

Site

Learning Plan



To INSPIRE our students through rigorous and engaging learning experiences that foster critical dispositions, capabilities, and knowledge needed for a future world that is both rich in possibilities , and full of uncertainties.

We strive for excellence in academics and character, nurturing kind, empathetic, resilient, courageous and resourceful citizens so that they can actively contribute to their community.

When our young people learn and achieve, thrive and prosper, so does the community of Cummins.

Our Purpose

→ **Community**

We strive to make a positive impact on our school community and help our peers reach their full potential.

→ **Courage**

We face challenges boldly and support each other as we learn new things.

→ **Integrity**

We act with honesty and kindness whilst standing up for what is right.

→ **Personal Excellence**

Our students strive to always do their best, no matter what the situation.



Habits of Character

Our Vision

Cummins Area School is committed to becoming a dynamic, student-centred learning hub that integrates community connections and delivers flexible, personalised education for all learners. The school's long-term vision and strategic goals are outlined on the following pages



Staff Vision for 2026

Having established the foundations of CREW, the SA Curriculum lens, and the Science of Reading in 2025, our staff community enters 2026 with renewed confidence and a shared language for learning. This year is about deepening – refining our practice, trusting the structures we have built, and lifting the ceiling on what is possible for every student at CAS.

05

→ CREW & Student Wellbeing

Staff will move beyond implementation of CREW into genuine ownership – using Crew time not just as a structured program but as a living expression of our school culture. Crew Leaders will share learning, celebrate small wins, and collaboratively problem-solve emerging challenges. The focus shifts from 'what is CREW?' to 'how do we make CREW brilliant for our students?'

→ Inspired Learning

Staff will deepen their engagement with Ron Berger's Ethic of Excellence, moving from exploration to consistent application. Professional learning will focus on refining feedback practices, identifying genuine 'make work public' opportunities, and building cross-curricular connections. PLCs will become spaces of trust and constructive challenge, where sharing work-in-progress is the norm.

→ Reading Practices

With Science of Reading foundations in place, staff will consolidate consistent reading instruction across all year levels. The focus will be on precision – using DIBELS ORF and MAZE data purposefully to inform small group instruction, identifying students who are not yet making expected progress, and responding with targeted, evidence-based strategies. Reading will feel embedded, not added on.

→ Professional Growth & Collab

Mentorship and coaching will expand into the Middle Primary space as planned, and staff will increasingly seek and offer peer observation opportunities. Staff meetings and Student Free Days will continue to be high-value professional learning spaces, with staff voice shaping the agenda. We will celebrate the expertise within our own building.

Staff Long Term Vision

06

→ Vision for 2040

By 2040, Cummins Area School aspires to be a leader in innovative and personalised education. The school will prioritise engaging learning experiences through project-driven and passion-based approaches that inspire and actively engage students. Flexible learning environments will feature adaptable classroom settings and schedules designed to meet diverse learning needs. Collaborative teaching models will be implemented, with cross-curricular and team teaching approaches enriched by specialist educators. Student independence and collaboration will be fostered through cross-age tutoring and student-driven learning opportunities, encouraging peer collaboration and self-reliance.

Technology and artificial intelligence will be strategically integrated into the curriculum, ensuring a balance between modern innovation and essential skill development. Learning will extend beyond the classroom, connecting students with the community and global experts to ensure real-world applications of knowledge. A core focus on mental health and wellbeing will be supported by onsite specialists. To enhance overall wellbeing, the school will adopt an innovative four-day school week for both students and staff.

→ Vision for 2032

By 2032, Cummins Area School aims to emphasise flexibility, collaboration, and real-world connections. The curriculum will focus on project-based and student-driven learning approaches, cultivating soft skills and fostering learner agency. Collaboration will extend across disciplines and include partnerships with industries at local, national, and global levels. Personalised learning experiences will be achieved through the integration of technology and AI, tailoring education to individual needs.

