

# Site Learning Plan 2025 - 2028



Care

Cooperation

Commitment

## Overview

*'Walkerville Primary School is proud of its diverse and inclusive learning environment. The values of care, cooperation and commitment foster opportunities for learners to thrive.'*

*We share a commitment and responsibility to nurture a culture of innovation and curiosity, where leaders and teachers continuously evaluate and refine pedagogical practices and our school actively establishes strong connections with our local and wider community to enhance wellbeing, learning outcomes and the learning experience for all children.*

## Introduction

Walkerville Primary School's Site Learning Plan (SLP) for 2025, and beyond, is a reflection of our commitment to foster an exceptional educational experience within our school and the Adelaide/Prospect Partnership. As a school with a proud tradition of academic excellence and inclusivity, this plan emphasises the importance of purposeful and supportive connections among staff, students and families, which lays at the heart of success for every student.

Our SLP is guided by the Department for Education 'Areas of Impact' – Equity and Excellence, Wellbeing, Learner Agency and Effective Learning and is driven by a commitment for collective efficacy and a shared responsibility that enables highly effective learning systems to build a culture of ongoing improvement, belonging and inclusion.

## Our Commitment to Excellence and Equity

*'We strive for excellence including foundational capabilities such as literacy, numeracy and digital literacy in all learners, by providing varied, challenging and stimulating experiences. As well as opportunities that enable all learners to explore and build on their own abilities, interests, culture and experiences. We seek out inequity, eliminate barriers to opportunities and support all students to learn and thrive.'* We are committed to achieve this through the following areas:

1. **Nurturing a culture of learning** where success will be evident through:
  - fostering wellbeing and learning by cultivating purpose and belonging
  - nurturing innovation and curiosity
  - setting high expectations to promote growth for all learners
2. **Enacting evidence informed pedagogical practices** where success will be evident through:
  - using pedagogical practices guided by theory, research, evidence, explicit direct instruction and collaborative inquiry
  - students actively participating as partners in their learning
3. **Fostering connection through community partnerships** where success will be evident through:
  - valuing partnerships between school and community that enrich learning
  - embracing the rich diversity and culture of our school community
  - using a common language about learning between school and home



# Overarching site learning priorities – 2026

## Area of Impact: Effective Learners

### Site Learning Plan Overview

To foster effective learners at Walkerville Primary School, our site learning plan is based on the understanding that students are equipped with key skills and habits for learning, where they are curious, resilient and able to transfer their skills across subjects and contexts. This work is structured around three core pillars; teacher planning, quality pedagogies, and data driven differentiation. These pillars align with the South Australian Curriculum and departmental priorities, and collectively support our goal of achieving high-quality, equitable learning outcomes for all students.

### Teacher Planning

At Walkerville Primary School, teacher planning is underpinned by a commitment to whole-school vision, collaboration, and consistency. Teachers work together to set clear, shared goals, and establish a unified approach that prioritises both curriculum alignment and high expectations. Planning is intentional and responsive, using backward mapping to ensure that units and lessons meet diverse student needs. Teachers set explicit learning intentions and success criteria, strategically manage cognitive load to maximise student engagement and achievement and participate in ongoing reflective practice to inform continuous improvement.

### Quality Pedagogies

We are committed to the intentional delivery of quality pedagogies that provide engaging, meaningful and authentic learning experiences for every student. Our teaching practices are characterised by a balance of explicit instruction, inquiry, and collaborative group work. We foster curiosity and critical thinking through inquiry-based strategies and questioning. Strong teacher-student relationships are prioritised to create a supportive, connected environment that encourages student wellbeing and self-regulation. Our approach to literacy is grounded in evidence-based practices, such as systematic phonics and comprehension strategies, while numeracy instruction targets conceptual understanding and addresses misconceptions. Consistent use of thinking routines ensures all students develop reflective and adaptable patterns of learning across the curriculum.

### Data Drives Differentiation

Ongoing, systematic assessment is central to our approach for driving differentiation and ensuring every learner's needs are met. Teachers collect and analyse diverse data—including formative assessments, observations, and student self-reflection—to monitor progress and inform instructional decisions. Through regular team-based data discussions, we identify trends, strengths, and learning gaps, allowing for timely and targeted responses. We implement a multitiered system of support: Tier 1 provides universal, differentiated teaching for all; Tier 2 delivers targeted interventions for those identified through data analysis; and Tier 3 offers intensive, individualised support for students with the greatest needs. This responsive cycle ensures learning growth is visible, interventions are tailored, and every learner receives the right support at the right time.



