



2026 SITE LEARNING PLAN

(12 Months)

Our Vision: At Mark Oliphant College, Birth to 12, we aspire to create a safe, inclusive, and collaborative learning environment. Our community respects and celebrates diversity, whilst recognising the value of belonging and positive relationships. Our learners develop knowledge, skills, and capabilities to thrive and live a fulfilled life of their choosing.

Our Values: All staff model and promote the school values of respect, belonging, kindness and responsibility

Equity and Excellence	Area of Impact: Wellbeing Positive Behaviours for Learning	All staff model and apply Tier 1 Positive Behaviours for Learning practices through consistent language, expectations, and routines. All staff create predictable, positive environments through unconditional positive regard for others to strengthen positive relationships and a greater sense of belonging.	Ancillary Responsibilities	Teacher Responsibilities	Leader Responsibilities
	Area of Impact: Effective Learners Teaching and Learning	Staff work collaboratively to design and refine teaching and learning programs within the Early Years Learning Framework, SA Curriculum and SACE across our B-12 context, with an emphasis on literacy and numeracy integration. We incorporate evidence-informed strategies for designing equitable and inclusive learning environments.	Ancillary Responsibilities	Teacher Responsibilities	Leader Responsibilities
			- Use consistent Tier 1 PBL language and expectations when interacting with students in all settings. - Model calm, positive, and predictable adult behaviours that reinforce whole-site consistency and support positive student outcomes. - Use consistent language and expectations with students across all settings, mirroring teacher and leader practice. - Reinforce expectations with fidelity, using the college values and behaviour matrix. - Provide regular feedback to teachers and leaders about student behaviour, patterns, or concerns. - Demonstrate shared responsibility by actively participating in PBL implementation (e.g., positive reinforcement, consistent correction). - Promote positive relationships by using unconditional positive regard and modelling respectful interactions.	- Consistently teach, model, and reinforce Tier 1 PBL expectations, routines, and language. - Use the developed PBL resources and data to guide practice, reflecting on and adjusting adult behaviour to improve student outcomes. - Support ancillary staff in class, ensuring they are aware of expectations, routines, and relevant student needs. - Engage with PBL professional learning and contribute ideas to refine resources and improve implementation. - Use consistent language and expectations that align with whole-college PBL agreements. - Ensure lessons or routines are delivered as scheduled. - Reflect on classroom practices using PBL data, feedback from leaders, and self-review to adjust for improved student outcomes.	- Model and lead consistent Tier 1 PBL language, expectations, and practices across the college. - Support staff to apply and refine PBL resources through feedback, coaching, and visible leadership. - Monitor PBL data to identify trends and adjust practices where necessary, using the resources and processes developed in Tier 1 to guide improvement. - Facilitate regular feedback opportunities (quick-poll surveys, check-ins etc.). - Monitor implementation and adjust professional development requirements based on staff needs. - Provide coaching and support for staff who are developing consistency with Tier 1 strategies, including modelling practice in classrooms and all settings aligned to PBL. - Ensure clarity and visibility of expectations by reinforcing college values and the agreed behaviour matrix. - Address inconsistency through professional conversations and accountability processes when shared actions are not followed. - Be visible and present in learning spaces, actively reinforcing positive behaviours.
			- Communication (consistency in support for learners – support teaching staff in designing teaching and learning programs). - Engage in professional learning to further understand Evidence of Learning and the link to effective teaching, learning and assessment. - Actively support students’ engagement and learning through seeking clarification/direction from classroom teachers/leaders. - Apply appropriate communication strategies to support students’ understanding of the learning. - Engage in professional learning designed to support inclusive learning for cultural and individually diverse learners (Aboriginal and Torres Strait Islander, EALD, LGBTQIA+, and/or supported learners). - Promote and model positive conditions for learning.	- Collaborate to consistently review and update Scope and Sequence documentation to ensure alignment with EYLF, SA Curriculum and SACE. - Co-design teaching and learning programs (inc. assessments) with staff as part of teaching and learning cycles to strengthen consistency and quality (quality assurance). - Engagement in professional learning to further understand Evidence of Learning and the link to effective teaching, learning and assessment. - Actively engage in professional learning on the teaching and learning cycle. - Incorporate aspects of the teaching and learning cycle as part of creating engaging teaching and learning programs. - Peer-to-Peer Feedback Pilot – (voluntary) - Engage in professional learning designed to support inclusive learning for cultural ly and individually diverse learners (Aboriginal and Torres Strait Islander, EALD, LGBTQIA+, and/or supported learners). - Create or modify teaching and learning programs to be responsive to, and support, inclusive learning for cultural and individually diverse learners. - Collaborate with classroom ancillary staff to address the diverse needs of learners through targeted support practices (intentional learning support).	- Model and lead the teaching and learning practices across the college. - Support and lead Scope and Sequence documentation to ensure alignment with EYLF, SA Curriculum and SACE. - Facilitate and participate in the co-design of teaching and learning programs (inc. assessments) with staff as part of teaching and learning cycles to strengthen consistency and quality (quality assurance). - Engage in professional learning to further understand Evidence of Learning and the link to effective teaching, learning and assessment. - Engage in professional learning on the teaching and learning cycle in preparation to support teaching staff. - Provide targeted support for teaching staff in implementing the teaching and learning cycle as part of their teaching programs. - Model and promote the teaching and learning cycle in your classroom. - Facilitate and support peer-to-peer observations – opportunities to engage in observation processes). - Engage in professional learning designed to support inclusive learning for culturally and individually diverse learners (Aboriginal and Torres Strait Islander, EALD, LGBTQIA+, and/or supported learners). - Facilitate and participate in the co-design of learning programs that are responsive to and support inclusive learning for cultural and individually diverse learners. - Empower teaching staff to address the diverse needs of learners through providing ongoing opportunities to build capacity.

← Staff Perspectives and Cultural Awareness →

DfE
Guiding Principles



Collective responsibility



Trust and verify



Evaluate for impact



Tight and flexible



Learning system

