NURIOOTPA PRIMARY SCHOOL

SITE LEARNING PLAN 2025

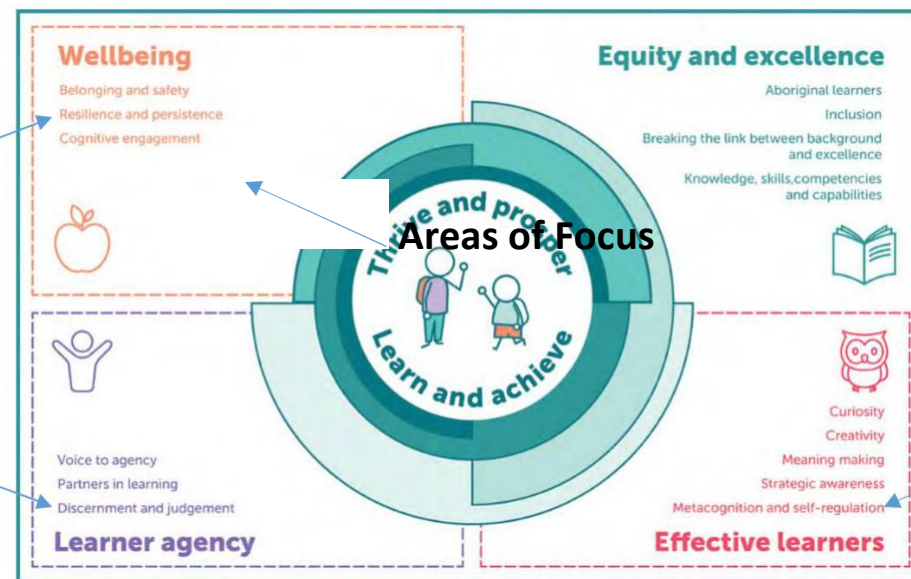| Context	Our Purpose
Nuriootpa Primary school is an R – 6 school in the town of Nuriootpa, 80km north of Adelaide. The school population sits between 150 – 200 children, the majority of whom live in the township of Nuriootpa and feed into Nuriootpa High School. The school focuses on providing a high quality holistic educational program within a strong values-based framework.	Nuriootpa Primary School aligns itself with the DfE Purpose statement which states *"Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners"*

Strategy for Public Education

Areas of Focus

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For 2025

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Using the Areas of Impact as Leverage for Success

Wellbeing	Equity & Excellence	Learner Agency	Effective Learners
Resilience and persistence Learners have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations.	**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.	**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.	**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.
Learning/Progress:	**Learning/Progress:**	**Learning/Progress:**	**Learning/Progress:**
This area of impact is addressed in Wellbeing Plan. Focus Area 3 : Embed dispositions within our planning and teaching specifically in Mathematics to see student growth in the three 'r's'	Focus Area 1: Continue to explicitly teach SSP and reading so that students develop strong literacy knowledge, skills, competencies and capabilities Focus Area 2: Have an agreed approach to teaching of writing, and engage students in the presentation of writing, to improve student performance in writing Focus Area 3 : Embed dispositions within our planning and teaching specifically in Mathematics to see student growth in the three 'r's'	Focus Area 2 : Have an agreed approach to teaching of writing, and engage students in the presentation of writing, to improve student performance in writing Focus Area 3: Embed dispositions within our planning and teaching specifically in Mathematics to see student growth in the three 'r's'	Focus Area 3: Embed dispositions within our planning and teaching specifically in Mathematics to see student growth in the three 'r's'