## What this work looks like at Walkerville Primary School...

	Nurturing a culture of learning	Evidence informed pedagogical practice	Family and community partnerships	Intended indicators / evidence of use
Equity and Excellence	<p>PLC: ready to teach (25)</p> <ul style="list-style-type: none"> <li>what does <b>quality planning</b> look like?</li> <li>best practice: explicit instruction</li> <li>cater for every child</li> </ul> <p>How do outcomes of this shape our next steps / priorities? (<b>Data / evidence</b>)</p>	<p><b>Data drives differentiation</b></p> <p><b>Consistency across year levels</b></p> <ul style="list-style-type: none"> <li><b>writing – genre map</b></li> <li><b>planning</b></li> </ul>	<p>Cognitive load – information and strategies (25)</p>	<p>Literacy and numeracy agreements (25)</p> <p><b>Planning scaffolds</b></p> <ul style="list-style-type: none"> <li>digital literacies</li> <li>design thinking and inquiry</li> </ul> <p>Team planning (PLCs)</p> <p>The Buzz – staff culture</p> <p>Parent feedback – community culture</p>
Wellbeing and Inclusion	<p>Teacher planning and assessment</p> <p>Ready 2 learn</p> <ul style="list-style-type: none"> <li>agreed learning protocols (25)</li> </ul> <p>Persistence and resilience (grit)</p>	<p><b>Data drives differentiation</b></p> <p><b>Self-regulation strategies (visible prompts)</b> (25)</p>	<p><b>Inclusion – cultural / diversity celebration and connection learning</b> (*)</p> <p>Staff / school community culture</p> <ul style="list-style-type: none"> <li><b>a sense of belonging</b></li> </ul>	<p>Effective staffing and use of The Space(s) [The Space is not your only place to self-regulate] (25)</p> <p>Wellbeing and inclusion site wide agreement (25)</p> <p>STEM? 2026?</p>
Learner Agency	<p>Digital literacies</p> <p>Questioning</p> <p>Thinking routines (creative, curious, critical)</p> <p>Learner assets (25)</p>	<p><b>Inquiry</b> (25)</p> <p>Metacognition</p> <p>Student efficacy and authentic relationships</p>	<p>Inclusion: sharing with home (Seesaw)</p> <p>Restorative practices (25)</p> <p>Community based projects</p>	<p>Goal setting and feedback</p> <p>Effect size</p> <p>Parent interviews</p>
Effective Learners	<p><b>Teacher planning and assessment</b></p> <p><b>SA Curriculum</b></p> <ul style="list-style-type: none"> <li><b>dispositions</b></li> <li><b>scope and sequence</b></li> </ul> <p>Design thinking</p>	<p><b>Data drives differentiation</b></p> <p><b>Capabilities – problem solving</b></p> <p>Explicit direct instruction – phonics / science of reading (25)</p> <p><b>Cognitive load / interleaving / forgetting curve</b> (25) / <b>cross curriculum (planning)</b></p>	<p>Learning tips provided to students and parents (27)</p> <p><b>Common communication tools</b></p> <p><b>Consistent planning across and between year levels</b></p>	<ul style="list-style-type: none"> <li>LEAP levelling</li> <li>Maths misconceptions</li> <li>Phonics screening</li> <li>PAT-R and PAT-M</li> <li>Brightpath</li> <li>NAPLAN</li> <li>DfE Phonics*</li> <li>DIBELS</li> <li>WEC</li> <li>Wellbeing (The Space)</li> </ul>

Key – (25) addressed in 2025, bold black: past focus, green: current year focus (\*): started / ongoing

\*DfE Phonics has replaced (InitialLit R-2 and Effective Spelling 3-6 ) beginning in 2026



## 2026 Goal 1: Teacher Planning

*By providing teachers with collaborative professional development opportunities focused on exploring and improving curriculum planning, we aim to create more cohesive and engaging learning experiences. This empowers students to thrive academically by catering to diverse learning needs and fostering a supportive educational environment.*

