Gawler East Primary School

Site Learning PLan 2026

South Australia's improvement cycle for government schools
STEP 1
Analyse and prioritise
Begin in term 4 each year to inform the next plan
STEP 2
Determine challenge of practice
Begin in term 4 each year to inform the next plan
STEP 3
Plan actions for improvement
Begin in term 4 each year to inform the next plan and monitor across the year
STEP 4
Improve practice and monitor impact
Occurs throughout terms 1 to 4 each year
STEP 5
Review and evaluate
Begin in term 3 to determine what's been achieved and implications for the next plan

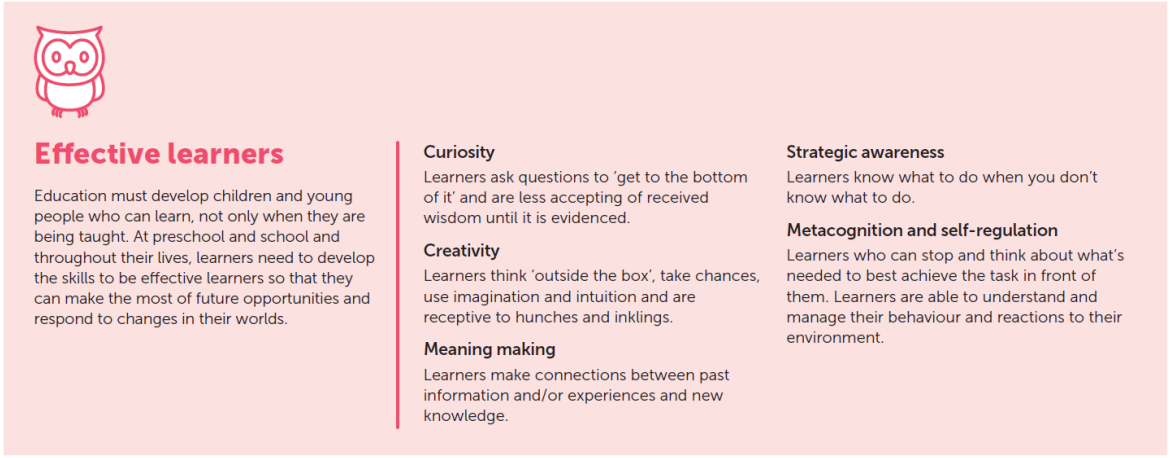
Goal 1: Strengthen Number Fluency to Improve Mathematical Confidence and Achievement

STEP 1 – Understand our Local Context: Where are we now? What does our evidence tell us? What does it not tell us? Classroom number checks and staff feedback indicate basic number automaticity is having a positive impact on learning, supporting students to work more confidently and efficiently with number. Data also indicates inconsistent implementation of number fluency practices across year levels, limiting equitable access for all learners. Staff identify time, workload and student readiness/complexity as barriers to consistent practice. Student voice and classroom observations suggest that while some students can recall facts, flexible and transferable use of number knowledge is variable, particularly when tasks increase in complexity.

STEP 2 – Challenge of Practice: What matters most for learner progress right now?
Developing strong, flexible number fluency matters most because it reduces cognitive load, supports reasoning and problem solving, and enables students to access age-level mathematics with confidence. Strengthening number fluency will improve students' ability to learn efficiently and independently, while ensuring all learners regardless of starting point have access to consistent, high-quality instruction. Learners with lower prior achievement or high cognitive load are disproportionately impacted when number fluency is insecure. A consistent, explicit approach will support equitable outcomes and sustained progress, particularly for learners who require greater scaffolding.

Challenge of Practice: If we strengthen a consistent, school-wide approach to developing number fluency (recall, procedural fluency and flexibility), then students will be able to work more efficiently, explain their mathematical thinking, and apply strategies across contexts, so that achievement, confidence and engagement in mathematics improve for all learners.

Area of Impact:



STEP 3 – Plan for Improvement: How might we get there? What do we want learners to know, do and understand? Which evidence-informed and culturally responsive practices will we strengthen or introduce? How will we build collective responsibility and capability across the site?

