



EGPS SCHOOL LEARNING PLAN SUMMARY 2026

- Create closer partnerships and continuity of learning between school, preschool and secondary
- Explore play as inquiry and the EYLF in reception
- Broaden student leadership and agency, buddy and mentoring systems
- Engage with Aboriginal families as partners in learning through regular gatherings

- Enrich educator body of knowledge and create instructional norms in evidence-informed pedagogy for mathematics instruction
- Assess all students' number fluency and implement targeted instruction and progress monitoring
- Activate the SA Curriculum for Public Education, collecting natural evidence of dispositions



- Expand the Multi-Tiered System of Support (MTSS) to students identified through universal screening in years 1 – 4 in speech, narrative language, phonological awareness, phonics and number interventions
- Strengthen tracking and monitoring of identified learners and team around the child processes
- Build on social skills and wellbeing tier 2 interventions through the Autism Inclusion Teacher, Friendly Schools and wellbeing programs
- Implement restorative practises, morning and afternoon circles in all classes and lessons
- Deepen use of mentor texts, modelled reading and metacognition with high quality vocabulary instruction and discussion in all classes and subjects



EGPS SCHOOL LEARNING STRATEGIC PLAN 2026



Student Success Criteria

Collective Responsibility What will we do?

Learning System What learning will we engage in? What resources can we use?

Evaluate for Impact How will we know we are achieving the student success criteria?

Tight and Flexible What will we be tight on? Where can we be flexible?

Trust and Verify How will we demonstrate our collective responsibility?

SA Curriculum What dispositions, capabilities and knowledge will learners demonstrate?

Knowledge, Skills, Competencies and Capabilities

Learners develop foundational knowledge, capabilities including literacy, numeracy and digital literacy, skills and values. All learners have the opportunity to develop mastery in their chosen areas of interest.

Learners develop confidence and a repertoire of mathematical thinking whilst learning numeracy

- Implement the SA Curriculum
- Apply evidence-informed pedagogies referencing the instructional hierarchy
- Develop staff professional body of knowledge in maths instruction
- Articulate and document instructional norms in staff handbook
- Enrich differentiated task design to allow stretch and challenge for all learners
- Review and update reporting format

- SOL consultants
- Learning Sprints & PLCs
- Orbis mathematics year 1 & 2 teachers
- Curriculum resources (eg. units of work, Facts on Fire, 2-2-1 routine, transforming tasks)
- Curriculum Leaders network

- Big Ideas in Number screening
- Year 1 Numeracy Check
- Number fluency assessments and progress monitoring (via SOL)
- PAT-M
- NAPLAN mathematics
- Student and parent feedback
- Formative assessment
- Natural evidence of dispositions, capabilities and knowledge
- Moderation
- Pulse check in terms 2 and 3

Tight – Explicit instruction and fluency tracking
Flexible – Responsive teaching based on student learning needs

- Learning data
- Data conversations
- Instructional walkthroughs
- Learning sprint sharing and reflections
- PDP processes
- Collecting and display natural evidence

Know- Numbers and their properties, including subitising, place value, counting, ordering, and the four operations
Be - Resilient, resourceful and reflective
Do - Solve problems, develop understanding, be fluent and flexible, apply reasoning.

Inclusion

Learners from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to access and fully participate in learning experiences.

Learners can access timely and targeted support

- Expand the Multi-Tiered System of Support (MTSS) to learners in years 1 – 4
- Strengthen tracking and monitoring of identified learners and team around the child processes
- Build on social skills and wellbeing tier 2 interventions

- DfE Phonics & intervention programs
- PASM
- SOL Consultants
- LGU coaching
- Data conversations
- One Plan interim template
- Student Support Services
- Autism Inclusion Teacher
- Aboriginal Learners Achievement Resource
- SSO training

- Universal literacy screening (DIBELS, CELF-5 in reception, PASM)
- Universal numeracy screening
- Progress monitoring data
- Student behaviour and engagement data
- Natural evidence of dispositions, capabilities and knowledge

Tight - Criteria for inclusion in MTSS, data collection and progress monitoring schedules, instructional norms, explicit instruction
Flexible - Students entering and completing program

- Progress monitoring
- Student learning plans and One Plan
- Collect and display natural evidence
- Data conversations
- Instructional walkthroughs

Know - Grapheme-phoneme correspondences and blending, basic number facts and operations.
Be - Resilient, resourceful and reflective
Do - Orally manipulate phonemes to blend and segment, read decodable texts and write words fluently (blue strand).
Demonstrate foundational number skills.

Metacognition and Self-Regulation

Learners can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.

Learners engage in lots of purposeful learning talk with peers and adults

- Use mentor texts and modelled reading in all classes and specialist subjects
- Using mentor texts, identify and explicitly teach metacognitive strategies, key vocabulary and background knowledge
- Facilitate classroom discussions
- Use morning and afternoon circle time daily and in specialist subjects
- Trial of wave 1 story champs

- Restorative Practises Training
- Berry Street Training (leaders)
- Learning sprints
- Training in the 'red strand' of Scarborough's reading rope
- LGU conference and Sharing Best Practise conference
- Learning sprints and coaching think-alouds and mentor texts
- Data conversations
- SSS Speech Pathologist
- Senior leader coaching

- Wellbeing Engagement Collection
- DIBELS ORF and Maze
- PAT – R
- NAPLAN Reading
- Behaviour data
- Zen Den sign in data
- Check in, check out data and tracking of identified students
- CELF-5 screener
- CUBED progress monitoring

Tight - Four part reading and vocabulary instructional cycle, universal teacher participation in learning sprints
Flexible - Text and topic selection

- Data conversations
- Learning sprint sharing and self reflections
- Collect and display natural evidence
- Instructional walkthroughs

Know - The meaning of key vocabulary and concepts
Be - Curious, empathetic, reflective and resourceful
Do - Fluently read and comprehend fiction and non-fiction texts.
Articulate their feelings and ideas verbally using tier 2 vocabulary

Belonging and Safety

Learners feel they belong, are culturally safe, and are free to experiment, to raise questions and learn without feeling threatened.

Learners are safe, included and welcome

- Develop continuity of learning within Greater Gawler partnership
- Explore play as inquiry in reception
- Broaden student leadership and buddy mentoring within Friendly Schools
- Engage with Aboriginal families as partners in learning with regular gatherings
- Engage with local community

- Wellbeing leader support
- ACEO and ASEO
- Training staff in EYLF and pedagogies (David Gilkes)
- Friendly schools, Berry Street and PBL models

- Wellbeing Engagement Collection
- AEDC Data
- Behaviour Data
- Student interviews
- Parent and carer feedback
- Student surveys and feedback
- Pulse check in terms 2 and 3

Tight - Purposeful planning processes, safety and group norms
Flexible - Guided by student agency

- Demonstrate increased engagement and consultation with Aboriginal families
- Collect and display natural evidence
- Planning documents

Know - Their rights and responsibilities, their strengths
Be - Respectful, empathetic, community- minded
Do - Use strategies to care for their own and others wellbeing