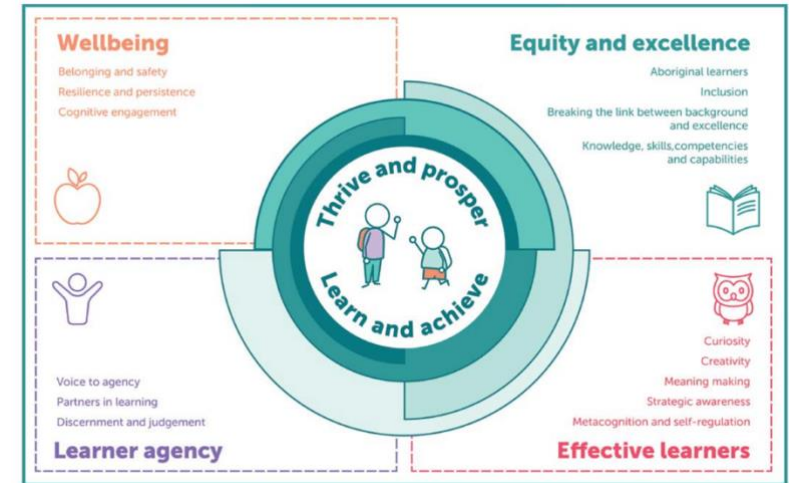


Site Learning Plan 2026

Mypolonga Primary School

Mypolonga Primary School caters for students from R-6 and is located on the banks of the Murray River between Murray Bridge and Mannum. The enrolment in 2026 is 139. Mypolonga Primary School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. The school population includes 4% Aboriginal students, 3% students with disabilities, 2% children/young people in care. The school's colours are black and gold and the local sporting teams are the Tigers. The school's values of **T**eamwork, **I**ntegrity, **G**enerosity of Spirit, **E**xcellence and **R**espect, reflect the school's strong community connections.



Effective Learners:			
Goal: To support students in developing self-regulation strategies for students to understand that when they are able to control themselves, they are able to think more clearly, free up working memory and become better learners.			
Measuring success: Reduction in behavioural issues in the classroom and yard. Increased learner outcomes across all curriculum areas.			
What is our focus: To create clear and regular classroom routines and include explicit teaching of self-regulation strategies for students to understand that when they are able to control themselves, they are able to think more clearly, free up working memory and become better learners. Creating opportunities for students to develop and follow their curiosity, flounder in their understanding, think creatively to solve problems and make meaning of what they learn.			
What impact will this have on learners: Students will improve their ability to focus more in the moment, participate in the learning task and display improvement across all learning areas. Measurable in improved literacy and numeracy outcomes as well as WEC and anecdotal data.			
What action should be taken to support our goal			
Action	Timeline	Roles and responsibilities	Resources
Set up daily learning routines and expectations in every classroom	Beginning of the year	Teachers to provide students with clear and regular classroom routines.	Daily learning timetables in the classroom. Display Values for the day/ week visibly for students to refer to.
Coregulate with students that require support	Ongoing	Classroom teachers and SSOs recognising when students need to be regulated. Work with individuals or groups to coregulate.	Brain breaks Co regulation strategies from BSEM (Patterned repetitive activities)
Explicit teaching of self-regulation strategies.	Happening 2-3 times/ week from the beginning of Term 1 2025 Picking up on teachable moments	Teacher to explicitly teach using provided and school resources developed from BSEM and by SWSO Principal to organise training at staff meetings and SFD	BSEM Executive Function resources from SWSO Support from DfE Self-Regulation Service.
Gather self-regulation data on students from parents.	Beginning of year and measure again at end of Term 3.	Wellbeing Leader, SWSO set up data collection questionnaire.	SWSO survey on self-regulation
Develop learning tasks to create curiosity, learning pit and resolution Expeditionary and Inquiry based learning	Beginning of and throughout 2026	Leadership allows time and Teachers to develop	Time, utilise each other's ideas to develop deep learning tasks, School shop, plus...