Actions	Key outcomes / indicators:
<p>Explicitly plan learning sequences using SA Curriculum, scope and sequence and capabilities and dispositions.</p> <p>Intentionally design units and lessons to cater for student needs, including differentiation and targeted intervention.</p> <p>Align curriculum, resources, and tasks to learning outcomes. Using backward mapping from learning goals.</p> <p>Investigate and use tools for documenting and collaboratively developing shared plans through PLCs.</p>	<p>Students demonstrate growth in the targeted capabilities and dispositions as outlined in the SA Curriculum.</p> <p>Whole school agreements are enacted consistently, resulting in coherent and predictable learning environments that support student progress and wellbeing.</p> <p><b>Indicators</b> Teachers have collaboratively created learning sequences embedding capabilities and dispositions, aligned with the SA Curriculum.</p> <p>Evidence of differentiation is documented for tier 1, 2 and 3 students.</p> <p>Staff have identified and used key elements of an effective planning tool</p> <p>Teachers shared planning is documented and aligned with the whole school agreements.</p>

## 2026 Goal 2: Quality pedagogies

*By incorporating a range of evidence based, high impact pedagogies—such as explicit instruction, inquiry, collaborative learning, and formative assessment we aim to build strong relationships with students and create the conditions for high growth. As a result, students are actively engaged, clearly understand their learning goals, and are supported to achieve their best possible outcomes.*

Actions	Key outcomes / indicators:
<p>Teachers purposefully select and implement a variety of evidence based, high impact teaching methodologies with meaningful learning experiences aligned to the SA curriculum. e.g. explicit instruction, inquiry, collaborative learning.</p> <p>Teachers intentionally use formative assessment strategies to determine next steps in teaching and learning.</p> <p>All staff undertake Berry St training and adopt a range of practical strategies that foster positive connections.</p>	<p>Teaching methodologies are selected and used intentionally to support learning outcomes e.g. high impact teaching strategies</p> <p>Students demonstrate dispositions for learning – curious, resilient and reflective</p> <p>Students can articulate where they are in their learning, are confident, have high expectations of themselves as a learner and are supported to set individual learning goal.</p> <p><b>Indicators</b> Students can identify where they are in their learning Students are actively engaged in their learning WEC data – learner readiness, engagement with school, emotional wellbeing Students can identify a trusted adult to support them with their learning and wellbeing</p>



## 2026 Goal 3: Data drives differentiation

*By systematically reviewing data, discussing insights as a team, and documenting progress visibly, we adjust our teaching to meet student needs. Through a tiered approach—universal quality teaching, targeted group support, and tailored individual interventions—we aim to ensure every student’s growth is recognised and supported.*

