

Freeling PS Site Learning Plan 2026

FOCUS AREAS

WELLBEING

MATHS

LITERACY

GOALS

To strengthen student wellbeing and engagement by implementing whole school strategies and structures that are consistently promote belonging and safety, resilience and persistence and cognitive engagement.

To cultivate a learning environment where every student develops mathematical knowledge, dispositions and capabilities, empowering them to apply mathematical concepts and skills effectively in real-world situations.

To improve student achievement in reading across the school by embedding a rigorous systematic, synthetic phonics approach to teaching phonics and teach comprehension and vocabulary through authentic texts.

TARGETS

Whole school policies and structures to support student wellbeing and engagement are embedded in daily practice across all classes.
Wellbeing and Engagement Collection data demonstrates an upward trend from the previous data collection period.

Students demonstrate growth across 2 moderated tasks.
Students achieve personal maths goals.
Students show growth in PAT-M / EY Scale Scores.
Students can identify the dispositions they are using in maths activities.

Maintain tracking and monitoring of growth as per schedule in Literacy Agreement using the range of assessments available: DIBELS, PAT-R, Phonics, spelling and Morphology Scope & Sequences etc



2026 Site Learning Plan

Wellbeing



WHERE ARE WE?

From our data sets (Wellbeing and Engagement, Attendance, Behaviour, Reset Room, Public Education Strategy – Wellbeing analysis and our group reflections) ...

WE HAVE ALREADY COME A LONG WAY!

- Data doesn't tell the whole story of student personal growth in wellbeing (connections/relationships)
- Exploring Wellbeing as a lever with a focus on trauma-informed, strength-based practice.
- Strengthened community connections eg Breakfast Club, Pastoral programs.



WHAT DID WE LEARN?

- Consultation – everybody needs to have the opportunity to express their ideas and opinions before decisions are made.
- More effective if all stakeholders are involved and understand the process and our intentions, vision, mission.
- We have a wealth of knowledge and experience, resources and evidence-based research to call upon and design something that suits our context at FPS P-6.

WHAT WOULD WE LIKE TO HAVE ACHIEVED AS A WHOLE SCHOOL?

- Consistency and commitment to best practice across all areas of the curriculum.
- A positive, cohesive, engaged school culture
- Wellbeing focus – that supports and underpins all aspects of the Public Education Strategy...Equity and Excellence, Learner Agency, Effective Learners that are engaged, resilient, confident lifelong learners.
- Strong and supportive partnerships – families, community, staff.



HOW MIGHT WE KNOW WHEN WE GET THERE?

- Consistency of practice – agreements in place
- Berry Street Education Model - PD for all staff – action research, select strategies and embed
- Review processes / policies in light of our observations, data, findings.
- Maintain and build on / embed trauma informed practices (BSEM)...Body (Interoception), Relationships, Stamina, Engagement and Character (2-year plan for PD)
- Preventative / proactive strategies – connectedness, boundaries to build skill and resilience.
- A culture of kindness and high expectations around our values of Respect, Responsibility, Honesty and Trust.

Trust and verify
Tight and flexible
Evaluate for impact
Learning system
Collective responsibility



Actions:	✓	2026
Complete BSEM staff training in: <ul style="list-style-type: none"> • Domain 3 (Stamina and Engagement – Term 1 Week 0) • Domain 4 (Character – Term 2 Week 6) 		
Stage 1 development of the Freeling Foundations – Begin with the End in Mind Program <ul style="list-style-type: none"> • Develop a resource package for staff to use at the start of the year and add to throughout. 		
Documentation of a whole site Wellbeing Agreement by Term 3 – 2026 <ul style="list-style-type: none"> • Consistent Predictable Routines (CPR) - include current whole school strategies/practices (Morning circle, Ready to Learn Plans) • Review existing agreement and rewrite with a Berry Street/FPS contextual lens. 		
Build staff, student and family knowledge, skills and confidence in use and understanding of the BSEM to maximise teaching, learning and wellbeing opportunities. <ul style="list-style-type: none"> • STUDENTS: Build awareness and knowledge of the strategies they can use to regulate in order to be Ready to Learn and in order to calm themselves during times of stress. • STAFF: Use the BSEM domain books to review and strengthen our professional learning in order to choose whole school proactive strategies that support connection, wellbeing and teaching and learning for all students. • FAMILIES: Develop a Statement of Practice to share with families that outlines the key elements of the Berry Street Model @ Freeling P-6 and how these support students both in and out of school. 		
Set a schedule of review and update existing whole school policies and procedures through the lens of the Berry Street Education Model of Trauma-Informed Practices. <ul style="list-style-type: none"> • Behaviour Support • Grievance Procedures 		
Develop, document and implement procedures to identify students requiring individualised support and explicit teaching related to their learning and wellbeing needs. <ul style="list-style-type: none"> • Attendance data • Student Behaviour Management data (EMS, Reset Room, Anecdotal information from staff) • Wellbeing and Engagement data 		