<table>
<tr><th>ACTIONS
What high impact actions will strengthen practice and bring our improvement focus to life?</th><th>Timeframe</th><th>Roles and Responsibilities
How will this be done?</th><th>Mathematics
Dispositions Capabilities</th></tr>
<tr><td>Implement a consistent, explicit approach to number fluency, embedding daily fluency opportunities within lessons.</td><td></td><td rowspan="4">Each Teacher will…
• Explicitly teach number fluency with clear learning intentions, success criteria and modelling of strategies. HITS – Explicit Teaching. AOI – Effective Learners.
• Use worked examples before independent practice to reduce cognitive load. HITS – Worked Examples. AOI – Effective Learners.
• Embed short, daily fluency routines with spaced practice. HITS – Multiple Exposures. AOI – Equity & Excellence.
• Use formative assessment and feedback during fluency practice. HITS – Feedback. AOI – Effective Learners.
• Differentiate fluency instruction using scaffolds and representations. HITS – Differentiated Teaching. AOI – Equity & Excellence.

Each Leader will
• Set and communicate shared expectations for number fluency.
• Lead analysis of number check data to inform next steps and resourcing.</td><td>Reflective Resilient Resourceful

Fluency and flexibility
Developing understanding
Reasoning</td></tr>
<tr><td>Use shared representations, language and models to support transfer and flexibility.</td><td></td><td>Resilient Responsible

Fluency and flexibility</td></tr>
<tr><td>Monitor progress through classroom number checks and formative assessment.</td><td></td><td>Reflective Critical

Reasoning
Developing understanding</td></tr>
<tr><td>Use PLC time to reflect on evidence and refine practice.</td><td></td><td>Resourceful Responsible
Strategic problem solving

Developing understanding</td></tr>
<tr><td colspan="2">Student Success Criteria

What learners will know, do and understand as a result of this improvement:
• know key number facts and relationships appropriate to their year level.
• use efficient and flexible strategies rather than counting-based methods.
• explain their thinking using mathematical language and representations.
• apply number knowledge to problem-solving and unfamiliar context.</td><td colspan="2">How will we notice impact and monitor progress using evidence, learner voice and data?
• Lesson observations show explicit modelling and clarity of intentions.
• Student work samples demonstrate strategy use.
• Student explanations reference demonstrated strategies.
• Timetables/plans show daily fluency routines.
• Increased consistency across classrooms.
• Evidence of feedback acted upon.
• Adjusted tasks evident in planning.
• Progress data for priority learners.</td></tr>
</table>

GOAL 2: Embed Goal Setting to Strengthen Learner Engagement and Achievement in Maths and English

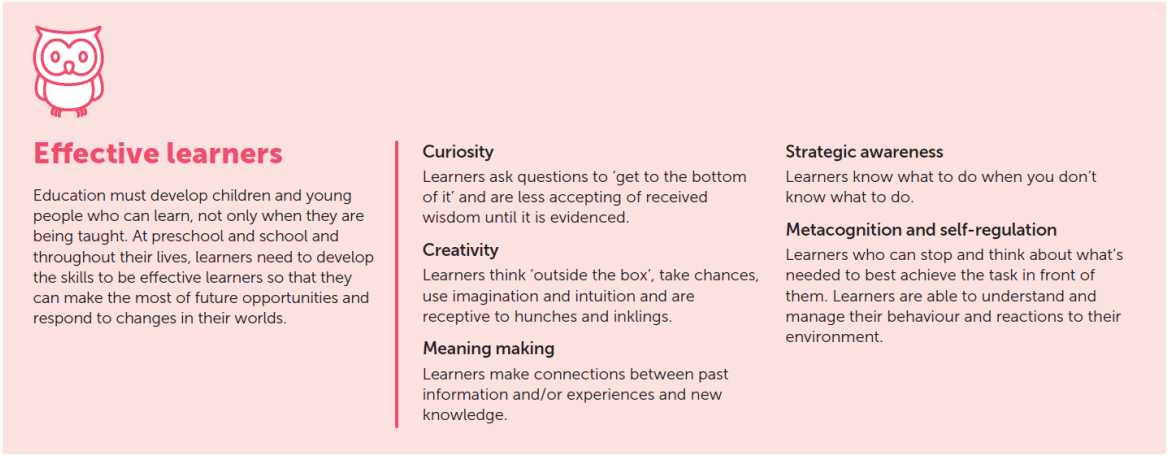
STEP 1 – Understand our Local Context: Where are we now? What does our evidence tell us?
Staff feedback and classroom observations indicate that goal setting is valued and emerging across the site, however implementation varies in consistency, clarity and sustainability. Some students can identify goals or respond to feedback, but do not consistently use goals to guide learning, monitor progress or adjust strategies.

Evidence suggests goals are not yet explicitly taught or embedded systematically across all classrooms. Students with lower prior achievement, reduced confidence, or developing learning habits benefit most from explicit teaching, feedback and structured opportunities to set and work towards goals.

