

# SCHOOL LEARNING PLAN 2025-2026

| AREA OF IMPACT<br>WELLBEING |                                                                                                                                                            | <br><b>Meningie<br/>Area School</b> | AREA OF IMPACT<br>EFFECTIVE LEARNERS |                                                                                                                                                                               |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL                        | Improve student sense of belonging and resilience.                                                                                                         |                                                                                                                       | GOAL                                 | Improve student metacognition* through feedback strategies.                                                                                                                   |
| MEASURES                    | WEC resilience questions<br>Attendance<br>SRC activity                                                                                                     |                                                                                                                       | MEASURES                             | WEC metacognition questions<br>A-E grades                                                                                                                                     |
| STRATEGIES                  | Use the pastoral care program to explicitly teach ZOR and resilience to empower students.<br>Streamline absence process and promote attendance to families |                                                                                                                       | STRATEGIES                           | Teachers focus on process feedback, provide specific success criteria and incorporate peer and self-evaluation.<br>(Review Dylan Wiliam professional learning with all staff) |

| SUCCESS CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             | SUCCESS CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
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| <p>Calm and intentional learning spaces.<br/>BSEM/ZOR is embedded – welcome circles, break cards, sensory equipment used, feeling charts, thumbs up/down, breathing strategies and other regulation strategies displayed and used in learning spaces.<br/>Improved attendance.</p> <p>Many voices contributing including an active Student Voice.<br/>Positive narration.<br/>“Hum” of learning interactions and working positively together.<br/>Students supporting each other – positive and inclusive language.</p> <p>Unconditional positive regard for all.<br/>School is relaxed, calm, safe and accepting.<br/>Every child is known.<br/>Everyone is comfortable, involved and valued.</p> | LOOKS LIKE  | <p>Clear learning intentions and success criteria.<br/>Tools for self-assessment visible e.g. bump it up walls, exemplars.<br/>Variety of teacher check ins and feedback e.g. exit ‘cards’.<br/>Intentional assessment tasks assessing content and capabilities, with peer/self-assessment components.<br/>Students, staff and families engaging with LMS - FROG.<br/>Students engaged in learning conversations.<br/>Students using success criteria to provide peer feedback.<br/>Informal and formal process feedback from teachers.<br/>Students willing to ask for help.<br/>Students discussing learning possibilities.<br/>Students confident to have a go.<br/>Students are taking responsibility for their own learning.<br/>Pride in the school and learning.<br/>Range of learning acknowledged for all students.<br/>Collaboration between learners and teachers.</p> |  |
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\*Metacognition relates to students purposefully monitoring and directing their own learning, whilst engaging in regular reflection and feedback from others.