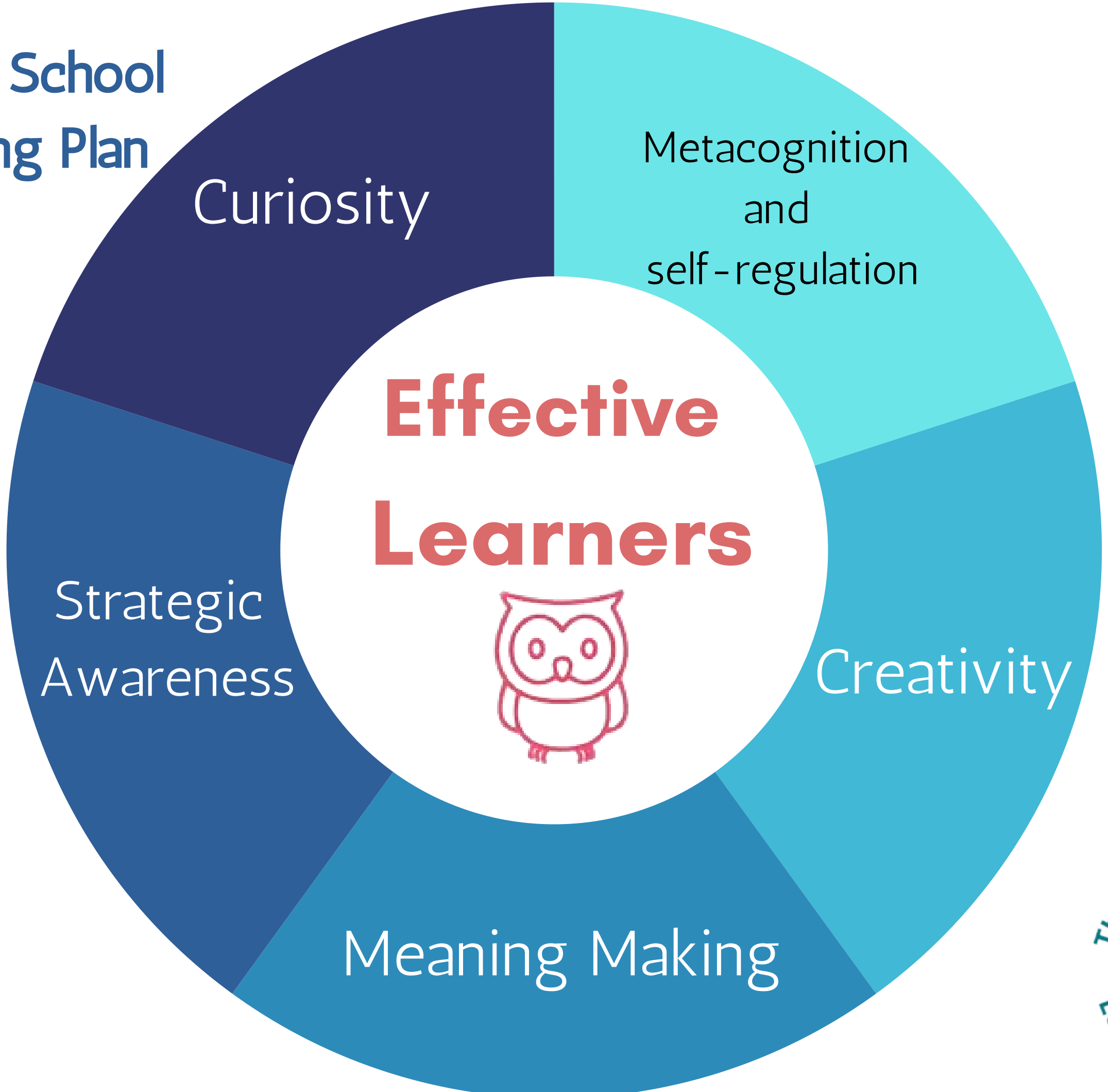


Norwood Primary School

2026 Site Learning Plan





 **Effective Learners**

Creativity

Curiosity

Meaning Making

Strategic Awareness

Metacognition and self-regulation

Literacy

Numeracy

Wellbeing

Norwood Primary School

2026 Site Learning Plan



At Norwood Primary School we have a focus on the area of impact Effective Learners to increase learner engagement and achievement.