STEP 2 – Challenge of Practice: What matters most for learner progress right now?
Embedding consistent, explicit goal setting matters most because it strengthens learner agency, motivation, perseverance and achievement. Goals focus students on personal improvement and next steps, rather than comparison with others, supporting confidence and sustained learning.

Challenge of Practice:
If we embed a consistent, explicit school-wide approach to goal setting, supported by feedback and reflection, then students will understand their progress, take ownership of learning and strive for continuous improvement.

Areas of Impact:



STEP 3 – Plan for Improvement: How might we get there? What do we want learners to know, do and understand? Which evidence-informed and culturally responsive practices will we strengthen or introduce? How will we build collective responsibility and capability across the site?

ACTIONS What high impact actions will strengthen practice and bring our improvement focus to life?	**Time**	**Roles and Responsibilities** How will this be done?	**Mathematics** Dispositions Capabilities	**English** Dispositions Capabilities
Explicitly teach goal setting across all year levels.		Each Teacher will… • Explicitly teach what goals are, how to set them and why they matter. *HITS – Explicit Teaching. AOI – Learner Agency.* • Model how to set learning, process and product goals. *HITS – Modelling. AOI – Effective Learners.* • Support students to identify their next learning step using assessment evidence. *HITS – Differentiated Teaching. AOI – Equity & Excellence.* Each Leader will… • Establish shared expectations for growth goal setting across the site. • Support staff to embed explicit goal setting practices.	Reflective Resilient Resourceful Developing understanding Reasoning Strategic problem solving	Curious Reflective Resourceful Critical, creative and metacognitive thinking Personal and social agency
Embed goal setting into everyday teaching and assessment.		Each Teacher will… • Provide timely, clear feedback linked to student goals. *HITS – Feedback. AOI – Effective Learners.* • Embed opportunities for students to reflect on learning and adjust goals. *HITS – Metacognitive Strategies. AOI – Learner Agency.* • Align learning tasks and assessment to student goals. *HITS – Structuring Lessons. AOI – Effective Learners.* Each Leader will… • Support use of goal setting templates and reflection tools. • Monitor implementation through classroom observations and PLCs.	Reflective Responsible Resilient Reasoning Strategic problem solving Developing understanding	Reflective Resourceful Curious Metacognitive thinking Critical and creative thinking Personal and social agency
Use goal setting to strengthen learner agency and equity.		Each Teacher will… • Support priority learners to set and work towards goals. *HITS – Differentiated Teaching. AOI – Equity & Excellence.* • Use feedback and conferencing to monitor progress. *HITS – Feedback. AOI – Learner Agency.* • Support students to track progress and celebrate growth. *HITS – Feedback. AOI – Effective Learners.* Each Leader will…	Resilient Reflective Resourceful Strategic problem solving Developing understanding	Empathetic Reflective Resourceful Personal and social agency Critical thinking Intercultural responsiveness

		• Support teachers to use data to identify students requiring goal setting support. • Monitor impact using student voice, work samples and achievement data.		
Use PLCs and evidence to monitor and refine growth goal setting practice.		Each Teacher will… • Use student evidence and reflection to adjust teaching and goal setting. *HITS – Feedback. AOI – Effective Learners.* Each Leader will… • Lead PLC discussions to review evidence and strengthen consistency across the site. • Use data and student voice to monitor implementation and impact.	Reflective Responsible Reasoning Strategic problem solving	Reflective Resourceful Critical and metacognitive thinking Personal and social agency

Student Success Criteria

Students will:

- understand what growth goals are and why they matter.
- set clear, achievable growth goals based on their learning needs.
- use feedback to understand progress and identify next steps.
- reflect on learning and adjust goals over time.
- demonstrate increased perseverance, engagement and ownership of learning.

How will we notice impact?

- Students articulate their growth goals and next steps.
- Growth goals visible in classrooms and learning portfolios.
- Student reflections demonstrate progress and adjustment of goals.
- Improved engagement, perseverance and learner agency.
- Teacher planning and feedback aligned to growth goals.
- PLC discussions reference goal setting evidence and impact.
- Improved outcomes for priority learners.

