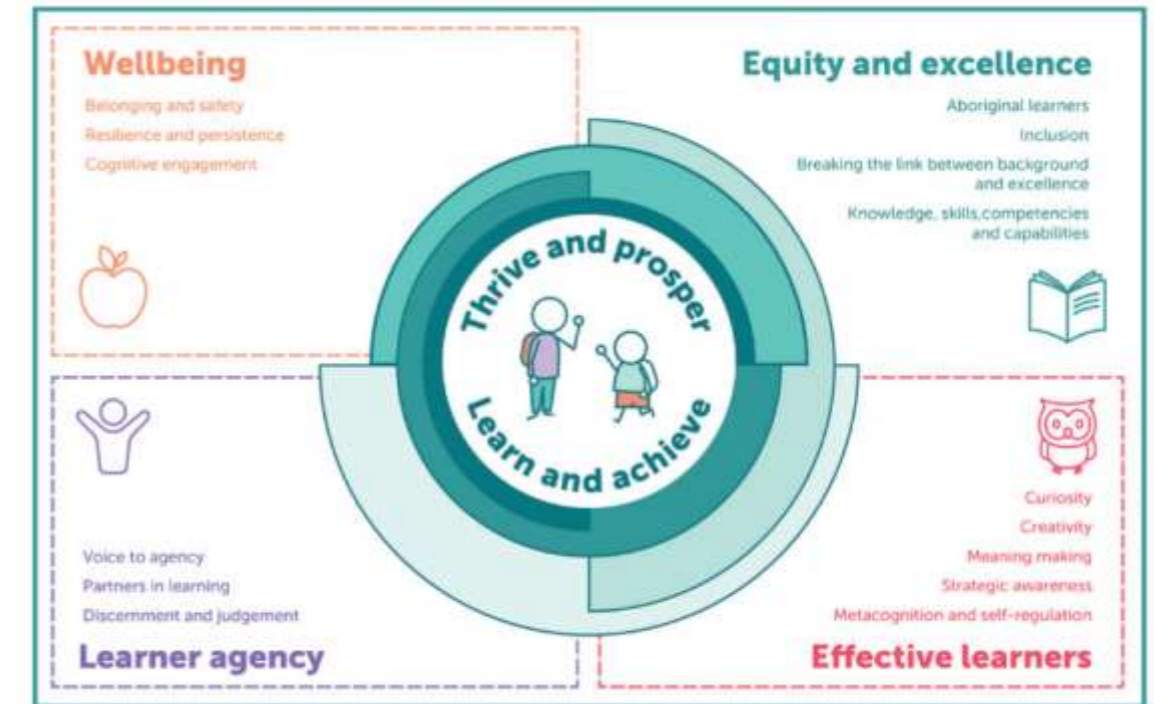




Site Learning Plan 2026 -

Echunga Primary School



Vision Statement/Context statement/Statement of purpose:

Together we will strive for academic, social, emotional and personal achievement whilst working within a positive culture that promotes the pursuit of excellence and the understanding of others.



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| Area of impact | | | | |
| Wellbeing Resilience Belonging Safety Cognitive engagement Persistence | | Equity and excellence Knowledge, skills, competencies and capabilities Aboriginal learners Inclusion Breaking the link between background and excellence | | |
| Learner agency Voice to agency Partners in learning Discernment and judgement | | Effective learners – main focus area (whole year) Curiosity Creativity Meaning Making Metacognition Self regulation | | |
| Guiding principles | | | | |
| <i>Trust and verify</i> | <i>Tight and flexible</i> | <i>Evaluate for impact</i> | <i>Learning system</i> | <i>Collective responsibility</i> |
| Effective practices for school improvement | | | | |
| <i>Lead contextualised improvement</i> | <i>Use data and evidence to impact learning</i> | <i>Establish and nurture a culture of learning</i> | <i>Strengthen responsive teaching and learning</i> | <i>Invest resources where they matter most</i> |
| <i>Activate the SA Curriculum for meaningful and authentic learning</i> | <i>Foster connection through community partnerships</i> | <i>Build collective responsibility for improved practice and student learning</i> | | <i>Enact evidence informed pedagogical practices</i> |
| Elaborations: | | | | |

Literacy: Areas of Impact Effective Learners – Metacognition and Self Regulation

Goal: All students to be reflective and resilient when writing. (sentence structure)

Measuring success:

