



SITE LEARNING PLAN 2026 DRAFT

Aim High

Purpose: To cultivate **Effective Learners** who are self-regulated, engaged, and empowered to take ownership of their learning. This plan continues to build on our commitment to formative assessment practices while deepening pedagogical expertise through understanding the *Instructional Hierarchy*, ensuring that our teaching approaches are evidence-based and tailored to student needs.

Priority

Focus Areas and Developmental Continuity

Our focus on **Learning Intentions, Success Criteria, Feedback, and Goal Setting** has laid the groundwork for empowering students to understand and articulate their learning. This year, we will deepen these practices and connect them to the **Instructional Hierarchy** to support differentiated teaching practices at each stage of learning. By focusing on **metacognition** and **self-regulation**, we aim to refine and strengthen student agency, ensuring all learners can self-assess, set meaningful goals, and monitor their progress.

In 2026, we continue our priorities with a clearer and more deliberate alignment to the **South Australian Curriculum**. This includes teachers providing increased and more intentional opportunities for students to contextually apply dispositions across all learning areas.

Areas of Impact



Effective Learners

Objective: Equip students with the skills of metacognition, self-regulation, and strategic awareness (knowing what to do when they don't know what to do), empowering them to independently navigate their learning.

Actions:

- **Learning Intentions** and **Success Criteria** will continue to be embedded, with clearer connections to **rubrics** and **worked examples** to model progression.
- In line with the **Instructional Hierarchy**, teaching will be tailored to students' stages of learning (Acquisition – Fluency – Generalisation – Adaption). We will identify and differentiate strategies for beginning, developing, and secure learners, focusing on clear, progressive steps and impactful, effective pedagogies for students within each stage.
- Use **goals for learning** to empower students to reflect on where they are in their learning, identify next steps, and set achievable, personalised learning targets.
- Continued focus on **effective feedback**, including aligning that feedback with students' current stage in the **Instructional Hierarchy** to ensure it is actionable and supports their progression.
- **Provide opportunities for students to apply the dispositions and capabilities outlined in the SA Curriculum through authentic learning experiences.**



Learner Agency

Objective: Foster active participation in learning, where students engage with content specific language, set goals, reflect on progress, act on feedback, and take responsibility for their growth.

Actions:

- Support self-assessment and peer feedback using rubrics and exemplars, encouraging students to articulate their learning and next steps.
- Use structured peer and teacher feedback to help students evaluate their work, reflect on their progress, and set new learning goals based on the feedback.

Levers for Impact

Effective Teaching

- **Professional Development:** Our partnership with Brendan Lee will continue into 2026 to further explore the **Instructional Hierarchy**, focusing on how we can differentiate instruction at each phase of learning. This will ensure that all teachers have the tools to meet students at their level of need, applying **scaffolding** for those who are just beginning to master content and ensuring **complexity** for those who are secure in their learning. Our 2025 focus on the **Acquisition phase of learning, effective Checking for Understanding strategies, and explicit modelling of the I Do - We Do - You Do approach - will continue into 2026 as we further strengthen whole-school consistency.**
 - *Pupil-Free Days:* Focus on collaborative time to refine our pedagogical practices, specifically targeting the application of the Instructional Hierarchy to create a more targeted approach to teaching and learning.
- **Collaborative Planning Teams (CPT):** Align CPT work around the stages of the **Instructional Hierarchy**, ensuring teachers use the SA curriculum to continue planning differentiated strategies that are evidence-based and directly linked to each student's developmental needs.
- **Formative Assessment Practices:** Explore and refine formative assessment strategies within the above opportunities, ensuring that teachers have the tools to regularly monitor student progress and adjust instruction accordingly. This will support real-time differentiation and provide actionable feedback to guide both teaching and learning.

Empowered Leadership

- Leadership will provide **targeted observations** to support teachers' implementation of the **Instructional Hierarchy**. This will also include providing constructive feedback on our continuing work within visible learning, which has been based on a staff survey asking staff to identify their areas for growth within that work (whether they feel aspects of their practice are embedding, still implementing or developing). Leadership to ensure observations are specific, targeted and supportive.
- Leaders will also ensure that **professional learning** is available to deepen teachers' understandings (this includes staff training, spotlighting best practice, providing opportunities to share within year level teams).
- *"Activate the SA Curriculum for meaningful and authentic learning"*: Being the best at getting better - Improvement as learning - A guide for preschools and schools on page 46.