Wellbeing

Increase learner engagement and growth in wellbeing by building students' dispositions, capabilities and knowledge in Health, and by strengthening their wellbeing practices.

Literacy

Increase learner engagement and growth in literacy by building students' phonics and morphology skills to strengthen vocabulary and comprehension through reading, writing and Oracy.

Numeracy

Increase learner engagement and growth in numeracy by building students' resilience, reflectiveness and resourcefulness to strengthen fluency, understanding, problem solving and reasoning skills.

Effective Learners



Curiosity

- Learners actively notice, wonder and question the world around them to explore new learning.
- Teachers will provide learning opportunities for learners to actively notice, wonder and question the world around them.



Creativity

- Learners use their knowledge, skills and imagination to try new things in learning.
- Teachers will provide learning opportunities for learners to use their knowledge, skills and imagination to try new things.



Meaning Making

- Learners connect ideas and draw conclusions to deepen their understanding and explain their thinking.
- Teachers will provide learning opportunities to enable learners to connect ideas and draw conclusions to deepen their understanding and explain their thinking.



Strategic awareness

- Learners persist and are resilient to embrace challenges in their learning.
- Teachers will provide learning opportunities for learners to develop persistence and resilience to enable them to take on challenges in their learning.



Metacognition and self-regulation

- Learners seek feedback to plan, monitor and evaluate their learning to know their next step and set learning goals.
- Learners can manage their emotions and behaviour to effectively engage in learning.
- Teachers will give explicit timely feedback to support learners to plan, monitor and evaluate their learning to support them when setting learning goals.
- Teachers will explicitly teach self-regulation strategies to support learners to manage their emotions and behaviour to effectively engage in learning.



Increase learner engagement and growth in literacy by building students' phonics and morphology skills to strengthen vocabulary and comprehension through reading, writing and Oracy.

