning rich Aboriginal perspectives across all learning areas with intent. - Sharing rich units of work - Explicitly teaching a unit of work on racism and Australian History from Aboriginal perspectives - Teachable moments to support understanding around impacts of racism. - Having ACEO and other Aboriginal community members support within classes, to build rich learning skills. - Creating an Aboriginal art piece in the front office symbolising our school narrative 	<ul style="list-style-type: none"> - All community members understanding that racism is unacceptable - Reduced EMS tracking of racism incidents - Celebrating culturally significant dates across the school community - Opportunities for students to attend rich cultural experiences beyond school
Inclusion	<ul style="list-style-type: none"> -Units having access to regulation rooms -Autism Acceptance Day -Buddy Classes -Planning phase of Inclusion Class 2026 - Student Profiles for all students with a disability - One Plans - Attendance 	<ul style="list-style-type: none"> - How can we recognise and respond to the diverse needs of our students, work closely with their families, and connect each student with the right support to help them reach their goals and aspirations? 	<ul style="list-style-type: none"> - Targeted learning opportunities for students to teach acceptance and inclusion - Involving TAC to support best practice and pathways - Buddy class opportunities across the school to promote relationships - Having social stories for various settings such as new classes, whole school events, etc. - Applying for IESP funding for students - Including families to connect and promote a partnership in learning. - Students accessing supports needed to be a successful. 	<ul style="list-style-type: none"> - Students successfully included and valued within whole school events such as assemblies, disco, sports day, etc. - Growth in data through use of ABLES curriculum and SA curriculum. - Feedback from students with identified needs around sense of safety, belonging. - TRP/WEC survey - Family feedback - Attendance data
Breaking the link between background and excellence	<ul style="list-style-type: none"> - Using data to plan ahead - Smith Family support - Cover costs of any excursions/events so students don't miss out. - Breakfast Club - Pastoral Care 	<ul style="list-style-type: none"> - How can we use what we know about each child's learning needs to make sure everyone gets the right support to succeed, no matter their background or situation? 	<ul style="list-style-type: none"> - Rich integrated use of technology and digital tools to build critical thinking skills and capabilities - Reading homework expectations - Student to student reading program through Smith Family - Intervention programs to support students identified as needing additional support - Working with families to ensure students are accessing supports beyond the classroom. - Students having consistent and intentional opportunities to share thinking and listen to others. - Increased opportunities for student talk - Peer tutoring opportunities - Evidence based reading comprehension strategies such as background knowledge. 	<ul style="list-style-type: none"> - Evidence based reading comprehension strategies such as background knowledge. - Reducing number of students on intervention for literacy and numeracy - Improved NAPLAN results in Reading - Improved PAT data in Reading Comprehension - Evidence of growth in DIBELS MAZE data