Mental health and resilience programs will be embedded within the curriculum to strengthen student wellbeing. The school will feature innovative learning spaces with smaller class sizes and opportunities for cross-age learning. Ongoing professional development and wellbeing initiatives will support staff in their roles. A unified approach to education will break down barriers between early years, primary, and secondary schooling, creating seamless transitions for students. Early years education will be enhanced through improved play spaces and a welcoming, inspiring environment. Sustainability will be a key focus, with modern farming techniques integrated into the learning framework.

Student Perspective

Students envision a learning environment that is engaging, practical, and supportive, preparing them not only for academic success but for life beyond school.

01 | How to Make Learning More Interesting

From a student's perspective, learning becomes more engaging when collaboration among peers is encouraged and teachers bring passion and enthusiasm to the classroom. Having more breaks and spending time outdoors in nature helps students feel refreshed and stay focused. Lessons that connect to real-life experiences, minimise overreliance on technology, and set clear goals make education more relevant and meaningful. Including examples to clarify concepts and ensuring every student, not just the top achievers or those who need extra help, receives attention creates a supportive environment. Focusing on non-distracting learning activities, exploring various learning approaches, and tying lessons to practical, real-world applications outside school all enhance engagement. Most importantly, when students understand the purpose behind their tasks, they feel a deeper connection to their education.

02 | Strategies for Better Learning

Students would appreciate initiatives like a Breakfast Club before school, which can help start the day positively. Starting subject selection earlier and offering more choices for students who are undecided makes the learning journey more personalised. Brain breaks during longer lessons give students a chance to recharge, while practical, hands-on single lessons keep education interesting and relevant.

03 | Ideas for an Ideal School

An ideal school, from a student's perspective, would offer flexible timings, more excursions, and focus on hands-on learning. Lessons would teach life skills, cover diverse career pathways, and incorporate group work, games, and creative projects. Balancing class periods, reducing screen time, and enhancing face-to-face interactions would foster connections. Additionally, welcoming classrooms and fun themes would create an inclusive and enjoyable environment.

04 | Suggestions for Improvement Right Now

To improve school life immediately, students suggest adjusting school hours to end earlier, such as 3:00 pm, by shortening lunch breaks. Creating personalised study spaces for senior students would support focused learning.

Enhancing outdoor spaces and adding fun features like murals or class pets could make the school environment more enjoyable. Bringing in life-relevant subjects and practical experiences earlier in school would prepare students better for the future. Collaborating with other schools would also provide varied and enriching learning experiences.

05 | Making Lessons More Fun

Lessons could be more fun if they included games and challenges that are tough but achievable. Regular breaks during longer lessons would help students stay focused. Creativity and fresh approaches to assignments keep learning exciting, while interactive lessons that avoid repeating old material ensure that students remain interested and motivated.

Students in 2026

→ Belonging & Wellbeing

Students will experience Crew as a place where they are genuinely seen and valued — not just as a learner, but as a whole person. Cross-age connections will continue to grow, and students will increasingly take on roles that build responsibility and leadership within the Crew structure. Every student will have at least one adult at school who knows them well.

→ Learning that Matters

Learning in 2026 will feel connected to real life. Students will have more opportunities to tackle meaningful challenges, produce work worth sharing, and see how what they are learning prepares them for their future. Student voice in shaping learning experiences will grow, and feedback will feel like a tool that helps them get better — not a judgment.

→ Student Agency & Leadership

Students will be increasingly invited into decision-making processes — from shaping Crew activities to contributing to school improvement conversations. Learner agency is not just a goal; it is something students will practise daily through goal-setting, reflection, and making choices about their learning pathways.

→ Reading with Confidence & Purpose

Students who have been building their reading fluency will experience the momentum of real progress. Reading opportunities will extend into purposeful community contexts — school bulletins, Student Voice responsibilities, and connections to career pathways — so students understand why reading matters beyond the classroom.

In 2026, students at CAS will feel the difference that comes from being truly known. Our Crew relationships are stronger, our learning is more real-world and purposeful, and our reading has purpose beyond the classroom. Students will see themselves as active contributors to the life of our school and community.