Looking for growth, dispositions and capabilities
 Dispositions empathetic, reflective, resilient
 Capabilities critical and creative thinking, intercultural understanding, personal and social
 Students can name where they are in the Echunga problem solving process
 Students can label the dispositions and see when they are using them
 Students will be mapped against the Echunga Scope and Sequence
 Students will start to articulate where they are on the scope and sequence

What is our focus: SA Curriculum

- Metacognition and self-regulation – Areas of impact
- Capabilities critical and creative thinking, intercultural understanding, Personal and social
- Dispositions – resilient, curious, resourceful, empathetic, reflective

What impact will this have on learners: whole school skills. What are we hoping for students to achieve? What are we going after?

- Students will be able to apply/use varying punctuation to sentences
- Students will be able to justify their authorial choices
- Students will be able to correctly use text conventions

What actions should be taken to support our goal?

| Action and Timeline | Collective responsibility | Outcomes | Resources |
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| Use data and evidence of students writing to impact learning (Terms 1 – 4 2025) | <p>Teachers will</p> <ul style="list-style-type: none"> • utilise Brightpath and PAT data to gauge growth in frequency and types of punctuation used. • regularly collect samples of texts • bring samples to share at staff meetings • use goal setting to record, focus on writing • use Talk for Writing Toolkit, success criteria and checklists to enable tracking and goal setting for students • use Brightpath as an assessment tool <p>Leaders will</p> <ul style="list-style-type: none"> • give time at staff meetings to dive deep into data, organise PD from Brightpath and/or LGU, time for reflections and goal setting | <p>Teachers using data for next steps Sharing student learning and examples with staff Teachers setting goals for students and setting goals together for next steps in learning Staff attend PD with Brightpath Deeper understanding of cycle of inquiry Sentence structure at forefront of mind when planning and teaching Students exposed daily to writing activities Teachers and students engage with students in cooperative goal setting and regular conferences</p> | <p>Staff meeting time Brightpath assessment tool and access to staff PAT data NAPLAN Phonics Screening Check Examples of students work Staff meeting release for interviews with families LGU support goal setting and analysing data Talk for Writing</p> |

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| <p>Enact evidence informed pedagogical practices – build teacher capacity to teach sentence structure (Terms 1 –4 2025)</p> | <ul style="list-style-type: none"> • Week 0 to go through the inquiry process to identify where we are with writing and punctuation. <p>Teachers will</p> <ul style="list-style-type: none"> • provide multiple exposures to different types of punctuation appropriate to their year level/s throughout the year (focussing on one form at a time), • they will use high quality model texts, explicit teaching, repetition and visual prompts. • develop agreements around levels a scope and sequence (punctuation) and success levels for students • explore scope and sequences to develop a site specific one • collaborate to develop scope and sequence <p>Leaders will</p> <ul style="list-style-type: none"> • give time at staff meeting to share • provide time to meet with LGU • provide time & support the development of the scope and sequence, and check-in to ensure it is being followed. • liaise with Brightpath and LGU staff to provide PD for all staff • give staff time at staff meeting to share their inquiry cycle, time to analyse data, | <p>Teachers share their learning with their peers Students using punctuation in their writing Students able to transfer their learning across the curriculum</p> | <p>Scope and Sequence of year level and Brightpath expectations PLC Brightpath to support with agreements then move to goal setting Cycle of Inquiry Collaborative planning PLC time – develop scope and sequence in line with SA Curriculum Staff meeting time LGU for scope and sequence support Brightpath access during staff meetings, release to meet with staff Staff meeting time to share Inquiry cycle Talk for Writing PD PLC Newsletter</p> |
| <p>Create a problem solving process for Echunga to use across all year levels Term 1 - 2</p> | <p>Teachers will</p> <ul style="list-style-type: none"> • have input into the process • have a shared understanding • model the process for students • unpack the model with students <p>Leaders will</p> | <p>Students are able to use the problem solving process successfully</p> | |

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| | <ul style="list-style-type: none"> • give staff meeting time to discuss the process • share with the community once it is completed | | |
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What did we learn?

