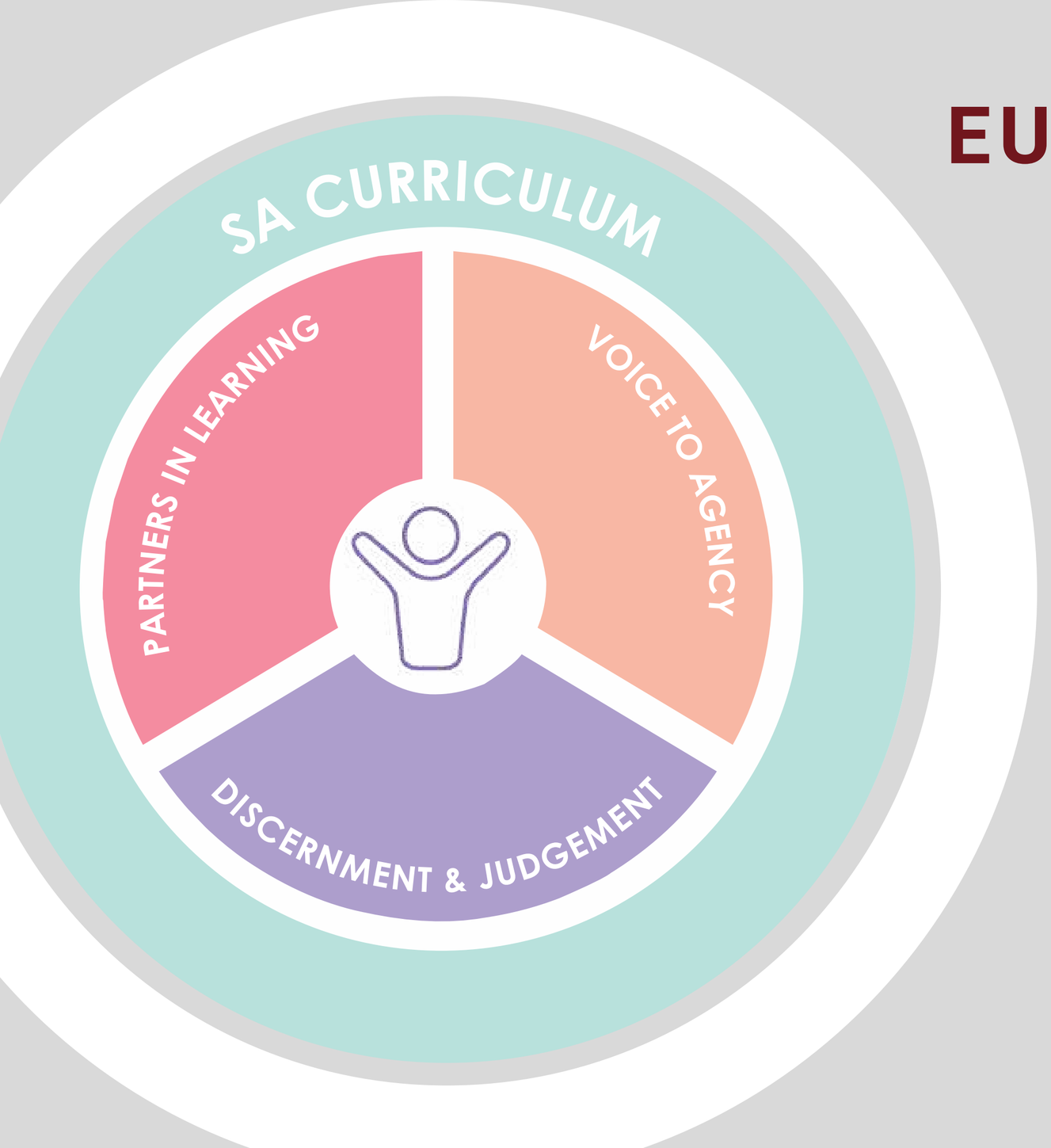
Eudunda Area School

2026
Site Learning Plan

A whole-school cycle for curriculum design, capability development, dispositions, learner agency & quality teaching.



EUDUNDA AREA SCHOOL

SITE GOAL

Eudunda Area School is committed to developing learner agency by empowering students to take ownership of their learning. Through a focus on student voice, choice, and collaboration, we create meaningful learning experiences that build confidence, critical thinking, and a strong sense of responsibility, preparing students to thrive and contribute in a changing world.

PARTNERS IN LEARNING

Learners give feedback to peers and educators
Students engage in structured peer review sessions, using co-created rubrics to give meaningful feedback. Educators model and scaffold feedback conversations to promote growth mindset and mutual learning. Feedback is integrated into all stages of the learning sprint: planning, doing, and reflecting.