Long Term Vision for our Families & Community

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→ Vision for 2040

Cummins Area School will be a globally connected, community-centred institution that offers personalised, hands-on learning environments. Students will drive their own learning in classrooms designed to inspire creativity, collaboration, and real-world application. The school will serve as a leading advanced agricultural learning centre, fully integrating the agricultural community with state-of-the-art facilities, including programs like paddock-to-plate and technology-driven farming. Mental health and wellbeing will remain a priority, supported by in-house professionals and tailored learning experiences. Flexible learning hours, team teaching, student-led classrooms, and outdoor learning will create dynamic, engaging environments that cater to individual interests and strengths. The school will also utilise virtual teachers, advanced technology, and global connections to expand educational opportunities, with students gaining real-world experiences both locally and through exchanges.

→ Vision for 2032

By 2032, Cummins Area School will have deeply embedded community involvement, with local experts and businesses actively contributing to student learning. Our curriculum will be shaped by practical, strength-based learning, where students lead their own educational journey in creative, technology-rich environments. Increased support for students with specialised needs will be available, ensuring early diagnosis and rapid access to resources. Flexible learning spaces, smaller class sizes, and vertical peer mentoring will enhance the collaborative learning experience. Global connectivity, real-world experiences, and pilot programs for innovative learning will further broaden students' horizons. Collaboration with parents, allied health professionals, and community members will be key in creating an environment where every student's needs are met.

Our Community in 2026

The Cummins community has always been the backbone of this school. In 2026, we deepen the partnership – building on improved communication, stronger relationships, and a shared investment in what our young people can achieve. When families and community are engaged, our students flourish.

→ Visible Progress & Transparent Communication

Families will have a clearer picture of how their child is tracking – not just through formal reports, but through regular, accessible updates about learning and wellbeing. The school will continue to improve the clarity and frequency of communication, ensuring families feel informed, welcomed, and connected to what is happening at CAS.

→ Community as Learning Partners

2026 will see more structured opportunities for community members and local industry to contribute to student learning – from career pathway connections, to reading mentors, to sharing expertise in agriculture, trades, and community service. These connections honour the unique strengths of the Cummins community and make learning relevant and grounded in place.

→ Wellbeing Beyond the Gate

2026 will see more structured opportunities for community members and local industry to contribute to student learning – from career pathway connections, to reading mentors, to sharing expertise in agriculture, trades, and community service. These connections honour the unique strengths of the Cummins community and make learning relevant and grounded in place.

→ A School that Reflects our Community

Cummins Area School in 2026 is proud to reflect the values of the community that surrounds it – hard-working, caring, resilient, and committed to the future. Governing Council, parent engagement, and community events will continue to strengthen the sense that this school belongs to all of us. When our young people learn and achieve, thrive and prosper, so does the community of Cummins.

Lines of Inquiry 2025-2027



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→ Student Wellbeing

Increase Student wellbeing, safety, and belonging through a Pastoral Care Program using CREW Principles.

→ Inspired Learning

Increase student engagement through learner agency, authentic learning experiences and embracing opportunities to make learning public.

→ Reading Practices

Strengthen reading practices across the site, particularly years 3-9, and revive reading enjoyment.



Enhancing Student Wellbeing

01 | CREW Principles

Continue to build on our 2025 work in creating a rigorous Pastoral Care Program based on CREW principles, adapted to the context of Cummins Area School. Staff will move beyond implementation into genuine ownership – using Crew time not just as a structured program but as a living expression of our school culture. Crew Leaders will share learning, celebrate small wins, and collaboratively problem-solve emerging challenges. The focus shifts from 'what is CREW?' to 'how do we make CREW brilliant for our students?'

02 | Staff Resources & Capacity Building

Ensure all staff are invested in CREW and understand its principles. Where possible, staff will remain with their previous Crew group to consolidate and expand the relationships that are at the heart of this program. Twenty minutes at the beginning of each Staff Meeting will be used to build staff Crew and collaborate on embedding CREW principles across the curriculum, with a particular focus on transferring the language of Habits of Character and Work into everyday learning.