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| <p>To what extent did we achieve what we set out to do for each learner? How do we know?</p> <ul style="list-style-type: none"> • Term 1 • Rec – 1 Assessed Brightpath piece 1, streaming Phonics, providing checks in with one another around progress. Completed DIBELS, PASM (R) • Year 2 – 6 Individually we have collected the data (Brightpath, DIBELS, Lexiles) and used that to inform our teaching. All on track to exposing students to daily writing tasks. All on track in focusing on sentence structure. • Term 2 • Rec – 2 • • Year 3 – 6 • • Term 3 • Rec – 2 • • Year 3 – 6 • • Term 4 • Rec – 2 • • Year 3 – 6 • | <p>What are we noticing about the culture in the school?</p> <ul style="list-style-type: none"> • Term 1 • Rec – 1 – developing a more positive outlook and have a go attitude towards writing and showing more confidence and resilience. Oral language is going strong. Consistency between teachers around being on same page and sharing what we are doing/language being used. • Year 2 - 6 All staff 'on the same page' in meeting expectations of collecting data and utilising this data to look forward. Sharing responsibilities for things such as Playberry to differentiate learning. Communication between classes is inclusive rather than isolating. • Term 2 • Rec – 2 • • Year 3 – 6 • • Term 3 • Rec – 2 • • Year 3 – 6 • • Term 4 • Rec – 2 • • Year 3 – 6 • • • | <p>What will we embed? What will we stop?</p> <ul style="list-style-type: none"> • Term 1 • Rec – 1 – plan to use data wiser. Continue to stream Phonics. Continue to share progress. Do a Lesson a week in our Books!! • Shift for stronger focus on reading in mornings. • Year 2 – 6 Embed a mindset to be a writer. Further a culture of 'being a writer'. Stopping students focus on spelling as a barrier to being a writer. • • Term 2 • Rec – 2 • • Year 3 – 6 • • Term 3 • Rec – 2 • • Year 3 – 6 • • Term 4 • Rec – 2 • • Year 3 – 6 • • • |
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Numeracy: Areas of Impact Effective Learners – Metacognition and Self Regulation

Goal: All students to be resilient and reflective mathematicians.

Measuring success:

Looking for growth, dispositions and capabilities dispositions

Capabilities problem solving, developing understanding, fluency and flexibility, reasoning

Dispositions resilient, resourceful, reflective

- All students to know that they are mathematicians and can name characteristics of a mathematician
- All students can explain the strategies and processes they have used
- All show flexibility in thinking
- All students can use the Echunga problem solving process and identify where they are at

What is our focus:

- Metacognition and self regulation – Areas of Impact Effective Learners
- What is going to help children think about thinking and self regulate
- Capabilities problem solving, developing understanding, fluency and flexibility, reasoning
- Dispositions resilient, resourceful, reflective

What impact will this have on learners:

- Students will be able to explain/justify their thinking
- Students will be able to model represent and explain
- Students will be able to coach their peers
- Students will be able to see themselves as mathematicians

What actions should be taken to support our goal?

| Action and Timelines | Collective Responsibility | Outcomes | Resources |
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| <p>Use data and evidence to impact learning</p> | <p>Teachers will</p> <ul style="list-style-type: none"> • evaluate all data sources to inform teaching and focus areas for • explicitly teach place value across the year • model struggle and strategies for learning (metacognition). • incorporate PV into daily routine (warm-up, positive primer, transition) - great opportunity for differentiated groups targeting different PV aspects • identify students who require additional support with PV and support the delivery of an effectual intervention program <p>Leaders will</p> | <p>Teachers will use data to set next steps for students</p> <p>Data informs intervention</p> <p>Students participate in intervention groups based on data</p> <p>Staff attend PD to build capacity and share at staff meetings – spreading knowledge</p> <p>Teachers use new knowledge to change pedagogy for improved outcomes</p> <p>Provide intervention at the earliest point of need</p> | <p>PVAT and Pre PVAT</p> <p>Staff meeting time</p> <p>Bond Blocks purchase and train staff</p> <p>Staff to share after attending PD</p> <p>Intervention groups – SSOs and money</p> <p>PLC</p> <p>PVAT Network – staff from PLC to attend 2 staff</p> <p>Bond Block Network 2 staff</p> <p>PVAT resources- staff training (PVAT modules)</p> <p>NAPLAN</p> <p>Numeracy Check</p> <p>Empowering Educators Network with Leesa Shepherd</p> <p>Cycle of Inquiry</p> <p>PAT</p> |