VOICE TO AGENCY

Learners demonstrate bravery by trying new things in learning
Learners co-design inquiry questions, learning goals, and success criteria. They make choices about how they demonstrate their learning and reflect on their learning dispositions. Teachers act as facilitators, prompting learners to explore multiple perspectives and iterate on their work using self-assessment and metacognitive tools.

DISCERNMENT & JUDGMENT

Primary: Learners work with other to set goals based on previous experiences. Learners reflect on past work to set new goals and identify strategies that help them learn best. Teachers help scaffold these reflections using sentence starters and visual progress charts.

Secondary: Learners develop an understanding of the criteria for success with peers and adults. Students work in collaboration with peers and teachers to unpack success criteria and apply it to their own tasks. Students take increasing responsibility for determining when their work meets expectations and identifying next steps.

Guiding Principles for Curriculum Design

Empower Aspiration

We strive for personal excellence.

Nurture Capabilities & Dispositions

We build essential lifelong skills through content and real experiences.

Connect Learning Beyond the Classroom

We link learning to the real world and our community.

Provide Personalised Pathways

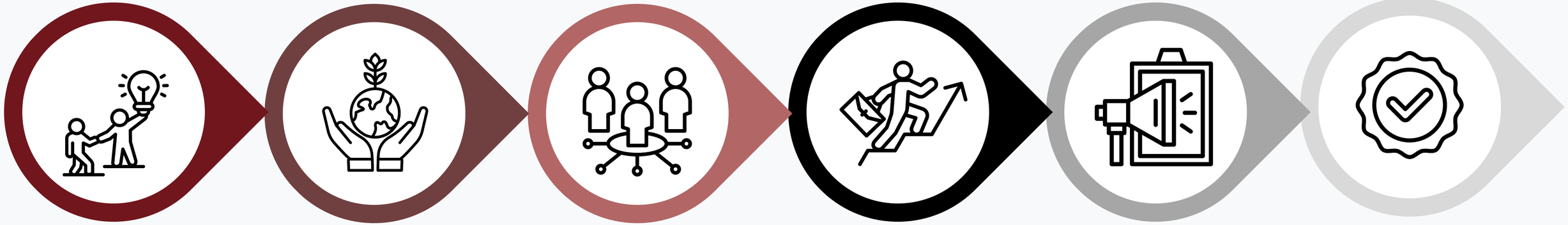
We offer flexible pathways that support growth, passion, and future opportunties.

Grow Learner Agency

We empower students to take ownership of their learning.

Ensure Consistency & Quality

We commit to high-impact teaching that is clear, aligned, and intentional.



Empower Aspiration

- Challenge every learner through high expectations.
- Build confidence, resilience, and a belief that success is possible.
- Inspire students to set, monitor, and achieve meaningful learning goals.

Nurture Capabilities & Dispositions

- Embed the general capabilities and EAS dispositions in all learning.
- Teach students how to think critically, collaborate, problem-solve, and self-regulate.
- Provide opportunities for authentic, hands-on, and inquiry-based learning.

Connect Learning Beyond the Classroom

- Design curriculum that reflects real life, industry partnerships, and local opportunities.
- Use real audiences, community projects, workplace learning, and authentic tasks.
- Make learning meaningful through relevance and real-world application.

Provide Personalised Pathways

- Cater for diverse learning needs through adjustments, differentiation, and choice.
- Support individual interests and strengths across academic, hands-on, creative, and vocational pathways.
- Use student voice to personalise learning sequences, assessment formats, and goals.

Grow Learner Agency

- Embed routines that build student decision-making, reflection, and independence.
- Provide clear Learning Intentions, Success Criteria, and reflective moments.
- Encourage students to understand themselves as learners and articulate next steps.

Ensure Consistency & Quality

- Use the EAS planning cycle and lesson template across all subjects.
- Align curriculum with evidence-based practices, moderation, and feedback systems.
- Maintain consistent expectations for planning, assessment, and visible learning.

EAS CURRICULUM ACTION PLAN

Step 1

SCOPE & SEQUENCE

- Review and update R–10 curriculum maps.
- Ensure alignment to the South Australian Curriculum.
- Identify capability and disposition focus areas for the year.
- Map essential knowledge, skills, and assessment types.
- Highlight opportunities for learner agency, authentic tasks, and community connections.

Step 2

AGREE TIMELINE & TEAMS

- Confirm term-by-term curriculum development timelines.
- Allocate teacher teams for planning, assessment, moderation and resource creation.
- Establish expectations for feedback cycles, check-ins, and delivery.
- Clarify non-negotiables: Split Screen, IL/SC, capability and dispositional language, reflection routines, visible learning.
- By Week 7, 5 Weeks of tasks, unit plan uploaded to Daymap & OneDrive

Step 3

DEVELOP ASSESSMENT

- Create assessment tasks that clearly demonstrate evidence of learning.
- Embed capability skills, dispositions, reflection checkpoints and structured feedback cycles.
- Ensure tasks include authentic products such as industry-standard outputs, real audiences, or community connections.
- Develop high-quality rubrics aligned to achievement standards, capabilities and dispositions.