03 | Professional Development

Each term, Structured Staff Learning Time will be used to build the structures and guidelines that support a rigorous and consistent approach to Crew across the site. Readings and conversations within Line Management teams, drawn from the We Are Crew book, will guide ongoing capacity building.

04 | Review and Refine

Continuously assess and refine the CREW program based on feedback from students, staff, and the wider community.

Inspired Learning

Build the “Why”

01

Make our Vision and Purpose statement more visible across the site so that all stakeholders can refer to it as we build this element together. Revisit Ron Berger's concept of "Beautiful Work" and work with students to build a strong sense of purpose around what and why we learn. Staff will collaborate to deliberately design opportunities for Beautiful Work within planned units of work.



02

SA Curriculum

Use the SA Curriculum as a lever to ensure rigour and strong curriculum connections across all learning areas.



Capacity Building

03

Use professional development opportunities — Staff Meetings, PLCs, and Student Free Days — to deepen understanding of the SA Curriculum and share examples of making work public. Line Management team meetings, guided by both formal leaders and classroom specialists, will be a key vehicle for this work.

04

Pedagogical Approach

Continue to explore Ron Berger's pedagogy (Cultivating an Ethic of Excellence), which aligns with our previous work on HITS, including formative assessment, feedback, and differentiation — creating engaging and impactful learning experiences for every student.



01 Science of Reading

Drawing on the expertise of our Site Based Speech Pathologist, engage staff in professional development around the Science of Reading. Collaboratively plan and implement evidence-based strategies that support this pedagogy, ensuring reading instruction is aligned with the South Australian Curriculum.

02 Monitor

Implement a reading monitoring strategy for Years 3–9 that replicates the rigour of what currently occurs in Foundation–2. This may include ORF, DIBELS, and other assessments recommended by the Department for Education or our Site Based Speech Pathologist. Using an MTSS intervention structure, design targeted programs that address Tier 2 and Tier 3 needs across Scarborough's Reading Rope strands, while also strengthening the quality of Tier 1 classroom teaching and learning.

03 Reading for Purpose

Develop purposeful reading opportunities within the school day — such as school bulletins, student-produced broadcast scripts, Student Voice responsibilities, and community-connected projects. Link these explicitly to our career education strategy, helping students understand the importance of reading and communication skills across all employment pathways.

04 Community Engagement

Encourage reading that gives back to the Cummins community. This may include peer reading opportunities, visits to Miroma Place, and special events that invite community members into the school as reading partners.

Strengthening Reading Practices



→ Tailored Training

Developing targeted training programs aligned with specific role requirements. This also includes strategic use of Staff Meeting times and the development of targeted PLC opportunities. Flexibility is required in planning these to allow opportunity to address specific needs as they arise. All Student Free Days scheduled to ensure links to school priorities and collaborative development of these.

→ Mentorship & Coaching

Establishing mentorship programs and providing individual coaching to enhance skill development. This has been successful across ECT and JP and we will expand to Middle Primary space in 2025. Leadership committed to building visibility and in time coaching opportunities.

→ Knowledge Sharing

Creating platforms for knowledge sharing through workshops, webinars, and internal communities. We are looking to build a bank of resources that are easily accessible to staff at all times to rewatch / reconnect with. Teams to be the dominant platform of communication and sharing between staff.



Exploration Steps

How will we Implement This?



