

Site Learning Plan 2026

Values: respect, pride, success

Improvement means constantly getting better by being curious and exploring new ways to succeed.



Acknowledgement of Country

We pay our respects to the Ngadjuri people of the land on which we live, learn and play

We pay our respect to the elders of the past and of the present

May we all respect and celebrate the deep history of this land, skies and waterways

We all have a responsibility to look after this land

Here at Robertstown Primary School, we are privileged to learn and grow on this beautiful country together

Let us continue to walk together in appreciation and understanding

May we build a future based on respect, pride and gratefulness.

Vision: Our school is a community where:

- A balanced curriculum prepares students for a changing world
- Effective communication builds strong relationships
- A supportive environment fosters learning and celebrates success
- Individual needs are respected and supported
- Literacy, numeracy and social skills are prioritised.



Government of South Australia
Department for Education



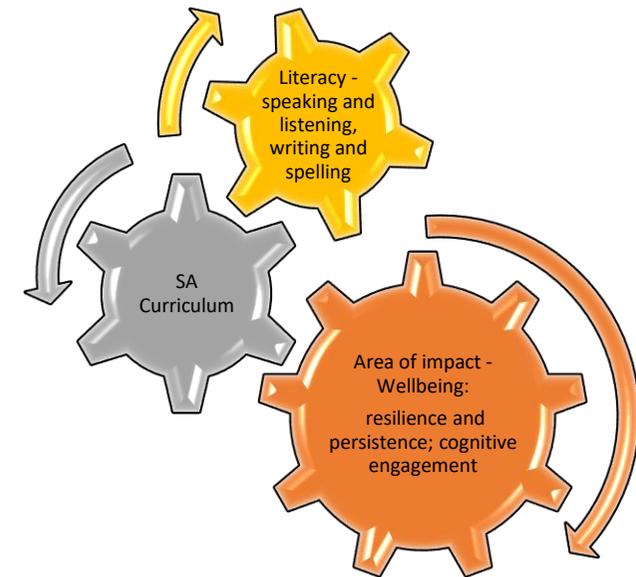
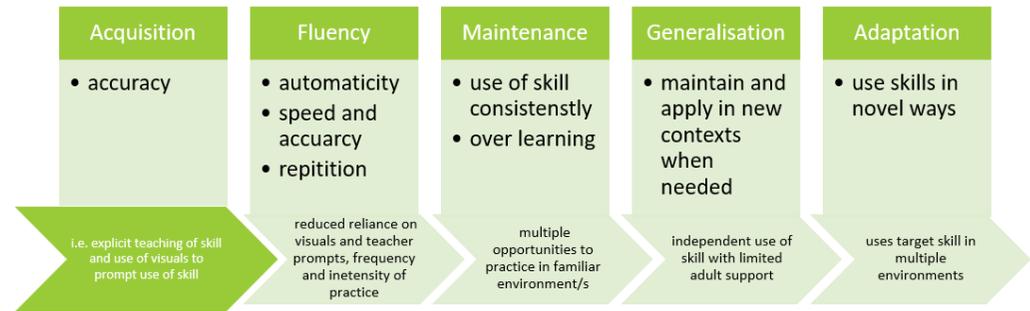


