

Madison Park School Site Learning Plan 2026



Priority area	Actions	Timeline	Roles & Responsibilities	AOI links	Resources	Evidence
Wellbeing: PBL	Tier 1: Review and refine whole school universal strategies.	T1 2026	Tier 1 PBL Team	Wellbeing - Belonging and Safety, Resilience and Persistence, Cognitive engagement Equity and excellence - Inclusion Effective Learners - Metacognition and self-regulation	PBL Handbook. Sentral Behaviour Data. Power BI: PBL	Sentral Behaviour Data PBL Self Assessment Survey PBL Tiered Fidelity Inventory (TFI) Walkthrough
	Tier 2: Create tight formal processes for identifying, monitoring and supporting Tier 2 students (Tier 2 workbook).	T1-T2 2026	Tier 2 & 3 PBL Team: Data based decisions. Tier 2 workbook.			
	Tier 3: Create tight formal processes for identifying, monitoring and supporting Tier 3 students (Tier 3 workbook).	T1-T4 2026	Tier 2 & 3 PBL Team: Data based decisions. Tier 3 workbook.			
	Staff Culture: Continue to foster and maintain the school's established culture of inclusion, trust, teamwork, and adaptability. Focus on keeping staff cognitive load low.	2026 Ongoing	All staff to lead this action. Leaders to model positive staff culture.	Wellbeing - Belonging and Safety, Resilience and Persistence, Cognitive engagement Equity and excellence - Inclusion	Staff Handbook School recruitment Strategy Perspective survey PDPs Informal check-ins	- Positive staff feedback on culture (via annual site climate survey). - Successful integration and retention of new staff. - Observable demonstration of site values in staff practice and interactions. - High levels of collaboration and professional trust maintained across all teams.
	Staff Culture: Actively support both existing and new staff to embrace and model these core dispositions, ensuring a cohesive and supportive professional environment.	2026 Ongoing				
Numeracy	Implementing Dispositions deeper from SA Curriculum to Maths Block	T1-T4 2026	Provide training on SA Curriculum Framework and Dispositions. Teachers': Practice and implement dispositions into Maths Block.	Effective Learners - link to AOI: Curious, creative, resilient, collaborative, reflective, and resourceful learners. Wellbeing	- Maths SOP - SA Curriculum Maths	Termly data reviews. Engagement and evolution of training in Dispositions

			All educators: Use consistent meta-language in Maths across the school.	- link to AOI: Confidence, risk-taking, and resilience in learning mathematics. Equity & Excellence - Link to AOI: Inclusivity, high expectations, equitable participation for all students. Learner Agency - Link to AOI: Ownership of learning, self-management, making choices, and applying reasoning.		Leaders in SA Curriculum Mathematics PD.
	Introducing teachers' to Capabilities from SA Curriculum into Maths Block	T2-T4 2026	Provide training on SA Curriculum Framework and capabilities. Teachers': Provide opportunities for students to model and practise capabilities during Maths Block.		- Maths SOP - SA Curriculum Maths	Engagement and evolution of training in Capabilities
	Transitioning to SA Curriculum pedagogy in Maths from DfE units of work.	T3-T4 2026	Leadership team: to investigate and plan effective transition to SA Curriculum in Maths. Support teachers to unpack and develop understanding and skills in Maths (SA Curriculum).		- Maths SOP - SA Curriculum Maths	LET support.
SET Wellbeing	Communication using Communication Devices/ board (Proloquo2Go) Students are encouraged to use their preferred communication method to initiate greetings and farewell, express their wants and needs and to make a request.	Term 1	Leaders: Organise professional learning for staff on AAC strategies. Teacher: Embed communication into classroom routines and learning activities. Customise vocabulary sets for students based on their communication needs. Work with SSOs and speech pathologists to ensure consistency. SSO's: Assist students in using devices and strategies during lessons and transitions.	Wellbeing Belonging and Safety, Resilience and Persistence, Cognitive engagement Equity and excellence Inclusion .	Training for Teachers and SSOs on AAC strategies and device use. Access to students AAC devices or alternate communication tools	Align with Individual One Plans and track progress toward communication goals. Collect examples of student participation in tasks using AAC. Regularly reflect as a class team on how students are progressing and review any changes to approaches needed.

	Students that are capable will transition into the main playground safely. Students that need 1:1 support will be offered opportunities to safely transition to the main playground when suitable	Term 1	Leader Monitor and review transition practices for effectiveness and safety. Ensure adequate staffing for supervision during transitions. Teachers Prepare students for transitions by giving clear instructions before moving. Provide boundary training, social stories and visual aids to support playground transitions Create a timetable of students that need 1:1 support in the yard and insure each child has at least 1 visit a week to the main yard if appropriate. SSO Supervise designated areas during transitions to maintain safety. Provide 1:1 support for students that require it.	Wellbeing Belonging and Safety, Resilience and Persistence, Cognitive engagement Equity and excellence Inclusion	Create visual aids and social stories to support students Duty rosters ensuring adequate supervision. Individual strategies for students with additional needs. Access to Communication tools e.g. AAC board out in the yard	Observations during transitions Feedback from staff and students Photos or videos of signage and procedures in place Team reflections on what worked and what needs improvement
SET - Highly Structured Teaching Approach	All classes will use the Highly Structured Teaching Approach to best support student needs	Term 1- 4	Leader Staff training and development for HSTA Teachers Setting up classroom with HSTA priorities	Wellbeing Belonging and Safety, Resilience and Persistence, Cognitive engagement Equity and excellence Inclusion	Create visual schedules to be used for rotations Independent work for rotation stations to be created	Peer feedback and discussions Student engagement in lessons

			Implementing routines and work stations aligned with HSTA utilising visual schedules and aids SSOS Supporting with transitions involved in HSTA Supporting the set up of rotations and student achievement at each station		Mentoring and peer observation	
SET - Numeracy	SET staff to use SET MPS Scope & Sequence for planning maths lessons. Using daily 3 stations incorporating (station 1: working with teacher, station 2: independent work, station 3: ICT) Students will focus on mathematical concepts that will help with everyday situations such as shopping, cooking, measuring	Term 2-4 2026	Leaders Provide a sight appropriate Scope & Sequence to staff for planning maths lessons. Mentor the implementation of scope and sequence effectively. Teachers Plan lessons using SET MPS Scope & Sequence Integrate individual student goals into daily 3 stations Track progress through ABLES and reviews of individual goals SSOs Assist students during maths lessons by reinforcing concepts aligned with the scope and sequence. Provide feedback to teachers and Share observations about student engagement and understanding.	Effective Learners Curious, creative, resilient, collaborative, reflective, and resourceful learners. Wellbeing Confidence, risk-taking, and resilience in learning mathematics. Equity & Excellence Inclusivity, high expectations, equitable participation for all students. Learner Agency Ownership of learning, self-management, making choices, and applying reasoning.	MPS SET Numeracy Agreement OnePlan Goals ABLES Manipulative resources such as counters, number lines, fraction bars. Visual supports (charts, diagrams) Digital tools e.g., interactive maths apps	Student observations Numeracy assessments Feedback from SSOs