| Actions | Responsibilities | Resources | Timeline | Success criteria/Measures |
|--|--|---|--|---|
| Embed visible thinking routines throughout literacy learning. | <p>Leadership: Modeling VTR through professional learning. Providing time for developing and sharing teaching practice.</p> <p>Educators: Explicitly teach various VTR. Incorporating VTR in literacy learning.</p> <p>Learners: Use and select appropriate VTR to strengthen their literacy learning.</p> | VTR resources PLCs | Term 1 - Ongoing | Observed effective use of varied VTRs across literacy |
| Build teachers knowledge and understanding of the DfE Spelling & Morphology Scope and Sequence to ensure best practices are being implemented. | <p>Leadership: Organise and facilitate staff PD. Provide coaching, feedback and coordinate supporting resources.</p> <p>Educators: Actively engage with and apply professional learning. Develop literacy program using DfE spelling and morphology scope & sequence.</p> | Literacy Guarantee Unit DfE Spelling & Morphology Scope & Sequence lesson resources & assessment tools SA curriculum Australian curriculum | Term 1: Initial professional development in staff meetings and Student Free Day; review current practice; Term 2 Student Free Day | Sharing of practice and professional dialogue in PLCs & staff meetings. Educator planning documents |
| <p>Yr 2 -6: Begin developing sequences of learning incorporating DfE Spelling & Morphology Scope and Sequence.</p> <p>R - Yr 2: Review and enrich RWI by incorporating morphology from DfE Spelling & Morphology Scope & Sequence.</p> | <p>Leadership: Provide time for planning. Support and coach teachers Provide resource access and feedback.. Engage with and provide information from LGU.</p> <p>Educators: Use DfE and RWI resources to plan and sequence literacy learning. Actively engage with and apply professional learning. Collaborate and consult with colleagues.</p> | DfE Placement tool DfE Spelling & Morphology Scope & Sequence lesson resources SA curriculum Australian curriculum RWI PASM Year 1 PSC Soundwaves Effective Spelling Brightpath Leap leveling | Term 1 - Ongoing | Observe changes of practice Educator planning documents Student assessment and progress data Sharing of practice and professional dialogue Educator planning documents |
| Explicitly teach phonics and morphology through regular structured lessons. | <p>Leadership: Support, observe and provide feedback on the implementation of phonics and morphology lessons.</p> <p>Educators: Teach regular structured phonics and morphology lessons. Plan, monitor & track sequences of learning using regular formative assessments. Adjust instruction based on data.</p> <p>Learners: Actively engage modelled, guided, and independent practice learning during phonics and morphology lessons. Apply phonic & morphology knowledge and skills in literacy lessons. Set literacy learning goals.</p> | RWI DfE Spelling & Morphology Scope & Sequence Soundwaves Effective Spelling Adapted Units of Work SA Curriculum Australian Curriculum Brightpath Leap levels PASM DIBELS: ORF & Maze (3-6) NAPLAN PAT-R | Term 1 - Ongoing | Improved learner achievement in student literacy - writing & reading. Growth in student progress data in NAPLAN writing, Reading and Spelling, Brightpath writing scores Increased teacher confidence and competence. Observation of explicit phonics and morphology lessons and planning documents. Student literacy learning goals and reflection |
| Design and implement targeted intervention groups for learners needing additional support in phonics and morphology. | <p>Leadership: Provide resources and professional learning. Upskill and support SSOs in the use of phonics and morphology. Monitor intervention implementation.</p> <p>Educators: Identify students requiring intervention using assessment data; plan and deliver targeted instruction. Monitor intervention implementation.</p> <p>Learners: Actively engage during phonics and morphology lessons. Apply new strategies learned during interventions in classroom tasks.</p> | RWI DfE Spelling & Morphology Scope & Sequence PASM Yr 1 PSC DIBELS: ORF & Maze (3-6) DfE placement tool Brightpath Leap levels SA curriculum Australian curriculum DIBELS: ORF & Maze (3-6) NAPLAN PAT-R | Term 1 - Ongoing Twice per term review Term 4 - review effectiveness and share successes; plan for next year. | Increased SSO confidence and competence (tracked via surveys or feedback). Monitoring and analysis of literacy intervention data. Improved learner engagement and achievement in literacy tasks. |



Increase learner engagement and growth in numeracy by building students' resilience, reflectiveness and resourcefulness to strengthen fluency, understanding, problem solving and reasoning skills.