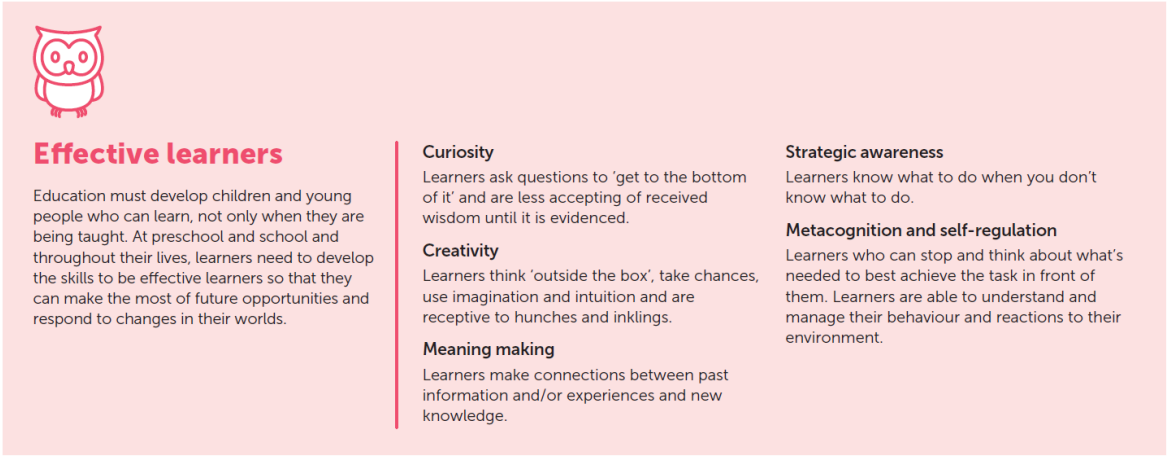
Goal 3: Strengthen/Develop Effective Learners through curiosity, creativity and self-regulation, building confident and independent learners.

STEP 1 – Understand our Local Context: Where are we now? What does our evidence tell us? Evidence indicates that elements of explicit teaching and inquiry learning are evident across the site. However, implementation varies in consistency, structure and alignment to the Effective Learners capability. To strengthen learner capability, learning design must deliberately integrate:

- Explicit teaching of knowledge, strategies and dispositions.
- Structured inquiry cycles.
- Clear learning intentions aligned to Understand, Do, Be.
- Opportunities for reflection and goal setting.

STEP 2 – Challenge of Practice: If we embed consistent explicit teaching and structured inquiry aligned to the Effective Learners capability, then students will develop deeper understanding, transferable strategies and learner agency, so that confidence, independence, engagement and achievement improve for all learners.

Areas of Impact:



STEP 3 – Plan for Improvement: How might we get there? What do we want learners to know, do and understand? Which evidence-informed and culturally responsive practices will we strengthen or introduce? How will we build collective responsibility and capability across the site?

Effective Learner Domain	**Teacher Actions (Into the Classroom)**	**Student Actions (Observable Impact)**	**SA Curriculum (Understand, Do, Be)**
Curiosity	Model questioning Ask open-ended questions Encourage student questioning Design inquiry opportunities Value student wonderings	Ask questions Explore/investigate ideas Show interest in learning	Understand – explore concepts Do – investigate Be – curious
Creativity	Provide open-ended tasks Model flexible thinking Value multiple strategies Encourage risk taking	Generate ideas Trial different approaches Adapt strategies flexibly	Understand – flexible thinking Do – create solutions Be – imaginative
Meaning Making	Connect new learning to prior knowledge Use real-life examples Facilitate discussion/dialogue	Explain thinking/reasoning Make connections Demonstrate understanding	Understand – conceptual understanding Do – explain reasoning Be – reflective
Strategic Awareness	Explicitly teach strategies Model thinking aloud Provide scaffolds	Select and apply strategies independently Solve problems Transfer learning	Understand – know strategies Do – apply strategies Be – independent
Metacognition and Self-Regulation	Use learning intentions and success criteria Provide feedback Embed goal setting	Reflect on learning Monitor progress Set goals/adjust goals	Understand – understand learning Do – reflect and adjust Be – self-regulated

Monitoring and Evidence

Teacher Practice Evidence:

- Learning intentions and success criteria visible (split screening/Understand, Do, Be).
- Visible modelling of strategies and thinking.
- Structured inquiry cycles embedded in planning.
- Student goal-setting records.
- Work samples demonstrating strategy use and reflection.

Student Impact Evidence:

- Students articulate what they are learning and why.
- Students explain thinking and justify reasoning.
- Independent strategy selection.
- Evidence of goal setting and self-monitoring.
- Increased engagement, confidence and improved outcomes.

Other:

All staff to be trained in the R-2 Spelling Scope and Sequence, and Year 3-6 Spelling and Morphology – roll out for 2026/7.

All staff have access to Learning through Doing to support regular Number data collection, and pedagogical practice.