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| <p>Enact evidence informed pedagogical practices – build teacher capacity to teach mathematics</p> | <ul style="list-style-type: none"> • give time at staff meetings to dive deep into data • time for reflections and goal setting • seek opportunities for staff to further develop pedagogical practices aligning with our SLP • ensure the intervention is effective & consistent and relevant staff are trained <p>Teachers will</p> <ul style="list-style-type: none"> • explicit teach about mathematical mindset and being a mathematician • incorporate more worded problems including open ended • explicitly teach strategies to solve problems • use language within worded problems • allow time for children to explore, explain and question. <p>Leaders will</p> <ul style="list-style-type: none"> • provide PD opportunities for SA Curriculum, • staff meeting time to discuss and • make decisions • set a termly challenge | <p>Students will have opportunities to use critical thinking to solve problems Staff and students have positive mindset about mathematics Students have a range of strategies to solve problems Students be more persistent when solving mathematical problems Staff to have an improved understanding of the SA Curriculum</p> | <p>Visual display per classroom with EPS agreed upon language for the best steps for effective problem solving NRICH NZ Problem Solving YouCubed Mindset Mathematics- Jo Boaler Mathematics- Van de Walle Newsletter Shared resources/ game/ activities on Teams PLC Numeracy Agreement Mathletics SA Curriculum Staff meeting to share with staff Echunga Problem Solving Process Big Ideas in Number</p> |
| <p>Create a problem solving process for Echunga to use across all year levels Term 1 - 2</p> | <p>Teachers will</p> <ul style="list-style-type: none"> • have input into the process • have a shared understanding • model the process for students • unpack the model with students | <p>Staff and students are able to use and understand the Echunga problem solving process to solve problems</p> | <p>Echunga Problem Solving Process Time to understand and embed</p> |

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| | <p><i>Leaders will</i></p> <ul style="list-style-type: none"> • give staff meeting time to discuss the process • share with the community once it is completed | <p>Sharing at staff meetings how it is being used</p> | |
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What did we learn?

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| <p>To what extent did we achieve what we set out to do for each learner? How do we know?</p> <ul style="list-style-type: none"> • Term 1 • Rec – 1 – Collected Data (prevat, numeracy check yr1) Strong focus on number and PV in term 1 • • Year 2 – 6 Collected and mapped data (PVAT). Focus on daily number and PV practice. • Term 2 • Rec – 2 • • Year 3 – 6 • • Term 3 • Rec – 2 • • Year 3 – 6 • • Term 4 • Rec – 2 • • Year 3 – 6 • | <p>What are we noticing about the culture in the school?</p> <ul style="list-style-type: none"> • Term 1 • Rec – 1 – Maths mindset building nicely, enthusiastic embracing new ideas and concepts. More consistent language being used. • • Year 2 – 6 More consistent mindset and problem-solving vocabulary. • • Term 2 • Rec – 2 • • Year 3 – 6 • • Term 3 • Rec – 2 • • Year 3 – 6 • • Term 4 • Rec – 2 • • Year 3 – 6 • | <p>What will we embed? What will we stop?</p> <ul style="list-style-type: none"> • Term 1 • Rec – 1 – Will embed- Problem Solving Process more. Daily Maths Chats (DfE) Maths in multiple contexts (drawing maths into other areas – expanding language = real life maths. • • Year 2 – 6 Build resilience to fail and try again. • • Term 2 • Rec – 2 • • Year 3 – 6 • • Term 3 • Rec – 2 • • Year 3 – 6 • • Term 4 • Rec – 2 • • Year 3 – 6 |
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Wellbeing for Learning: Areas of Impact Metacognition and Self Regulation

Goal: All students to be ready for learning.

Measuring success:

- Whole school – children will be able to successfully verbalise their feelings and learning needs
- Whole school – students participating in Morning Circles

What is our focus:

- Using the Zones of Regulation as a teaching tool
- Helping students to regulate when they need

What impact will this have on learners:

- Whole school – children will have a ready to learn plan that they regularly use
- Whole school – each classroom having regular brain/movement breaks throughout the day to help with regulation
- Whole school – teachers working with Self Regulation Service and implementing strategies into the classrooms

What actions should be taken to support our goal?