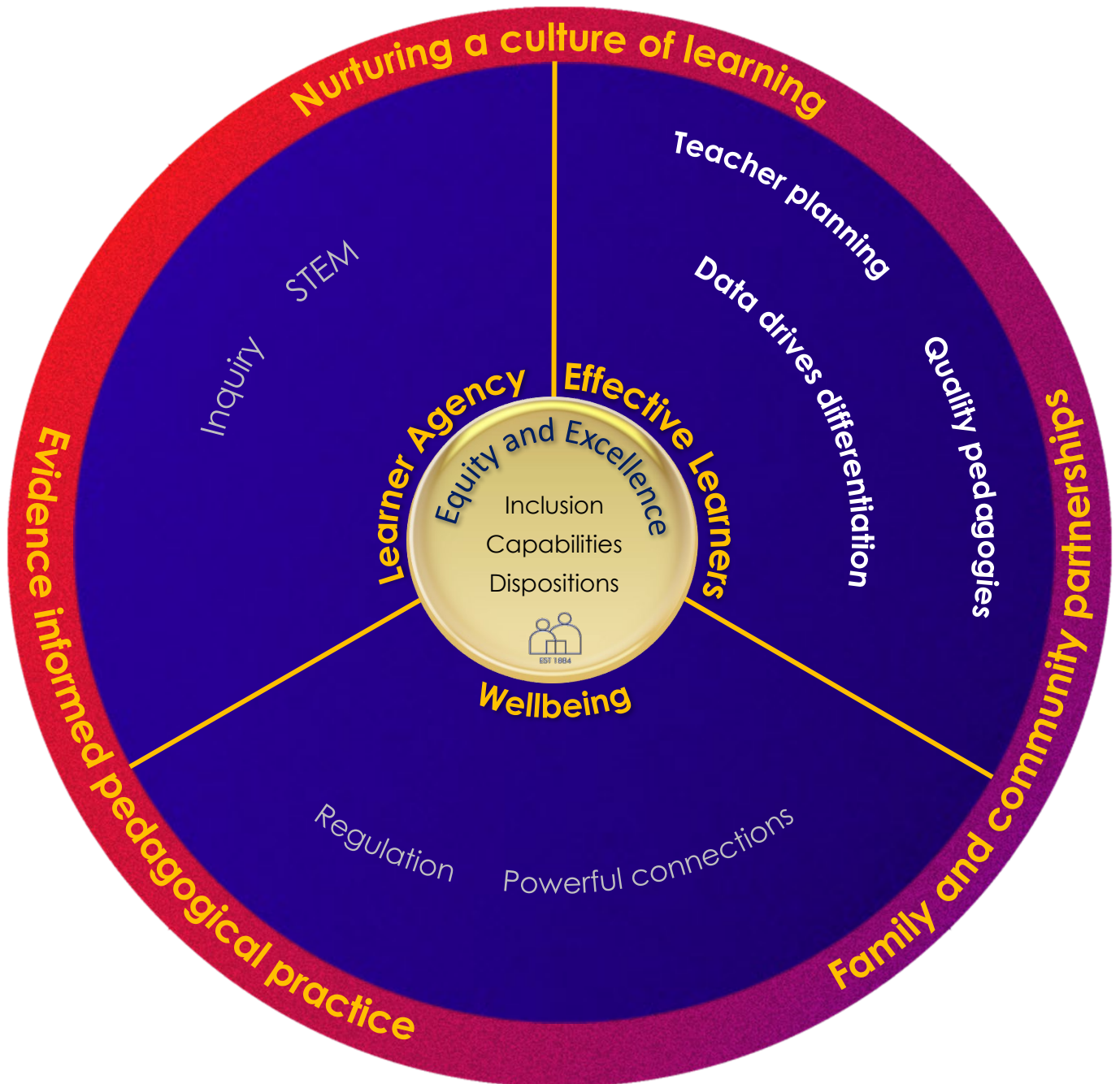
Actions	Key outcomes / indicators:
<p>Teachers conduct regular check ins and collect evidence of student learning through ongoing assessment.</p> <p>Systematically reviewing student achievement and growth, identifying patterns, strengths and gaps in learning.</p> <p>Discussing findings as a team to inform next steps.</p> <p>Teachers plan for tiers of intervention.</p> <p>Teachers continuously review and adjust based on changing student data and needs.</p>	<p>Teachers use a diverse range of formative assessment tools: exit tickets, observations, quizzes, and student self-assessment.</p> <p>Teachers' adjustments of instruction meets students' needs.</p> <p>Teams collaboratively analyse data** to reflect upon practice. (Includes junior primary literacy data review each term)</p> <p>Teacher practice actively involves effective use of data** to inform explicit teaching catering for tiers of intervention. (differentiate for tier 1, 2 and 3 instruction)</p> <p><b>Indicators</b></p> <p>Tier 1: Universal supports for all students: quality teaching, differentiation, proactive strategies.</p> <p>Tier 2: Targeted interventions for identified students/groups based on data analysis, e.g., small group instruction or focus sessions.</p> <p>Tier 3: Intensive, individualised support for students with significant needs, involving tailored plans and frequent monitoring.</p>

\*\*Site wide data includes LEAP levelling, maths misconceptions, year one phonics screening, year one Numeracy Check, PAT-R and PAT-M, Brightpath, NAPLAN, DfE Phonics, DIBELS, WEC and wellbeing (The Space).



# Walkerville Primary School

## SLP 2026



Walkerville Primary School is proud of its diverse and inclusive learning environment. The values of care, cooperation and commitment foster opportunities for learners to thrive.

Principal: (name) \_\_\_\_\_ WPS Chairperson: \_\_\_\_\_

Signature: \_\_\_\_\_ date: \_\_\_\_\_ Signature: \_\_\_\_\_ date: \_\_\_\_\_