| Actions | Responsibilities | Resources | Timeline | Success criteria/Measures |
|---|--|---|------------------|---|
| Embed visible thinking routines throughout numeracy learning. | <p>Leadership: Modeling VTR through professional learning. Providing time for developing and sharing teaching practice.</p> <p>Educators: Explicitly teach various VTR. Incorporating VTR across numeracy learning.</p> <p>Learners: Use and select appropriate VTR to strengthen their numeracy learning.</p> | VTR resources PLCs | Term 1 - Ongoing | Observed effective use of varied VTRs across numeracy Sharing of practice |
| Develop teachers' knowledge and skills of the SA Curriculum to design mathematics learning sequences that stretch and challenge all students. | <p>Leadership: Organise and facilitate staff PD. Provide coaching, feedback and coordinate supporting resources.</p> <p>Educators: Actively engage with and apply professional learning. Collaborate with colleagues. Plan, monitor & track sequences of learning using regular formative and summative assessments. Adjust instruction based on data.</p> | SA curriculum Australian curriculum PAT-M Yr 1 numeracy check MAI resources Observations | Term 1 - Ongoing | Sharing of practice and professional dialogue in PLCs & staff meetings. Progress data Educator planning documents |
| Design and implement sequences of learning which embed the mathematics learning dispositions - resilient, reflective, resourceful. | <p>Leadership: Provide time for planning, support embedded practice and coach. Provide PD and resources.</p> <p>Educators: Establish classroom routines and learning experiences which provide opportunities to build resilience, reflectiveness and resourcefulness. Support student goal setting.</p> <p>Learners: Engage with learning to recognise and develop personal maths learning dispositions. Set maths learning goals.</p> | SA curriculum Australian curriculum PAT-M Yr 1 numeracy check MAI resources Observations DfE Units of Work | Term 1 - Ongoing | Observe changes of practice Student assessment Progress data Pulse Check - student perception data Learner maths goals and reflection |
| Implement effective and responsive maths learning to develop the capabilities of fluency, understanding, problem solving and reasoning. | <p>Leadership: Provide time, support and coach.</p> <p>Educators: Establish classroom routines and learning which provide opportunities to build maths capabilities. Plan, monitor & track sequences of learning using regular formative assessments. Adjust instruction based on data.</p> <p>Learners: Actively engage in maths lessons across all maths capabilities. Set maths learning goals.</p> | SA curriculum Australian curriculum PAT-M NAPLAN MAI resources Observations Yr 1 numeracy check MAI resources DfE Units of Work | Term 1 - Ongoing | Improved learner achievement in mathematics and numeracy Growth in learner progress data NAPLAN Numeracy and PAT-M Increased teacher confidence and competence (tracked via surveys and/or feedback). Learner maths goals and reflection |



Increase learner engagement and growth in wellbeing by building students' dispositions, capabilities and knowledge in Health and by strengthening their wellbeing practices.

| Actions | Responsibilities | Resources | Timeline | Measures |
|--|---|---|---|--|
| Review current practices and programs to identify links to the SA Curriculum - Health. | <p>Leadership: Provide time for staff to unpack the learning programs, SA curriculum and ACARA achievement standards.</p> <p>Teachers: Explicitly teach emotions, self-regulation, and wellbeing vocabulary through the Health curriculum. Plan, implement and evaluate health lessons.</p> | <p>SA curriculum Australian curriculum SHINE teaching resources Friendology GREAT DREAM Actions for Happiness CPC: Keeping Safe Bodybright Powerful Learners Growth mindset Learning Pit</p> | Student Free Day term 1 and 2 | Mapping document showing alignment of current practices and programs with the SA Curriculum - Health and Australian curriculum achievement standards |
| Develop a Health Scope and Sequence | <p>Leadership: Provide time, support and guidance.</p> <p>Educators: Engage, design and provide feedback on Health Scope and Sequence.</p> | <p>SA curriculum Australian curriculum SHINE teaching resources Friendology Actions for Happiness- GREAT DREAM CPC: Keeping Safe Bodybright Powerful Learners Growth mindset Learning Pit</p> | <p>Term 1- Ongoing</p> <p>2027 - develop units of work based on Health Scope and Sequence</p> | Completed Health Scope and Sequence. |
| Implement an Effective Learning Time focussing on Effective Learner Domains, dispositions, and wellbeing literacy. | <p>Leadership: Support, observe and provide feedback.</p> <p>Educators: Foster a positive classroom culture and growth mindset. Explicitly teach and embed wellbeing strategies and VTRs. Facilitate check-ins and reflections.</p> <p>Learners: Participate in Effective Learning time, reflect on their wellbeing and practise new skills. Set learning goals</p> | <p>VTR Actions for Happiness- GREAT DREAM Circle Time Friendology Powerful Learners Growth mindset Learning Pit</p> | Term 1 - Ongoing | <p>Ongoing check-ins Student wellbeing goals and reflection. WEC data Behaviour data Attendance data Pulse Check - student perception data</p> |