➔ Enhancing Student Wellbeing

Leaders will:

- Invest in the development of the Crew structure and curriculum and use this structure to operate as a staff team
- Promote and fund student support programs

Teachers will:

- Implement positive classroom management
- Foster positive relationships
- Collaborate with whole staff to drive the culture of CREW as a site focus

Students will:

- Feel safe and supported
- Develop resilience and wellbeing

➔ Inspired Learning

Leaders will:

- Promote and build staff capacity in innovative teaching practices
- Provide professional development opportunities: SA Curriculum, Beautiful Work
- Encourage links with the community

Teachers will:

- Engage students in meaningful learning connected to real life opportunities
- Use a variety of high impact teaching strategies - support rigour and engagement

Students will:

- Develop a love for learning
- Achieve their full potential

➔ Strengthening Reading Practices

Leaders will:

- Develop a comprehensive reading program in collaboration with staff based on the Science of Reading
- Provide ongoing professional development

Teachers will:

- Implement effective reading instruction
- Monitor student progress using resources such as ORF and Dibels as well as teaching reading strategies explicitly.
- Provide purposeful reading opportunities

Students will:

- Become confident and fluent readers
- Develop a love for reading

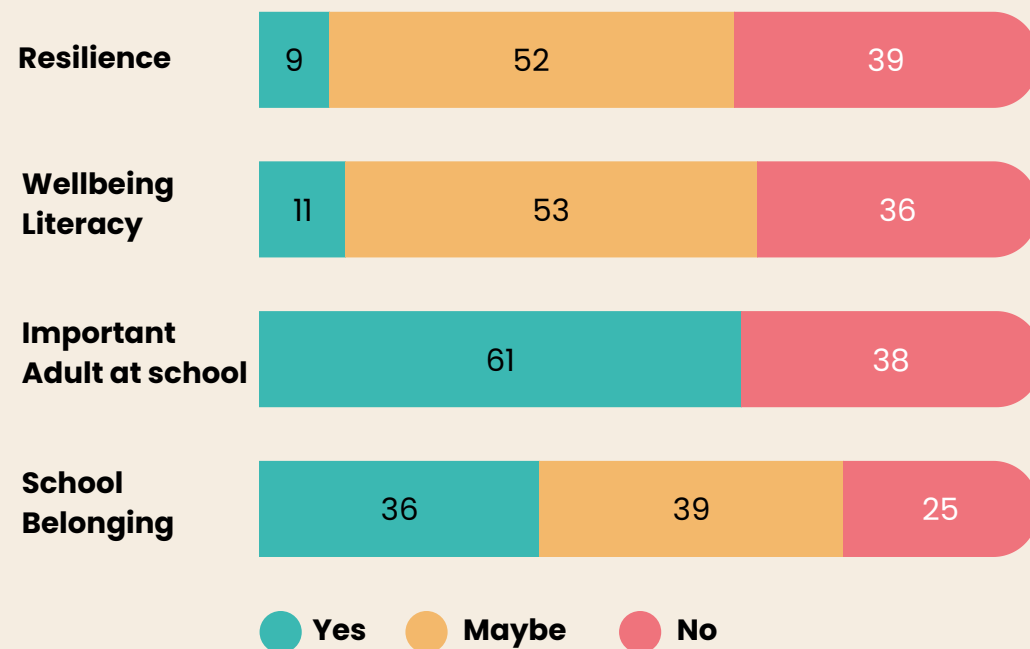
Baseline Data for Our Goals

01 | Enhancing Student Wellbeing

We will track student attendance, participation in school activities, and surveys on student perceptions of safety and support.

WEC Data from 2024 will be the baseline and we will track cohorts through this.

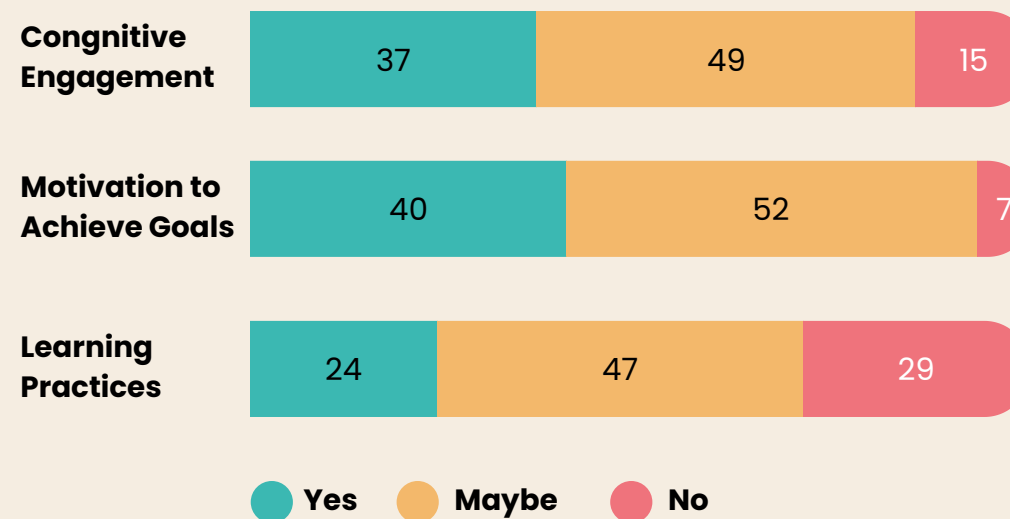
This will include termly check ins using questions from the WEC.