| Action | Collective Responsibility | Outcomes | Resources |
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| Use data and evidence to inform teaching | Teachers will <ul style="list-style-type: none"> • use the WEC and any other data source to inform their teaching • in their planning, plan for differentiation for all students Leaders will <ul style="list-style-type: none"> • give teachers time to analyse the data during staff meeting • analyse the data and facilitate discussions. | Data to inform teaching and next steps All students able to access | Staff meeting Carla Koay OT WEC My Wellbeing data 2024 B1 Leader – Wellbeing and Inclusion Berry Street Zones of Regulation Wellbeing for Learning Project 2 days TRT Change Champions Network – Kayla AIT - Kayla |
| Implement practical inclusive approaches that cater to the diverse needs of students | Teachers will <ul style="list-style-type: none"> • establish and nurture a culture of learning in all • learning spaces including positive relationships with students and between students to develop a sense of belonging for all • regularly revisit the calm corner expectations with students • celebrate success in their classroom and at a whole school level | Each classroom to have a “calm corner” with all students having an understanding of the expectations of use will explicitly teach their students how to use the calm corner in each learning space Build capabilities in self regulation Develop common language across the site Teachers build ideas of brain/movement breaks through sharing at staff meeting | Wellbeing and Inclusion Leader to attend Wellbeing for Learning Project 2 days TRT Change Champions Network – Kayla AIT - Kayla Community sharing – Newsletter, Assemblies, Seesaw, GC Zones of Regulation Daily/Weekly learning experience PIE Grant (if successful) Evening sessions for families (self regulation) |

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| <p>Create a problem solving process for Echunga to use across all year levels Term 1 - 2</p> | <ul style="list-style-type: none"> implement the lessons over the week that are developed by the Wellbeing and Inclusion Leader implement brain/movement breaks throughout the day <p>Leaders will</p> <ul style="list-style-type: none"> celebrate success at staff meetings, assemblies and classroom visits develop lessons for all classes to teach each week with a whole school focus work with school community to run evening workshops <p>Teachers will</p> <ul style="list-style-type: none"> have input into the process have a shared understanding model the process for students unpack the model with students <p>Leaders will</p> <ul style="list-style-type: none"> give staff meeting time to discuss the process share with the community once it is completed | <p>Staff and students are able to use and understand the Echunga problem solving process to solve problems Sharing at staff meetings how it is being used</p> | <p>P&F Staff meeting Berry Street Brain/movement breaks Morning Circle Carla Koay OT</p> <p>Echunga Problem Solving Process Time to understand and embed</p> |
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What did we learn?

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| <p>To what extent did we achieve what we set out to do for each learner? How do we know?</p> <ul style="list-style-type: none"> Term 1 Rec – 1 – focused on relationships and establishing connections- knowing individuals. Using brain break and relaxation as a strategy Using zones of regulation language Learning periods are longer – stamina has built. Predictable breaks. Routines are established. Visual | <p>What are we noticing about the culture in the school?</p> <ul style="list-style-type: none"> Term 1 Rec – 1 – really nice to see the class culture form. Connections amongst classes. Buddies have been a positive interactions. Year 2 – 6 Developed a culture of inclusion. We are regularly celebrating successes with the school community. | <p>What will we embed? What will we stop?</p> <ul style="list-style-type: none"> Term 1 Rec – 1 Shared content lessons? Further embed regulation check in upon entry. Greater sharing of breaks and strategies at staff meeting Greater continuity of shared visuals for wellbeing, or shared focus for learning Year 2 – 6 |
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| <p>schedule, morning routine slides. Morning Affirmations working well in</p> <ul style="list-style-type: none"> • High level of support staff, so valuable – real team • Bucket filling • Year 2 – 6 More purposeful use of breaks and regulation spaces. Students understand the purpose of the regulation spaces, and are better at verbalising their needs, and recognise their emotions. • • Term 2 • Rec – 2 • • Year 3 – 6 • • Term 3 • Rec – 2 • • Year 3 – 6 • • Term 4 • Rec – 2 • • Year 3 – 6 • | <p>Buddy sessions have provided time to check in and build positive relationships.</p> <ul style="list-style-type: none"> • • Term 2 • Rec – 2 • • Year 3 – 6 • • Term 3 • Rec – 2 • • Year 3 – 6 • • Term 4 • Rec – 2 • • Year 3 – 6 • | <p>Community, accountability for behaviour and regulation strategies that are beneficial to each child. Increased self-regulation, transition from co-regulation.</p> <ul style="list-style-type: none"> • Term 2 • Rec – 2 • • Year 3 – 6 • • Term 3 • Rec – 2 • • Year 3 – 6 • • Term 4 • Rec – 2 • • Year 3 – 6 • |
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