

2026 School Learning Plan



Mount Compass
Area School

RESPECT INTEGRITY KINDNESS

OUR CONTEXT

Our school is a Reception to Year 12 learning community structured into Junior, Middle, and Senior Schools, to support seamless transitions at every learning stage. Situated on 17 hectares of farmland, we have a strong focus on agriculture, where we integrate industry-standard practices through strong partnerships with local community and hands-on learning experiences. Our rare and endangered Fleurieu swamp and forest create an opportunity for environmental education and conservation as well as enabling a play based approach for our younger students through forest school and other activities.

Students benefit from a broad range of school based and extra-curricular activities, including camps and excursions to embrace diverse interests, enhance learning and foster connections. With a history of excellent academic achievement, we also provide a range of vocational education opportunities and a strong focus on positive post-school pathways. With a dedicated wellbeing team, pastoral care program, and a focus on authentic relationships, we strive to create a learning community where all students and their families feel supported and valued.

Area of Impact: EQUITY AND EXCELLENCE

(Knowledge, skills, competencies and capabilities / Inclusion)

For all students to demonstrate growth and achievement in their learning.

We will:

- Continue and consolidate the Junior School spelling program using the DfE Scope and Sequence.
- Regularly access and interpret individual student diagnostic data to build clear knowledge and understanding of student learning needs, growth and achievement.
- Engage with contemporary research on high-impact instruction, including evidence-based differentiation, and apply this in classroom practice.
- Implement consistent instructional routines, including learning intentions, recaps, explicit teaching, success criteria and individual student feedback.
- Clearly articulate curriculum expectations through quality planning, including curriculum overviews, documented units of work, uploading tasks on Daymap, assessment, feedback and reporting.
- Maintain accurate tracking and monitoring processes to inform targeted conversations with students and families, and to guide appropriate interventions and support.
- Embed a mentoring program for all Year 12 students.
- Embed moderation processes, both within and beyond the school, to ensure marking accuracy aligned with standards.
- Roll out the SA Curriculum in line with the MCAS SA Curriculum Plan.

Area of Impact: WELLBEING

(Belonging and safety / Resilience and persistence)

For all students to experience a sense of connection, to confidently and positively engage in learning and our school community.

We will:

- Embed The Resilience Project within the pastoral care program across the school R-12.
- Ensure all students experience a safe and supportive learning environment that caters for their learning and wellbeing needs through:
 - Differentiated learning for diverse learning needs and abilities.
 - An understanding of the "Learning Pit" and appropriate challenge.
 - Consistent application of Positive Behaviours for Learning processes.
 - Classroom environments that promote a strong sense of belonging.
- Intentionally build relationships with families to increase staff knowledge of their children and foster strong parent-school partnerships, including extended transition programs, a Parents in Education strategy, school events, targeted supports for families, and two-way communication.
- Use the department's Tailored Learning Strategy to consolidate the Targeted Learning Centre (TLC).
- Extend staff understanding of behaviour as communication and strengthen responses to behaviours of concern in the most inclusive manner possible, to build and restore positive relationships.
- Continue to provide access and support through the expanded wellbeing team, using a triage/referral process to identify students requiring additional support.
- Incorporate wellbeing data sets into data investigations to inform practice and tailor responses for students, both groups and individuals.



- 80% of year 1s will reach expected achievement in the phonics screening check.
- 100% Years 2-5 will show growth across the year in MAZE
- 100% Years 2-5 will show growth across the year in ORF
- 50% of grades in the A and B bands (years 3 -5) and 60% of grades in the A and B bands (years 6-10)
- All students demonstrate growth in PatM and PatR from 2024 to 2025.
- 100% SACE completion with 100% of year 12 students with an identified post-school pathway
- 85% of year 11 and 80% of year 12 student grades are maintained or increased.
- 100% of all students will be learning using the SA Mathematics, English, Science, HPE curriculum

- 100% of students access TRP in pastoral care
- 100% completion of WEC with an increase in the domains of:
 - Happiness
 - Optimism
 - Emotional regulation
 - Connectedness to school
 - Wellbeing literacy
- Maintenance or reduction in suspension rates with an increase in positive behaviours for learning in the classroom.
- Documented attendance process as part of our attendance improvement plan is used 100% consistently.