Outcome Measures

To gauge the effectiveness of our strategies and the embedding of key practices, we will regularly assess our progress through a variety of data sources. These will help us monitor the impact of our actions and make adjustments as needed to ensure we are meeting our goals of fostering effective learners.

- **Student Data:** Track progress using **NAPLAN, PAT, and rubric-based assessments** to monitor literacy, numeracy, and cognitive engagement.
- **Wellbeing Data:** **WEC** assessment data analysis for years 4-6, **site based wellbeing survey** analysed R-3. Data analysis used to inform wellbeing programs and interventions throughout the school.
- **Observations:** Conduct **formalised, targeted observations** based on individual teacher needs and feedback. These observations will focus on identifying areas for growth in the **Instructional Hierarchy** and providing support for teachers as they implement more differentiated, evidence-based practices.
- **Surveys:** Collect feedback from students and staff to assess growth in **learner agency**, engagement, and the embedding of learning practices.
- **PDPs:** Encourage teachers to reflect on their practices in their PDP by setting goals that are linked to SIP priorities, ensuring that staff development aligns with the focus on effective teaching practices.



SITE ACTION PLAN 2026

Aim High
School Priorities

Priority	Inclusive Education	Wellbeing	Learning Design	Parent Engagement	Professional Development
Summary	Building capacity in our staff in supporting the varying needs of our student cohort.	Developing a whole-school wellbeing framework to support tiered wellbeing interventions.	Reconceptualising our teaching and learning programs, aligning with SA Curriculum.	Fostering connections with the community by developing partnerships in learning.	Development of a capacity building program to ensure every staff member has the opportunity to grow and develop.
Scope of Work	<ul style="list-style-type: none"> Staff professional learning Matrix of QDTP & adjustments for students with disabilities 	<ul style="list-style-type: none"> Wellbeing Framework Staff Professional Learning Continued implementation of UR Strong program R-6 Implementation of Cyber Safety Curriculum R-6 WEC data used to inform practice Positive Play, WTB and PAL's programs ongoing Designated CPT time once a term for wellbeing priorities 	<ul style="list-style-type: none"> Implementation of SA Curriculum Pedagogical Coaching SA Curriculum alignment - primarily focusing on dispositions and knowledge. Embedded formative assessment strategies across R-6 and Specialist teaching programs 	<ul style="list-style-type: none"> Parent Engagement Committee Feedback from families Family cultural events Governing Council 	<ul style="list-style-type: none"> PDP processes Mentoring program Learning walks and observations Feedback Opportunities for career progression and development
Area of Impact	<ul style="list-style-type: none"> Equity and Excellence Wellbeing Effective Learners 	<ul style="list-style-type: none"> Wellbeing Learner Agency 	<ul style="list-style-type: none"> Equity and Excellence Learner Agency Effective Learners 	<ul style="list-style-type: none"> Wellbeing 	<ul style="list-style-type: none"> Wellbeing Equity and Excellence
Our Intended Indicators	<ul style="list-style-type: none"> Increased staff competency Increased sense of belonging for students Positive student behaviour Improved curriculum data results Improved engagement in learning Adjustments enable students with disabilities to access and participate with same aged peers, and grow in their learning 	<ul style="list-style-type: none"> Enhance student wellbeing Restorative practices integration Staff understanding of student complexities increased WEC data analysis Reduction in yard play incident reporting. 	<ul style="list-style-type: none"> Curriculum will be cohesive and with a clear progression from one year to next. Collaborative Planning Teams continue to provide structured, year level aligned teaching and learning collaboration. PD for staff aligning to school priorities. 	<ul style="list-style-type: none"> Families feel connected to the school Data shows the attendance of school events have increased Communication policy is completed and implemented A sense of community is developed 	<ul style="list-style-type: none"> Each staff member has a clearly articulated and personalised PDP. ECT and new staff to Magill School feel connected and supported Staff are aware of opportunities to further develop themselves internal and external to the school.