02 | Inspired Learning

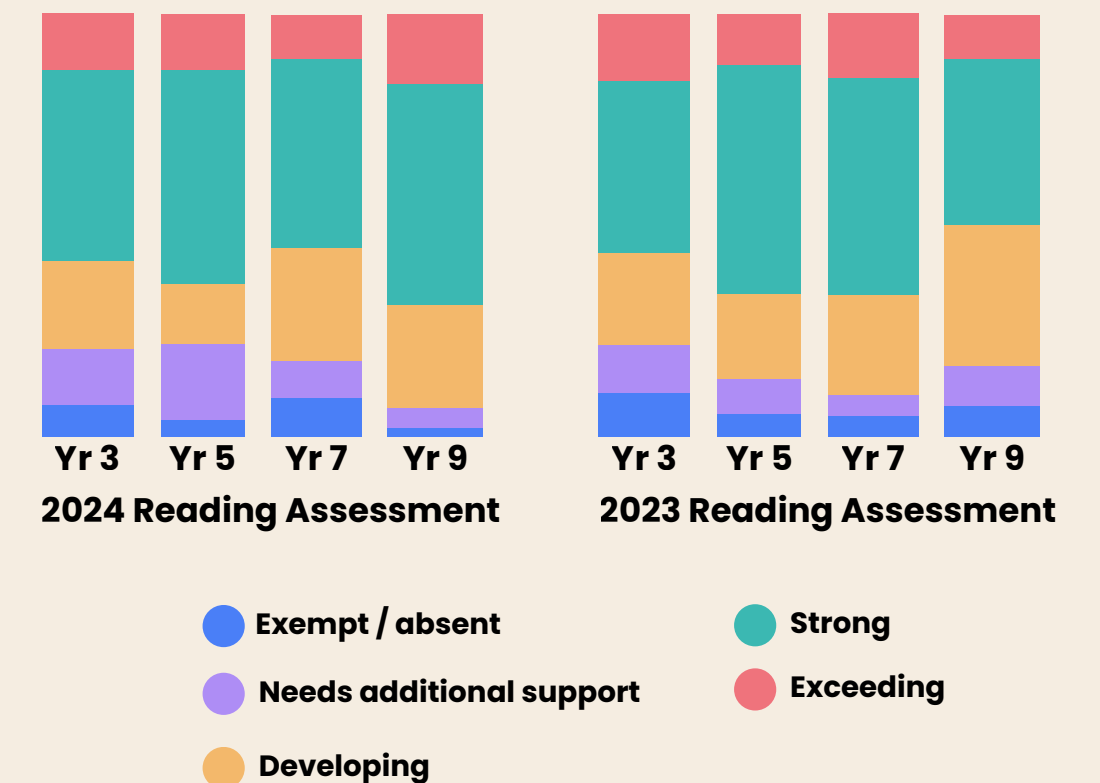
We will monitor student engagement in learning, performance on assessments, and teacher feedback on student progress.