Engage families as partners in learning to assist with self-regulation and all learning.	Happening every day from the beginning of Term 1 2026	Teachers to find out parent's aspirations for students at the beginning of the year and regularly check in with parents for learning support needs. Weekly updates of what's on and learning focus in the classroom, sent to families. Parent information sessions on self-regulation and interoception. Oneplan Development	Time at staff meeting to email parents, particularly middle students who fly under the radar. DfE Self-Regulation Service.
Focus on learner dispositions with expeditionary and inquiry learning... Map dispositions across curriculum areas, see where the overlap is... different dispositions at different year levels... Science HASS Technologies	Happening from the beginning of 2026	Leadership allows time and Teachers to develop dispositions map. Teachers to display and discuss dispositions with content knowledge/ they are tightly linked.	SA Curriculum Staff meetings

What did we learn?

To what extent did we achieve what we set out to do for each learner? How do we know?	What are we noticing about the writing in the school?	What will we embed? What will we stop?
T1		
T2		

T3		
T4		

Literacy:			
Goal: To continue to embed the explicit instruction of the DfE reading and spelling scope and sequence in everyday practice and see this transferring into students understanding of reading and spelling conventions into their writing, through the explicit teaching and structured approach of sentences using The Writing Revolution resources.			
Measuring success: Student work samples from term to term, with edits kept showing growth in writing. Students displaying confidence in writing, inclusive of those using assistive technologies. Production of texts in Expeditionary/ Inquiry learning.			
What is our focus: Explicit teaching of word choice, syntax and sentence structure, using The Writing Revolution and the Grammar/ Syntax project resources to support staff and student understanding.			
What impact will this have on learners: Students will improve their ability to write more complex and cohesive texts during the year. Use work examples of students writing 3 times/ year.			
What action should be taken to support our goal			
Action	Timeline	Roles and responsibilities	Resources
Explicit teaching of sentence structure.	Happening every day from the beginning of Term 1 2025	Teacher to explicitly teaching using provided and school resources	The Writing Revolution The Grammar/ Syntax project COPS editing process
Gather working samples of student writing beginning and end of unit to show growth.	Beginning and end of units taught	Teacher and students	Quality texts for teaching Student writing samples
Develop Genre map to teach construction of all text types	Beginning of 2025	Leadership and Teachers	Whole school Genre Map, OCHRE education
What did we learn?			

To what extent did we achieve what we set out to do for each learner? How do we know?	What are we noticing about the writing in the school?	What will we embed? What will we stop?
T1		
T2		
T3		
T4		

Numeracy:			
Goal: To continue to embed filling the gaps and extend student understanding within areas of BliN. To pick up the tail and extend the top of our students in BliN			
Measuring success: Increase in achievement of student within BliN bands and above bands against expected year level			
What is our focus: Utilise activities targeting BliN levels for specific student needs			
What impact will this have on learners: Move student through the BliN levels at specific place of learning, targeting them at stage not age.			
What action should be taken to support our goal			
Action	Timeline	Roles and responsibilities	Resources
BliN assessments completed regularly to track student learning against measures.	Ongoing	Teachers to regularly complete BliN testing and record it on school spreadsheet.	BliN Assessments
Develop targeted learning activities in each area of BliN	Ongoing	Principal to create/ allow time at staff meeting and SFD Staff to collaboratively work on creating activities targeting each area of BliN	Time Numeracy resources and games Numeracy Budget
Develop stage not age groups for teaching sprints	Plan to start Term 2 and as required, according to data.	Teachers and SSOs to teach small groups for intervention and acceleration of students in BliN	Specific targeted learning activities in BliN Numeracy Budget

What did we learn?		
To what extent did we achieve what we set out to do for each learner? How do we know?	What are we noticing about the numeracy in the school?	What will we embed? What will we stop?
T1		
T2		
T3		
T4		

Continue, Embed, New Learning

Self Regulation unit in Adelaide – Suggestions for explicit teaching of Executive function skills – impulse inhibition, Working memory, Flexible Thinking,