

	WELLBEING	ENGLISH	MATHEMATICS	PEDAGOGY
Goal 	To improve student regulation and being 'ready to learn'. To support teachers to optimise spaces and teaching practices which optimise student regulation, learning and wellbeing at school.	To improve students' ability to fluently decode and comprehend increasingly complex texts for curriculum-aligned purposes.	To improve student's learning disposition and outcomes in mathematics.	To improve students' cognitive engagement in learning, with a consistent instructional teaching model incorporating Direct Instruction and Explicit Direct Instruction techniques.
Engagement with Department Strategy <i>The strategy for public education in South Australia has 4 areas of impact that describe what we are seeking for every child. The relationship between the areas of impact is intricate and interrelated.</i>	With our plan for wellbeing , we are engaging with:  Equity and excellence – With our focus on developing a consistent language for regulation through ZOR and explicitly teaching positive behaviours for learning, social skills, and disposition, we will hold high expectations for all. We will couple high expectations with the necessary support to help achieve these expectations.  Wellbeing – Almost all interventions to support student wellbeing have a positive impact on their academic success. With our focus on ZOR and PBL, we will provide our learners with the support, experiences, teaching and resources to build their resilience and social and emotional skills to positively and confidently engage in learning. We will involve the school community with our wellbeing initiatives through sharing ZOR fact sheets, parent sessions, and drawing the language into everyday conversation with parents.  Effective Learners – 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 the environment.  Learner Agency - We can't assume all learners have yet learned the dispositions and skills for agency in their learning – these must be taught and designed for. The concepts of self-efficacy, self-regulation and motivation are strongly connected to learner agency. Students must be supported to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Our specific plan mentions of 'Ready to Learn Plans' for students, directly connects to the idea of students having a say in managing their learning. Learner agency and effective learners are tightly interconnected, as is wellbeing in terms of learning pre-conditions of the learning experience.	With our plan for English , we are engaging with:  Equity and excellence – Our plan acknowledges that not all students start with the same opportunities or skills. By using structured approaches and assessments, the plan aims to close achievement gaps and ensure equitable learning outcomes. With our focus on evidence-based screeners and diagnostic assessments, we are relentlessly finding the gaps to provide differentiated and personalised learning to meeting students where they are at – so all learners have the opportunity to reach mastery in reading.  Effective Learners – With our focus on individual reading goals, students will actively monitor their progress.	With our plan for Mathematics , we are engaging with:  Equity and excellence – With our focus on disposition in mathematics, we are recognising that excellence is not solely about high test scores, it encompasses a broader understanding of learning.  Effective Learners – Metacognition and self-regulation: learners can stop and think about what's needed to best achieve the task in front of them.	With our plan for pedagogy , we are engaging with:  Equity and excellence – Our plan emphasises structured teaching models like Direct Instruction (DI) and Explicit Direct Instruction (EDI) to ensure all students can access and understand curriculum content. With our focus on pedagogy including DI and EDI, we will reduce cognitive overload and provide consistency of high quality, well-crafted teaching practice providing all students an opportunity to succeed.  Wellbeing – With DI/EDI, we are creating the conditions for learners to have the mental capacity to be cognitively engaged in learning.  Effective Learners – With sequenced, well-crafted units and lessons, learners make connections between past information/experiences and new knowledge. Through intentional EDI/DI teaching strategies such as continual use of engagement norms, pair-share, and checking for understanding, learners are not passive in their learning journey, instead they are actively involved and engaged.
	← LINKING THE WHAT (CURRICULUM) →		→ + ← THE HOW (PEDAGOGY) →	
Links to other Site Improvement Plan areas 	<ul style="list-style-type: none"> Berry Street Education Model – Body and consistent predictable routines SA-Curriculum learning dispositions – Resilience Direct instruction (DI) and Explicit Direct Instruction (EDI) strategies 	<ul style="list-style-type: none"> Direct instruction (DI) and Explicit Direct Instruction (EDI) strategies 	<ul style="list-style-type: none"> Berry Street Education Model - character, stamina and engagement 	<ul style="list-style-type: none"> Berry Street Education Model – consistent, predictable routines
Actions 	<ol style="list-style-type: none"> Develop a school wide language and approach for teaching and supporting students to regulate their emotions, using Zones of Regulation (ZOR). Develop a consistent 'Ready to Learn Plan' template that is connected to the Zones of Regulation and contains strategies for 'at my desk, on my own, or with adult support.' Implement a tier 2 small group regulation program that directly relates to and supplements in class ZOR learning. Develop in consultation with students, parents and educators, a school wide positive behaviours for learning (SWPBL) framework with specific behaviours, routines, and social skills to be consistently and explicitly taught, reinforced, acknowledged and celebrated, and transferred across all school environments. Develop a proactive and trauma informed school-wide behaviour system 'steps of support' (SWPBL) that is tight for learning, but flexible for individuals. Develop a 'Student Development Team' that reviews, plans and supports holistic student development (behaviour, attendance). Tracking and monitoring actions for tier 2/3 students and next steps. 	<ol style="list-style-type: none"> Consolidate InitialLit (R-2), and Curriculum Units. Refine delivery of this tier 1 English curriculum using Explicit Direct Instruction (EDI) and High Impact Teaching Strategies. Consolidate processes for universal screening and diagnostic assessment to inform teaching practice for in-class tier 2 instruction (InitialLit small groups R-2, targeted reading 3-6 – decoding, fluency, comprehension). Create a consistent school wide strategy for setting and monitoring individual reading targets. Implement processes for data reviews at school, cohort (PLC), classroom, and individual level. Develop processes for individual reading targets. Strengthen the link between out of class intervention (tier 2) and in class literacy instruction (tier 1). 	<ol style="list-style-type: none"> Upskill teachers about the new SA curriculum mathematics, including structure and dispositions. Foster and develop positive learning disposition in mathematics. 	<ol style="list-style-type: none"> Build common understanding and practice of the key elements of EDI and DI. Develop a school wide evidence-based instructional teaching model that is coherent across learning areas, classrooms, and grades with DI programs used and EDI where there are no DI programs available.