WEC Data from 2024 will be the baseline and we will track cohorts through this. We will also apply analysis to more traditional forms of data available to us, particularly NAPLAN and A-E, both in SA Curriculum and SACE achievement. We also have baseline data taken from student forums around average levels of boredom per week that we will revisit in Term 3 of each year to monitor progress.



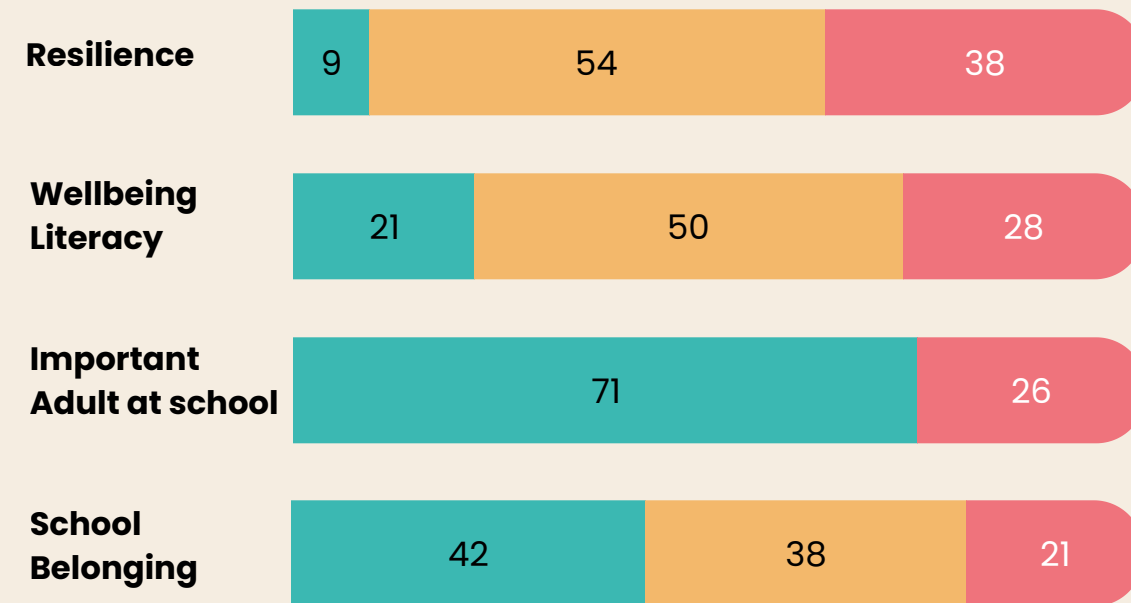
03 | Strengthening Reading Practices

We will measure student reading fluency, comprehension, and participation in reading activities. PAT R and NAPLAN Reading Data will also be tracked against each cohort from yrs. 3-9. DIBELS ORF and MAZE will form the basis of short term data tracking given the regularity of testing throughout the year.

