

Site Learning Plan 2026

Our vision: to support students to foster a strong sense of wellbeing, so they can learn strategies for resilience and persistence. Students will be cognitively engaged to become robust learners who embody learning dispositions.



The Wellbeing area of impact underpins our improvement cycle.

Teachers support students to develop **resilience and persistence** by helping students to embrace struggle, identify mistakes as opportunities for learning and celebrate success and growth in learning. Students embrace being in the Learning Pit and challenge themselves to improve in their area of development.

Students' **cognitive engagement** will be activated when they can articulate their goals and know how they will get there. Students seek and apply feedback to achieve their learning goals. Teachers will support students to learn self-regulation and executive functioning skills to support cognitive engagement.

Actions

We will apply High Impact Teaching Strategies (HITS) to our **learning design**. Teachers will differentiate and scaffold tasks and lessons and provide a variety of meaningful and appropriately challenging ways for students to demonstrate their learning.

To support all students to make improvements in **English (Writing)** we will teach using the Departments' systematic synthetics phonics scope and sequence and the DfE spelling and morphology scope and sequence. By implementing consistent instructional routines and resources, students' fluency and accuracy in writing will improve.

To support all students to make improvements in **Mathematics (Number and Place Value)** we will scaffold students understanding using concrete resources (Bond Blocks). Embedding evidenced based practices (Dr Ange Rogers) will ensure all students are supported to be confident mathematicians who can solve real world problems.

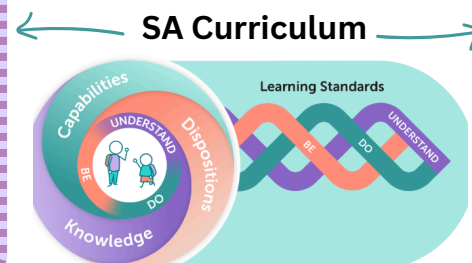
Measuring Growth and Progress

A range of data sets will be collected to monitor students' growth and progress.

English: progress monitoring (phonics/ spelling/ morphology,)Phonics Screen Check, DIBELS - ORF/ MAZE, Brightpath, PAT-R, NAPLAN, classroom assessments, anecdotal evidence.

Mathematics: Bond blocks assessment, Pre PVAT/ PVAT, Numeracy check, PAT-M, NAPLAN, classroom assessments, anecdotal evidence.

Teaching Sprints will be embedded to support teachers to monitor their pedagogical impact. Data collected during the sprints informs the improvement cycle. Teachers work collaboratively to moderate work, provide feedback and support each other to make shifts in practice, creating consistent strong pedagogy.



The **Capabilities** we will focus on are; Critical and Creative Thinkers, Problem Solvers and Intercultural Understanding.

The **Dispositions** that best support our learners are; Reasoning, Resilient, Resourceful and Reflectiveness