Focus Area 1 : Continue to explicitly teach SSP and reading so that students develop strong literacy knowledge, skills, competencies and capabilities			
What	Who and When	Measurement	Comment
Implement LGU scope and sequence across R – 6 to develop student alphabetic code	R – 2 teachers will use R-2 LGU Scope and Sequence and accompanying resources to further embed a rigorous and impactful SSP program, keeping up to date on review and changes **START: Term 1 week 2** 3 – 6 teachers will use the R-2 Scope and Sequence where needed to 'fill gaps' in student understanding and the 3 – 6 Spelling and Morphology resource **START: Term 1 week 2** All teachers will share phonics, spelling and reading data with students to: set a goals for improvement for all students identify students with specific learning needs **START : TERM 2** Leaders will work closely with teachers and SSO staff to provide a targeted intervention program **START: Term 1 week 8** Intervention teachers and SSOs to use progress monitoring tool to track student growth **START: Term 1 week 8** Targetted teachers will attend Dyslexia professional learning and amplify learning throughout site for all staff to implement change **START: Term 1 week 6** Leaders will work closely with staff to ensure resourcing is in place and PL to build staff capacity **START: Term 1 week 2** All teachers will implement a high quality Reading program which incorporates the different aspects of Reading, including Reciprocal Reading **START : Term 1 Week 1**	JP teachers will follow the assessment schedule 2025 Assessment schedule.docx Ongoing formative assessment and feedback All teachers 3 – 6 follow the literacy assessment schedule2025years3onwardsAssessment schedule.docx Ongoing formative assessment and feedback Ongoing progress monitoring Progress % recorded BOY –MOY – EOY Classroom walkthroughs, PD conversations, teacher & TfEL student opinion surveys PD conversations, teacher opinion surveys SSO staff to be upskilled in use of PASM assessment to support implementation. Teachers test 'at risk' students Progress monitoring tool.	Look at Practice guides for students with dyslexia and strategies from Dyslexia training. PLC time needed for teachers to share data and student information. Time post PSC to look at Analysis of spelling errors SSO staff to be upskilled in use of Progress monitoring tool

| Focus Area 2 : Have an agreed approach to teaching of writing, and engage students in the presentation of writing, to improve student performance in writing |||||

What	Who and When	Impact & Measurement	Comment

Develop a consistent approach to writing expectations and writing pedagogy	All teachers & students will have agreed expectations regarding what high quality writing looks like, in line with SA curriculum
	START: Term 1
	
	JP teachers focus on letter formation as the foundation of the student writing experience
	START : Term 1
	
	All classroom teachers will explicitly teach at least 2 extended written texts per term to develop text, grammar and vocabulary knowledge, in line with SA curriculum
	START: Term 3
	
	All teachers will use the Writing Teaching & Learning cycle to develop student skills in writing
	START: Term 3
	
	Leadership will support staff with:
	      Overseeing SEG T&L group actions with writing
	      Development of writing genre map
	      Implementation of T&L cycle for writing
	      Time to connect with writing scope and sequence
		Improved presentation of book work across R – 6 / Teacher opinion
		Increased 5 – star work
		Student reflection & judgement
		T&L SEG group analysis
		
		PFD Sept 3rd (Week 7) moderation of writing with TPS ?
		APS ?
		Bump It Up Walls
		
		Improved writing from students evidenced in student books
		Increased confidence and engagement with writing from students
		Increased teacher confidence in the teaching of writing
		
		PLC & PL to focus on writing actions
		
		Student 'stamina' with writing will be improved – measured via time spent on task and quality of writing
			Star criteria for writing
			T&L SEG group
			LF, BP using STAR start term 1 – amplify out

Focus Area 3 : Embed dispositions within our planning and teaching specifically in Mathematics to see student growth in the three 'r's'

What	Who and When	Impact / Measurement	Comment
Use new Mathematics planning template to focus on the dispositions of: ✓ resilient ✓ resourceful ✓ reflective	All mathematics teachers will further develop maths units in line with NPS scope and sequence **START: Term 1** All Maths teachers will focus on pedagogy: ➢ formative assessment ➢ differentiation ➢ maths norms ➢ maths session/routine **START: Term 1** All leaders will support teachers to deepen their understanding of dispositions **START: Term 1** All teachers will share Mathematics pre and post test data with students and set a goal for improvement **START : TERM 2**	Teachers will have increased confidence in teaching maths Increased consistency and progression of student learning in mathematics/ PAT data analysis Students will become more reflective Students will become more resourceful Students will have increased learning stamina (resilient)	Resilient, resourceful, reflective – what do they mean and what do they look like?