

Lockleys North Primary School

SITE LEARNING PLAN
2024-2026





STRATEGIC DIRECTION 2024- 2026

LOCKLEYS NORTH PRIMARY SCHOOL

Focus Area: Mathematics

AREAS OF IMPACT

Learner agency

Partners in learning

Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience.

Discernment and judgement

Learners are able to make considered decisions about the best ways for them to go about their learning and assessment tasks and what new learning may be necessary for them to be successful.

Equity and Excellence

Knowledge, skills, competencies, and capabilities

Learners develop foundational knowledge, capabilities including literacy, numeracy and digital literacy, skills and values. All learners have the opportunity to develop mastery in their chosen areas of interest.

Effective Learners

Meaning making

Learners make connections between past information and/or experiences and new knowledge.

Strategic awareness

Learners know what to do when you don't know what to do.

Metacognition and self-regulation

Learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.

MEASURING OUR PROGRESS

Each year 80% of R-6 students to achieve **at or above** in Acadience Mathematics Benchmark 3

Maintain 70% of students in strong and exceeding proficiency bands (2026 NAPLAN).

LEVERS OF IMPACT

Shared understandings, language and practices

Effective Teaching

Teachers will engage in **professional development** focussing on:

- **Acadience** data analysis
- **SA Curriculum** (Mathematics) (2025)
- Cognitive Load Theory (CLT) (2024- 2025)
- Explicit Direct Instruction (EDI) (2025-2026)
- *PR1ME Mathematics* (2024 - 2026)
- The Bar Model Method (2025 - 2026)

Teachers will:

- Implement Explicit Direct Instruction (2025-2026) (*Student Engagement norms and TAPPLE*).
- Implement Retrieval, Interleaved and Spaced practice (CLT) through Daily Reviews (2025-2026)
- Implement *PR1ME Mathematics R-6* (2025 - 2026) - *Teaching the bar model method*

Partnering with families and communities

- Families are involved in goal setting with students.

EVIDENCE OF IMPACT

By the end of 2026

Students will be able to:

- Engage and follow EDI routines
- Demonstrate knowledge of concepts using concrete materials, pictorial representation and abstract representation.
- Develop *number concepts* appropriate to their year level as per the SA Curriculum Learning Standard.

Teachers will :

- Design and implement **daily reviews**.
- Use the **CPA** (Concrete-Pictorial-Abstract) approach when teaching concepts.
- Implement the Bar model method to support problem solving.
- Have a **transfer-level** understanding of the Explicit Direct Instruction (EDI).
 - TAPPLE and Student Engagement Norms



SITE LEARNING PLAN 2024-2026

LOCKLEYS NORTH PRIMARY SCHOOL

Focus Area: Embedding learner qualities (LQ)

AREAS OF IMPACT



Curiosity

Learners ask questions to 'get to the bottom of it' and are less accepting of received wisdom until it is evidenced.

Creativity

Learners think 'outside the box', take chances, use imagination and intuition and are receptive to hunches and inklings.

Meaning making

Learners make connections between past information and/or experiences and new knowledge.

Strategic awareness

Learners know what to do when you don't know what to do.

Metacognition and self-regulation

Learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.



Voice to agency

Learners have a say and 'own' what they learn and how they learn.

Partners in learning

Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience.

Discernment and judgement

Learners are able to make considered decisions about the best ways for them to go about their learning and assessment tasks and what new learning may be necessary for them to be successful.



Resilience and persistence

Learners have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations.

MEASURING OUR PROGRESS

By the end of 2025, a minimum of 50% of learners in Years R to 6 will demonstrate a **DEEP level of understanding of our LQ.**

Measured in Terms 2 and 4 through:

- *Student Focus Groups*
- *Walkthroughs*
- *Video diaries*
- *Student evidence (feedback and reflection)*
- *Learner Quality Rubrics*

LEVERS OF IMPACT

Shared understandings, language and practices

Effective Teaching

Teachers will:

- Organise learning intentions and success criteria to include LQ.
- Outline and **co-construct success criteria** for LQ with students.
- Co-construct anchor charts with students focussed on the LQ and its elements form the rubrics.
- Connect LQs as a focus to particular lessons and tasks across learning areas.
- Create the LQ Rubrics R-6.
- Organise and enact ways to keep a focus on the LQ e.g. *daily routines, school assemblies, celebrations, displays, newsletters.*
- Create routine activities focussed on each LQ.

Partnering with families and communities

- Families are involved in goal setting with students.

Engaging children and young people

- Student goal-setting and learning conferences

EVIDENCE OF IMPACT

By the end of 2025

Students will be able to:

- Demonstrate the LQs (**e.g. think, do and say.**)
- Explain connections between LQ and their learning.
- Engage with LQ through regular routines.
- Use the Learner Quality anchor charts to set goals, reflect and monitor progress .
 - define specific actions and steps to achieve each goal
- Analyse and reflect on learning experiences and suggest LQs that will support their learning.

