



***Flagstaff Hill  
Primary School  
Site Learning Plan  
2025***

Enhancing Inclusion, Increasing Achievement



Government of South Australia  
Department for Education





Inspire all to see their worth and potential to contribute positively to diverse local and global communities.



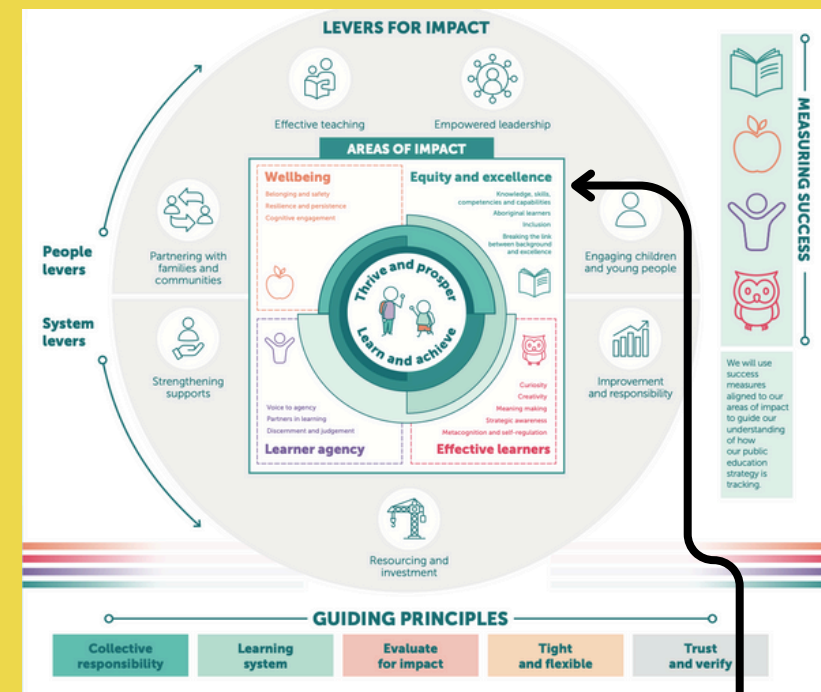
Be Brave: Showing mental or moral strength in the face of uncertainty or difficulty. Showing courage. Doing the right thing for yourself and others. Taking risks.



Be Curious: Continuously learning. Asking questions. Showing interest. Being open to possibilities. Imagining. Seeking solutions.



Belong: Being who you are. Being accepted and accepting others. Being inclusive. Considering other perspectives. Knowing language matters.



Focus Area: Equity & Excellence



Goal 1

Develop and implement inclusive practices that ensure all learners to have equitable access to resources, learning opportunities, and a supportive school environment.



Goal 2

Develop consistent instructional practices in reading to improve student achievement.



## Goal 1 - Inclusive Practices

Develop and implement inclusive practices that ensure all learners to have equitable access to resources, learning opportunities, and a supportive school environment.

### Actions

Embed neuroaffirming practices across learning environments

Adjust classroom environments to reduce sensory load

Strengthen co-regulation over compliance

Plan and teach with executive functioning and processing differences in mind

Implement Berry Street Education Model from September onwards

Continue collaboration with Nell Harris to support professional learning

### Learners

- Learners are supported to be their authentic selves.
- Strengths are acknowledged and valued.
- Language and accommodations reflect their identity and needs.

- Learners can regulate and engage in learning more effectively.
- Access to quiet zones, sensory tools, and preferred seating enhances focus.

- Learners feel emotionally safe and supported through consistent, caring relationships.
- They are guided to understand and manage their emotions.

- Learners experience reduced overwhelm and increased success.
- Support for working memory, transitions, and time expectations is visible.

- Learners will benefit from consistent, trauma-aware strategies that build safety, stamina, and regulation.

- Learners are understood and supported
- School feels safer, more accepting, and responsive to individual needs.

### Educators

- Avoid deficit-based labels.
- Apply UDL principles to create flexible and accessible learning experiences that cater to diverse learning needs.
- Develop assessment strategies that are fair, valid, and reliable for all students.

- Create calming, low-stimulation classroom areas.
- Provide tools like fidgets, headphones, or tents as routine
- Accept that accommodations are essential, not optional.

- Build relational safety and trust with students as a foundation for behaviour support.
- Use co-regulation strategies alongside existing approaches.
- Gradually increase student capacity for self-regulation

- Acknowledge and plan for executive functioning delays (e.g., in ADHD learners).
- Use checklists, timers, visual schedules, and reduce time pressure.

- Receive PL on trauma-informed responses, including Body-Relationship-Stamina-Engagement-Character.

- Staff develop shared language and consistent, inclusive practices across the site.
- Ongoing PL deepens staff capacity in neurodiversity-affirming approaches.

### Progress Monitoring

WEC data   Zen Zone data  
Behaviour data





## Goal 2 - Literacy

Develop and embed consistent instructional practices in reading to improve student achievement.

### **Actions**

Implement Whole-School Reading Fluency Routine

Use DIBELS Data to Target Instruction and Monitor Progress

Ensure Consistent Use of DfE Phonics Scope and Sequence

Strengthen Instructional Coaching and Professional Learning

### **Learners**

- Learners engage with fluency texts every day, improving their ability to read smoothly, accurately, and with expression.
- Repeated readings increase confidence and comprehension.

- Learners receive reading support tailored to their needs — the right help at the right time.
- Progress is tracked to ensure support is working.

Learners build decoding skills in a structured and sequenced way, closing phonics gaps and improving accuracy.

- Access to decodable texts ensures success and builds confidence.

- Learners benefit from highly skilled teachers delivering consistent, high-quality lessons.
- Daily Reviews, fluency routines, and phonics become predictable and engaging parts of the day.

### **Educators**

- Deliver structured daily fluency sessions following the Term 2 routine.
- Select complex, knowledge-rich texts linked to curriculum content.
- Provide choral, partner, and independent practice with feedback.

- Use BOY/MOY/EOY data to group students for intervention.
- Monitor growth monthly for Tier 2/3 students.
- Adjust instruction when students are not making adequate progress.

- Follow the agreed phonics sequence with fidelity.
- Use placement tools and mastery data to differentiate pacing.
- Include daily review and decodable practice.
- Receive regular coaching and feedback linked to agreed instructional practices.

- Participate in targeted PL (e.g., fluency modelling, small step instruction, effective review).
- Collaboratively plan using research-based strategies.



### **Progress Monitoring**

Beginning, middle, end of year DIBELS screening

Yr 1 PSC