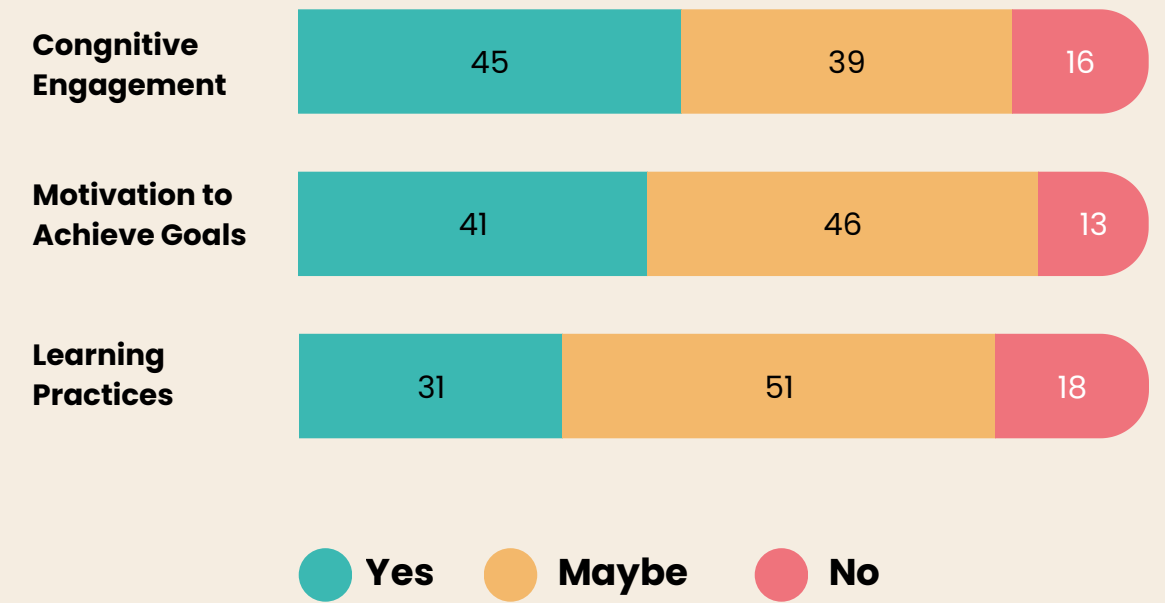


2025 Data

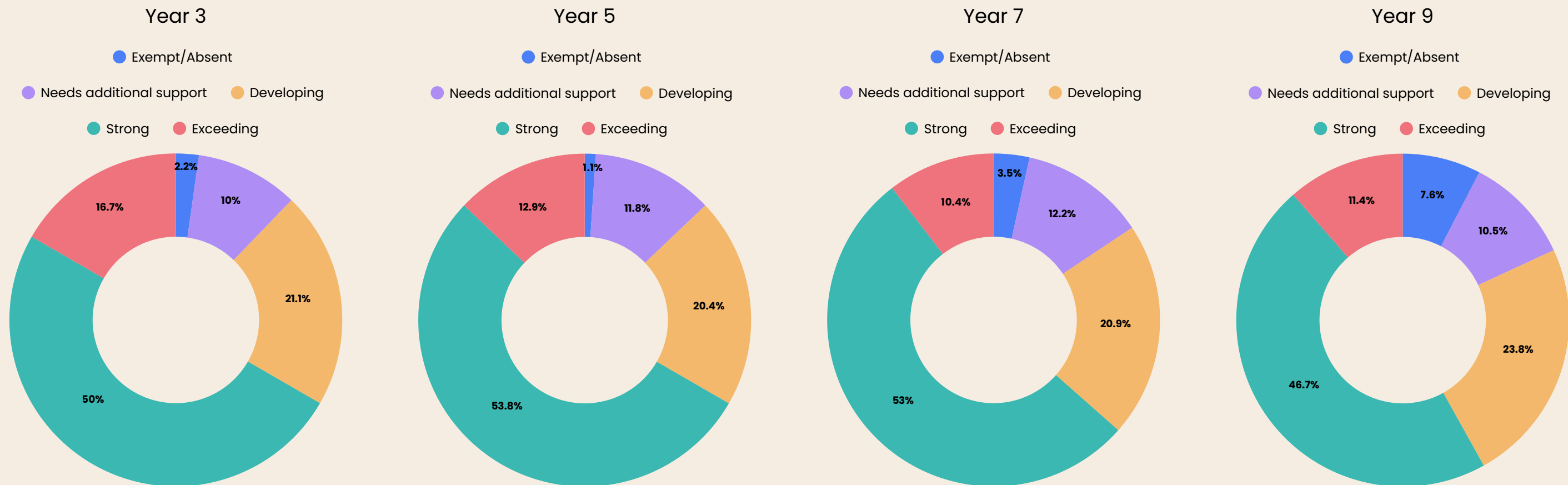
2025 Student Wellbeing



2025 Student Engagement



2025 Reading Data





Improvement as Learning



Cummins Area School embraces the Department for Education's framework of Improvement as Learning, a journey focused on continuous improvement through reflection, data analysis, and evidence-based practices.

This framework is central to our ongoing commitment to enhancing student wellbeing, inspiring learning, and strengthening reading practices.