Step 4

DEVELOP LEARNING SEQUENCE

- Build step-by-step learning sequences that directly align with assessment requirements.
- Integrate the EAS Learning Cycle: Define → Engage → Develop/Deliver.
- Include purposeful opportunities for inquiry, collaboration, problem-solving and student agency.
- Plan feedback scripts, conferencing structures, and student reflection tools to support ongoing growth.

Step 5

TEACH

- Deliver the curriculum using consistent learning routines and strategies that promote student agency.
- Embed regular reflection moments (e.g., “Where am I? How do I know? What’s next?”).
- Provide strengthening feedback and appropriate challenge to stretch student learning.
- Monitor progress through check-ins, conferencing, and ongoing formative assessment.
- Adjust teaching and support based on student evidence, engagement, and readiness.

Step 6

REVIEW & REFINE

- What worked well?
- What needs refinement?
- What students found challenging or engaging?
- Unpacked evidence from student reflections and assessment
- Refine tasks.

LAUNCH

- Upload refined task to EAS shared OneDrive
- Update EAS shared Curriculum Map

Measures of Impact

Student Survey

Learner Agency, Dispositional, Capability Specific Focused Questionnaire

Collected TERM 1
Collected TERM 4

Secondary Learning Assets Rubric

Student Rubric on Learning Assets - Self Assessment

Collected in one subject per semester - pre & post

Primary AGENTS Scale

Teacher Assessment in Mathematics

Collected TERM 1
Collected TERM 4

Curriculum Re-Design

Student Grade Data
Attendance
Behaviour Data
EAS WEC Data per Term
PAT Data
NAPLAN Data

Community Engagement

Community Survey

AGENTS: OUR LEARNING POWERS

Learning, growing, succeeding

A — ADVENTURER

Be willing to try new learning, have a go with challenges, take safe risks, listen to feedback, and explore different ways to solve problems.

G — GOAL SETTER

Set learning goals, make a plan, check progress, and change strategies when needed to keep improving.

E — EXPLORER

Show curiosity in learning, ask questions, explore new ideas, and respect different cultures and perspectives.

N — NURTURER

Help to create a safe, positive learning environment by caring for others, including everyone, showing kindness, and supporting classmates

T — THINKER

Evaluate evidence, problem-solve, ask questions, and reflect to deepen learning and understanding.

S — SELF MANAGER

Take responsibility for learning by staying organised, managing emotions, persevering through challenges, and making positive learning choices.

ADVENTURER

The compass represents courage, trying new things and direction

I try even when I'm unsure

I keep going when learning feels tricky

GOAL SETTER

The target represents focus, purpose and progress

I know what I'm working towards

I plan and check my progress

EXPLORER

The magnifying glass represents curiosity, inquiry and investigation

I ask questions

I look closely and learn more

NURTURER

The hands holding a heart represents care, empathy and belonging

I care for myself and others

I help make our class safe and kind

THINKER

The lightbulb represents thinking deeply and problem-solving

I explain my thinking

I use evidence and ideas

SELF MANAGER

The checklist represents organisation, responsibility and readiness

I manage my time and behaviour

I am ready to learn

LEARNING ASSETS

Character Skills	ELEMENTS	Collaboration Skills	ELEMENTS	Curious & Creative Thinking Skills	ELEMENTS	Communication Skills	ELEMENTS	Critical Thinking Skills	ELEMENTS
	CHA1 Demonstrating integrity and honesty		**COL1** Taking and sharing responsibility with others		**CUR1** Developing personal tastes, aesthetics, style		**COM1** Asking questions, actively listening		**CRI1** Identifying, clarifying, organising information
	CHA2 Showing perseverance and resilience		**COL2** Optimising team resources and unique skills		**CUR2** Generating and seeking new ideas		**COM2** Sharing vision and inspiring others		**CRI2** Assessing validity and quality
	CHA3 Taking responsibility for actions and choices		**COL3** Resolving conflict		**CUR3** Managing risk, uncertainty, failure		**COM3** Articulating ideas clearly		**CRI3** Weighing pros and cons
	CHA4 Exercising self-discipline and self-management		**COL4** Giving and receiving feedback		**CUR4** Connecting and refining ideas		**COM4** Communicating across formats		**CRI4** Applying reasoning
	CHA5 Acting with respect, empathy, and fairness		**COL5** Supporting and showing compassion		**CUR5** Realising ideas while considering constraints		**COM5** Adapting messages for audience		**CRI5** Reflecting on thinking