Learner Quality Goals

Collaborative

Resilient

Independent

Innovative



WE ARE WORKING TOWARDS OUR GOALS OF

INDEPENDENT

RESILIENT

COLLABORATIVE



We are LEARNING to be:

Collaborative

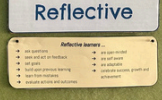
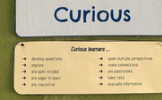
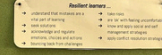
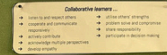
Resilient

Independent

Innovative

Curious

Reflective



COLLABORATIVE

LEARNER I ...

Key Element: Learning with others

learn with other people most of the time.

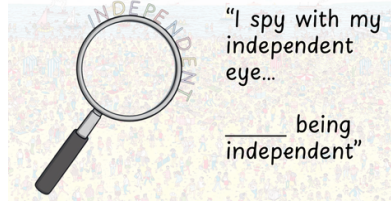


AIM HIGH

WE ARE LEARNING TO BE REFLECTIVE LEARNERS.

I know I have been successful when I can:

- Review my current goals
- Set new goals
- Describe my strengths as a learner
- Identify my areas for improvement



What are learner qualities?



Things that help grow your learning muscles

TORRENS	Beginning	Developing	Succeeding	Leading
Independent V2				
Responsibility	I am beginning to understand who can help me with my learning.	I sometimes need some support to know my next steps in my learning and apply feedback	I know my next steps and what success looks like.	I support others to know what success looks like
Organisation	I am beginning to manage and use resources needed to support my learning. I am beginning to understand the importance of managing my time.	I manage and use resources and equipment needed for my learning with some support. I need some support to help me manage my time.	I manage and use resources and equipment needed most of the time to be ready to learn. I mostly use strategies and resources to manage my time.	I support others to manage and use resources and equipment to support their learning. I support and encourage others to manage their time.
Learning Goals	I'm beginning to set goals for my learning and plan my next steps. I'm starting to see why feedback is important.	I have a goal for my learning and I try to achieve it with support. I am beginning to ask for feedback	I know my learning goals and take steps towards them. I usually ask for feedback and use it	I encourage others to achieve their goals. I am beginning to give feedback to others.

LEARNER QUALITY GOAL

To be a successful learner ...

By the end of week _____ Term _____

Goal:

Strategies to support

Evidence



Resilient

We are learning to challenge ourselves.

What I know

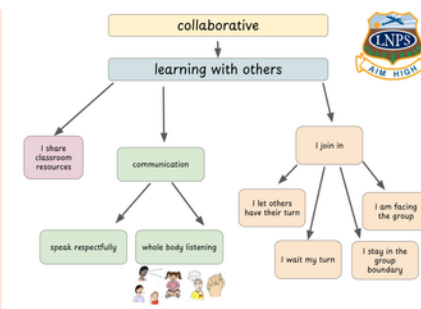
- It's okay to make mistakes
- I can learn from mistakes
- Learning can be hard, but I can do hard things

What I do

- I have a go and keep trying.
- I ask for help.
- I stay calm and focussed.

What I say

- I can do hard things
- I know I can do this
- If I make a mistake, I will be okay
- Keep calm





LOCKLEYS NORTH PRIMARY SCHOOL

Focus Area: Developing assessment capable learners

AREAS OF IMPACT



Cognitive engagement

Learners have the mental capability to engage actively in learning and feel stretched and challenged.



Knowledge, skills, competencies, and capabilities

Learners develop foundational knowledge, capabilities including literacy, numeracy and digital literacy, skills and values. All learners have the opportunity to develop mastery in their chosen areas of interest.



Partners in learning

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MEASURING OUR PROGRESS

By the end of 2025 all Mathematics, Science, PE, German and HASS units will have **SOLO overviews** (LISC).

By the end of 2025, 80% of learners will be able to articulate what they are learning, how they are doing and what their next steps are.

Measured in Terms 2 and 4 through:

- **Walkthroughs**
- Video diaries
- Student evidence (feedback and reflection)

LEVERS OF IMPACT

Shared understandings, language and practices

Effective Teaching

Learning Intentions:

- Teachers create a series of learning intentions (LI) for a unit, meeting the the **criteria for effective LIs.**
- Teachers state/write clearly what the students will be learning, providing appropriate explanation and checking for their understanding.
- The teacher makes connections to the learning intentions (LI) during instruction and when students are engaged in learning activities.
- The teacher provides students time and opportunity to reflect on and discuss the LIs.

Success Criteria

- The success criteria (SC) meets the **criteria for effective SC.**
- Teachers utilise SOLO to determine **challenge in programs.**
- The teacher helps students understand what is required of them to be successful in their learning (through the use of worked examples, modelling, exemplars, checklists etc.) and how their learning will be evaluated.
- The teacher provides opportunities for students to discuss, review, revise and come to agreement on the SC.

Engaging children and young people

- Learner goal setting
- Feedback from students

EVIDENCE OF IMPACT

By the end of 2025

Students will be able to:

- Describe what they are learning
- Described how they will know when they've learned what they were focussed on
- Describe or demonstrate the ability to self- and peer- assess using the success criteria.
- Describe what to do when stuck
- Provide feedback to selves, teachers and others on their progress in reference to the SC
- Set & reflect on learning goals

Teachers will be able to:

- Design *learning intentions and success criteria* using the SOLO taxonomy
- Design *learning experiences* that challenge all learners using the SOLO taxonomy.