SITE LEARNING PLAN



Adelaide High School is a vibrant and inclusive learning community where every student matters and every student is supported to thrive. We nurture all learners to be resilient, creative and collaborative.

We celebrate diversity, promote intercultural understanding, and connect with communities both locally and globally.

We are part of tradition, and we are making history.



Intentionality Clarity Consistency **Impact**



Literacy Pedagogy Project

1847 Students 51 Aboriginal learners 146 one plans 340 EALD learners 95 literacy intervention students



Equity and Excellence

- Capabilities (Literacy Improvement)
- Breaking the link between background and excellence
- Inclusion



99% SACE completion 96 A+ Grades 23 Merits

15% growth in NAPLAN writing high band achievement since 2022 and growth across all NAPLAN writing criteria



Pillars of professional practice

Literacy Intervention



Wellbeing

- Resilience and persistence
- Belonging and safety



Improved reading proficiency level - 72% of literacy intervention students

Wellbeing literacy - 7% (130 students) moved into high wellbeing



Child Protection Curriculum

COURAGE

AUTHENTICITY

EXCELLENCE

KINDNESS



2025 Site Learning Plan

Adelaide High School is a vibrant and inclusive learning community where every student matters and every student is supported to thrive.

We nurture all learners to be resilient, creative, and collaborative. We celebrate diversity, promote intercultural understanding, and connect with communities both locally and globally.

We are part of tradition, and we are making history.

Equity and Excellence

Wellbeing

Equity and Excellence

- Capabilities (Literacy Improvement)
- Breaking the link between background and excellence
- Inclusion

Effective Learners

Wellbeing

- Resilience and persistence
- Belonging and safety

Learner Agency



Goal:	Improve writing progress and achievement for all students.
Challenge of Practice:	If teachers consistently and explicitly teach learning area specific genres and language features, then we will see improvement in students' growth.
Targets	All students experience growth in literacy outcomes, regardless of their starting point.

Equity and Excellence

Domain	Actions	Timeline	Success Indicators	Resources
Knowledge, skills, competencies and capabilities	Targeted staff professional learning days to upskill literacy knowledge and high impact teaching pedagogies All teachers will explicitly teach a language feature within their learning area context, following the Literacy Pedagogy Project HITS template Performance Development Plans utilised to connect to explicit literacy teaching	Semester 1 and semester 2, 2025/2026	All teachers have explicitly taught a language feature, incorporating pre and post assessment, within a lesson or across a unit of work. Student growth is indicated through pre and post assessment. All action plans reflect the literacy improvement focus	LEAP Teaching Strategies DfE Best Advice papers A New Grammar Companion by Bev Derewianka AHS Frog literacy resources
	All teachers will be aligned with a collaborative teaching team to refine and develop WritingPlus units across learning areas	2025/2026	WritingPlus units are consistently taught with explicit literacy components Whole school genre map indicates an increase in range of genres explicitly taught and number of WritingPlus units	DfE Genre Map AHS Genre Map AHS learning templates WritingPlus resources



	Prightpath Year 7-9 English teachers and year 7 hass teachers will explicitly teach units aligned with Brightpath genre and writing skills All year 7-9 students will set, monitor and reflect on their writing goals aligned with Brightpath units (Learner agency)	2025/2026 To be further developed in 2025	All students will have increased their term 3 sample score by at least 20 points.	Brightpath timeline document AHS Brightpath goal setting resources
	Select staff will complete the 3Ls program to develop literacy knowledge and collaborate as a literacy champion within their learning area	Repeated in term 2, 2025	All learning areas feature 1-2 literacy champions to support the development of WritingPlus units	3Ls module resource books
	 Enrichment program High achieving students collaborate in activities that stretch their writing capabilities 	2026 focus		Author in residence
Breaking the link between background and excellence	Year 7 explicit writing instruction • Year 7 English teachers explicitly teach sentence structure, grammar and punctuation within the context of teaching units	'Bootcamp' in Term 1 Within all units across the year	Year 7 students have increased their foundational literacy knowledge and skills by the end of year 7, evidenced by growth in their pre and post assessments.	LEAP Teaching Strategies LEAP teaching strategies Year 7 English scope and sequence document
	 All students with low reading ability are identified during immersion or their first week at AHS. All identified students are enrolled in appropriate literacy intervention. 	2025/2026	>90% achievement in developing, strong, exceeding for NAPLAN reading (Year 9 literacy intervention students)	Diagnostic Tests: DIBELS Maze reading comprehension Oral reading fluency Word Attack nonsense word decoding assessment



				Intervention: Macqlit/Playberry programs
Inclusion	 • Intentionally understanding our students • Intentionally understanding our impact 	2024/2025/2026	All teachers complete the data analysis processes and engage in reflection discussions with performance development manager. Differentiation is reflected in planning documents and in classroom practice during observation of literacy lesson Teachers differentiate learning experiences based on this data(reflected in unit plans and task sheets) Leaders reflect on teacher impact utilising data tool	Power BI Data analysis and reflection tools • Understanding our students • Understanding our impact



Goal:	Enhance student's mental health literacy by providing structured learning on mental health concepts, reducing stigma, equipping students with resources, helping them to recognise, understand and manage their mental health and wellbeing.
Challenge of Practice:	If teachers consistently deliver the Child Protection Curriculum, Open Parachute and mentor group program, then students will develop agency to articulate, effectively advocate for and manage their mental health.
Targets	Growth in % of students in high wellbeing in emotional wellbeing (WEC) Growth in % of students in high wellbeing for wellbeing literacy subdomain (WEC)



Domain	Actions	Timeline	Success Indicators	Resources
Resilience and persistence	 Mentor Group Curriculum Open Parachute is taught in MG once a week and engagement is tracked CPC is taught in MG once a week and implementation is monitored CPC learning is reviewed with student input to further improve engagement Growth mindset and smiling mind curriculum are consistently delivered. 	2025/2026	Staff are confident in delivering the OP and CPC content, and all mentor group learning is delivered consistently 7-12. Students can articulate and advocate for their mental health. Students understand their rights and responsibilities in respectful relationships.	Open Parachute platform CPC curriculum Smiling mind/growth mindset resources Onboarding videos and teacher professional learning. Student feedback form and working parties
Belonging and Safety	 Wellbeing support Mentor group teachers explicitly teach key mental health concepts Wellbeing is promoted across the school, and there are many opportunities for 	2025/2026	Mentor group learning reflects intentional practice to support student belonging and safety Teachers who have concerns for a student's	Online referral system Wellbeing team



students to feed in as
to how we can improve
learning for wellbeing.

- Continuity for learning strategies are implemented with connection and belonging in mind
- Hubs, clubs, sporting and student leadership opportunities for students are further developed and nurtured

wellbeing are making appropriate referrals.

Students have the agency to make their own referrals.

Students have a strong voice across the school community

Wellbeing team staff engage in reflective practice.