Maths Actions

✓

2026

Schedule staff meeting sessions to engage with SA Curriculum and Numeracy Guidebooks in PLCs / teams across the year. ✓

School to share resources from SA Maths Curriculum network in 2025

Call for 2 staff nominations to lead our Maths SLP goals / Prof Learning and continue to engage with the SA Curriculum Network group. In 2025 ✓

Continue to build staff understanding of dispositions. Discussion and sharing of practice in PLCs. What does being reflective / resourceful / resilient look like in our classrooms? How do we currently provide opportunities for students to develop / use ? How might we build student understanding of dispositions? Spend time in PLCs looking at Prototype 2 of SA Maths curriculum. How will we work with the curriculum network group?

Look at the Learning Standards. How will teacher practice reflect these? Are staff willing to share their maths programs? And give feedback?

Staff revisit Numeracy Guidebooks across the year and design professional learning based on staff needs & interest.

What does our Numeracy Agreement say? Is it still relevant? What needs review / change?

✓

Opportunities for teachers to collaboratively plan and moderate two tasks using SA Curriculum

Review Goal Setting activities for staff to use with students. Students to set maths goals each term, monitor and review.

Staff to use the language of dispositions with students regularly in order that students are able to articulate the dispositions they are using.



2026 Site Learning Plan

Literacy



1. Where are we:

We continue to see steady growth in reading across all year levels as we enter our third year of implementing the DfE Phonics and Spelling Scope and Sequence.

Early Years (R-2)

- Teachers consistently follow the DfE Scope and Sequence.
- Phonological awareness and vocabulary are explicitly taught within phonics lessons.
- Progress monitoring guides instructional decisions.

Years 3-6

- Teachers revisit key R-2 concepts to strengthen foundational skills.
- Master the Code units are used for targeted support.
- Morphological conventions are taught consistently across the school.



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Tight and flexible
Evaluate for impact
Learning system
Collective responsibility



2. Where do we want to get to:

- Increase reading achievement across all year levels.
- Build confidence and consistency with instructional routines.
- Embed multi-tiered systems of support through effective use of progress monitoring data.
- Integrate all elements of the **Big 6** (oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension) into teaching and learning practices.



How might we get there:

- Provide ongoing LGU training for teachers and SSOs to ensure consistent, high-fidelity delivery of the Scope and Sequence.
- Maintain consistent SSO support during literacy blocks to strengthen targeted instruction.
- Allocate an additional teacher to support mid-year Reception students during literacy time.
- Implement targeted Tier 2 and Tier 3 interventions (e.g., Heggerty, Kilpatrick, DfE programs, MiniLit, MacqLit) matched to student needs.
- Access high-quality professional development focused on effective reading instruction.
- Use progress-monitoring data to guide planning and embed Tier 2 and 3 interventions within the literacy block.
- Match students with engaging, appropriate texts to support motivation and growth.
- Deliver Master the Code lessons across Years 3–6 as needed to strengthen foundational code knowledge and morphology before progressing to year-level content.
- Implement the South Australian English Curriculum with a growing understanding of the dispositions, capabilities and knowledge that underpin effective reading instruction.



4. What did we learn:

Literacy Actions

Updated Literacy Agreement shared ready for endorsement. 2026 Assessment and Event Schedule published	✓	Term 1 2026
Meet with the LGU coach for 2026 planning to strengthen teacher knowledge, ensure consistent and rigorous instruction, and determine next steps.	✓	Week 4, Term 1, 2026
Assessment data spreadsheets uploaded into Teams data channel: Spelling Placement Tests and DIBELS, PASM ready for teacher input (in response to Scorelink being discontinued).	✓	Term 1, 2026
Students identified through data and placement testing for inclusion in MiniLit and MacqLit programs	In progress	Term 1, 2026
Spelling Placement Tests for year 2 to 6 students and Reading Placement tests for year 1 students-data to inform teaching (Tier 1 to 3)	In progress	Weeks 2& 3 Term 1 2026
DIBELS assessments used across the school to proactively identify students at risk, monitor progress over time, and inform targeted instructional responses.		Term1, 2 and 4
PD on Tier 2 instruction for reading and spelling		Tues Week 5, Term 1
Additional decodable novels purchased for older readers still mastering the alphabetic code.	✓	
Spelling and morphology progress monitoring data sheets in TEAMS-Assessment data and updated after each unit		ongoing
Literacy First students selected through data (PAT-R, DIBELS, Lexile and Brightpath) for additional extension lessons with literacy coordinator		Semester 1 & semester 2
Provide training and toolkits for SSOs to strengthen their ability to deliver high-quality tier 2-3 reading, spelling and morphology support across all year levels, ensuring consistent and effective instructional practices.	✓	Term 1
Explore links between BSEM and the SA English Curriculum dispositions and capabilities to strengthen alignment between wellbeing, engagement and learning.	✓	Term 2