



# Mount Gambier High School

## 2025-2026 School Learning Plan (SLP)

Our purpose is to ensure every student leaves MGHS as a better version of themselves.

### Our shared Challenges of Practice

#### Literacy:

Consistently apply BDA reading strategies to increase the number of students reaching SEA in literacy testing.

#### Numeracy:

Use targeted resources and student-centred problem-solving methods to retain and increase the number of students reaching SEA in numeracy testing.



Make student success criteria, data and learning evidence accessible, visible to students and an active part of the learning cycle.



Develop, document, and promote a culture of high expectations for teaching and learning at the school.



Develop a whole school approach to differentiation to include stretch and challenge for students who are at or above standard.



Further refine the agreed whole-school pedagogical strategies to enhance the impact of teaching practice on learning and engagement.

We acknowledge High Impact Teaching and Wellbeing Strategies underpin student achievement and success.

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Goal	Actions & Strategies	Success Criteria
<p><b>LA2: Make student success criteria, data and learning evidence accessible, visible to students and an active part of the learning cycle.</b></p>	<p><b>All teachers will:</b></p> <ul style="list-style-type: none"> <li>• Use formative tasks to check understanding, gather learning evidence, and provide feedback at both class and individual levels.</li> <li>• Co-construct learning intentions and success criteria based on strengths and areas of improvement with students when planning assessments.</li> <li>• Enable students to self-assess against success criteria to improve learning outcomes.</li> <li>• Share assessment data with students to help them understand their strengths, challenges, and areas for improvement, fostering self-reflection and guiding them toward their next learning steps.</li> <li>• Contextualise learning through the SA Curriculum framework.</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Assess their own work against the success criteria and identify areas for improvement.</li> <li>• Set, monitor, and reflect on their own learning goals to guide their progress.</li> <li>• Use teacher feedback and assessment data to understand their strengths, challenges, and next steps in learning.</li> <li>• Participate in creating success criteria and apply them to their learning tasks.</li> </ul>
<p><b>W1: Develop, document, and promote a culture of high expectations for teaching and learning at the school.</b></p>	<p><b>All teachers will:</b></p> <ul style="list-style-type: none"> <li>• Establish and implement a shared understanding of high expectations in teaching and learning.</li> <li>• Deliver equitable, culturally responsive, and rigorous curriculum and instruction for better student outcomes.</li> <li>• Foster continuous improvement through a unified approach, with teachers and leaders driving change.</li> <li>• Engage parents and the community in supporting student learning and development.</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and strive to meet the high expectations set for their learning.</li> <li>• Contribute to a positive learning environment by upholding high expectations for themselves and others.</li> <li>• Engage with culturally responsive and challenging learning tasks to achieve better outcomes.</li> <li>• Seek support from their family and community to enhance their learning and development.</li> </ul>
<p><b>EE2: Develop a whole school approach to differentiation to include stretch and challenge for students who are at or above standard.</b></p>	<p><b>All teachers will:</b></p> <ul style="list-style-type: none"> <li>• Implement a whole-school differentiation strategy (Wave 1 and 2) that offers stretch and challenge in learning, with a particular focus on literacy and numeracy.</li> <li>• Use success criteria to differentiate based on specific student needs.</li> <li>• Support the implementation of targeted Wave 3 Intervention Programs for identified students.</li> <li>• Analyse student diagnostic and assessment data to inform curriculum planning and teaching.</li> <li>• Use Before, During and After (BDA) reading strategies (including tiered vocabulary) to improve reading for understanding.</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Engage in learning activities that are tailored to challenge and stretch their abilities.</li> <li>• Understand the success criteria and how they are adapted to meet their individual needs.</li> <li>• Participate in targeted intervention programs when needed to support their learning.</li> <li>• Use feedback from assessments and self-assessments to improve their learning outcomes.</li> </ul>
<p><b>EL2: Further refine the agreed whole-school pedagogical strategies (<i>High Impact Teaching Strategies and High Impact Wellbeing Strategies</i>) to enhance the impact of teaching practice on learning and engagement.</b></p>	<p><b>All teachers will:</b></p> <ul style="list-style-type: none"> <li>• Design flexible curriculum and assessment tasks with multiple entry points that capture student interests and promote effective learning.</li> <li>• Embed cross-curricular priorities, dispositions, and capabilities (SA Curriculum) in all programming.</li> <li>• Ensure consistent use of rubrics, checklists, and exemplars in assessments to clarify success criteria.</li> </ul>	<p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Choose from different entry points in tasks and contribute to the design of their learning activities.</li> <li>• Engage in tasks that reflect their personal interests and help them develop as an effective learner.</li> <li>• Use rubrics, checklists, and exemplars to understand the criteria for success in their assessments.</li> <li>• Receive and use specific feedback to understand how to improve and regulate their learning.</li> </ul>