FP3 Key Phases for the cohesive adoption of change – Guiding framework for SIP Actions

Phase 1: Setting the Conditions for Change	Phase 2: Clarifying Options and Approaches	Phase 3: Trialling and Modelling	Phase 4: Deepening Take-up and Building Consensus	Phase 5: Formalising a Collective Approach	Phase 6: Refinement and Reinforcement
<ul style="list-style-type: none"> Understand the site context and the journey taken so far. Establish the degree of concern or opportunity or imperative. Analyse the relevant evidence, sharing the literature, encouraging debate and building a consensus. Identify key stakeholders and clarify a preferred goal for change. 	<ul style="list-style-type: none"> Use the wisdom of others (including experts but also other sites) to further clarify and document the possible change options. Gather ideas from key stakeholders about possible challenges and opportunities for options, what are the costs/benefits? Agree on the best possible approach and ensuring that all stakeholders are clear on the endorsed approach. 	<ul style="list-style-type: none"> Establish a time-scale, implementation milestones, and the means of evaluating effectiveness of a trial of the key option. Use an invitational method to establish early adopters who will trial the approach in a flourishing environment. Provide ample training and support to skill up those that will trial. Use subsequent wisdom to further clarify and document the model to be taken up by others. 	<ul style="list-style-type: none"> Share the outcome of the trial with all stakeholders. Expand the take-up of model in a second round of discussions that reinforces the benefits within a flourishing environment. Use first-round triallers to skill up those in subsequent take-up. Firm up the parameters of the model based on local experience for a more common approach. 	<ul style="list-style-type: none"> Use the wisdom of early and subsequent adopters to arrive at a definitive, locally contextualised model. Set the timeline for an endpoint when all staff will be enabled to display the changed practice tied to the model. Document the preferred model for all stakeholders and closely monitoring the ongoing implementation. Establish induction processes for new staff. 	<ul style="list-style-type: none"> Revisit the preferred model and reinforce the commitments. Use professional development processes to ensure that staff are increasingly confident and capable in their practice. Ensure that staff have input into refining agreements so that they are living processes that evolve over time.