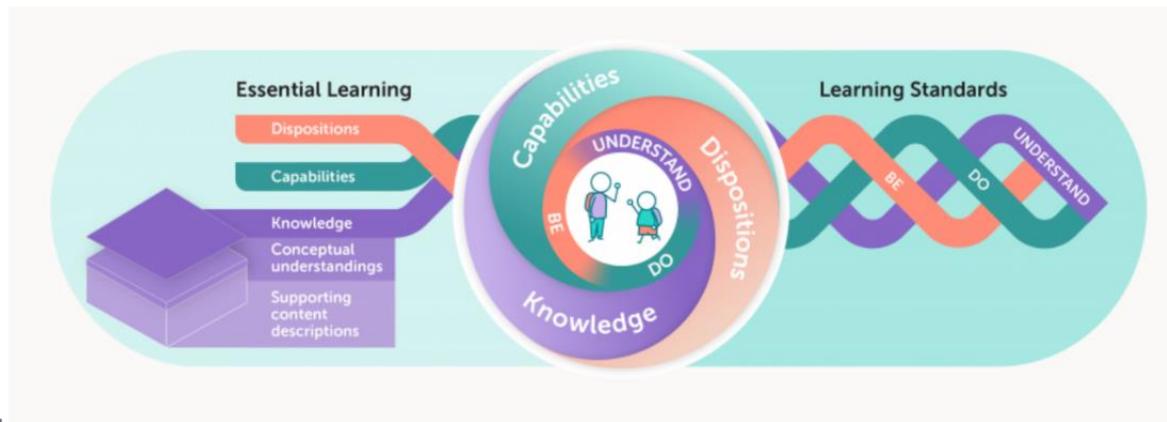
Improvement and responsibility

What teachers will do:

- LGU phonics scope and sequence and morphology.
- Use of SA Curriculum – Split Screening dispositions, capabilities and knowledge.
- Model and explicitly teach risk taking behaviours as learners (Austin’s Butterfly).
- Provide learning intentions and success criteria for all learning (units of work/learning activities).
- Positive behaviour for learning strategies to support social cohesion and peer relationship.
- Data collection and analysis to support planning a programming that meets individual student needs.
- Collaborative planning to ensure consistency of practices, routines and structures.
- Explicitly teach and embed the use of inclusive technologies to support access and engagement.
- Plan learning activities that intentionally map the phases of learning (explicit teaching for acquisition, opportunities to practice for fluency then mastery and transference in a range of contexts).
- Learning activities that include group work and individual practice.
- Cross curriculum planning and connected learning.
- Focus on the effective and meaningful use of formative feedback (including dialogic feedback).
- Celebrate all success, cocreate and focus on achieving goals.
- Be involved in ongoing professional learning (SA Curriculum, aligning the curriculum while planning, Inclusive Education, Assistive and Inclusive Technologies).

Mastery is not just acquiring a skill, we need to be able to consistently re-draw the information in context and know what to use and how, independently for mastery.





What students will do:

Be: Resilient, Resourceful, Reflective

Understand and build on their dispositions as learners by noticing and acknowledging the way they think or feel about their learning, helping students to make choices and decide what to do in different situations.

Students will demonstrate more positive ways of thinking. They will be measured in the ways they react to things, helping them do well in learning.

Do: Problem Solve, Develop Understanding, Fluency and Flexibility, Reasoning

Students will know how to take action. In each subject, they will focus on the important ways of thinking and working that are key to learning in that area.

Students will learn and grow in different subjects through curiosity. As their skills develop, they will use them in all subjects and then be able to handle tricky situations in life.

Understand: Engage with the learning content

Students will use what they learn in different situations, by understanding things deeply. They will focus on strengthening conceptual understandings in each subject.

Students will be taught through focusing on conceptual understandings so that learning is more than just knowing random facts. They will connect ideas and find meaning in what they learn.



Our guiding principles

At Robertstown Primary School:

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|  | <p>Collective Responsibility: Our teachers collaborate closely to plan and program across learning areas, using ongoing assessments to track each student's progress. They communicate regularly about individual successes and challenges, adjusting teaching and assessment as needed. Working together ensures consistent class routines and structures, with support tailored to each student. We empower our students by involving them in their learning journey and partner with families to support their success.</p> |
|  | <p>Learning system: With our small group of 7 students, we learn together and from each other. We encourage everyone to try new things and make improvements. By sharing our skills and listening to experts, we see mistakes as chances to learn. This helps us improve and grow. We are helping students to be supportive of each other and their positive choices.</p> |
|  | <p>Evaluate for Impact: We focus on the difference we make for our learners by creating a culture that measures impact using evidence, research, and data. We use what we learn to inform our policies and practices. Our students have multiple ways to show what they know, including the use of inclusive and assistive technologies. We emphasise the effective use of ongoing feedback to support their learning journey.</p> |
|  | <p>Tight and flexible: All teaching staff understand and commit to our shared purpose. We will be clear about our responsibilities and flexible in how we achieve them, adapting to different contexts. It's important to understand what this means for our work within the school and tailor our approach accordingly. Some areas will need to take priority, allowing us to make a meaningful difference based on our unique context and growth points.</p> |
|  | <p>Trust and verify: We empower staff with autonomy while maintaining focus on our goals. We trust the professional judgement of our educators and provide support for informed decision-making. We are accountable to the public and our students to uphold our purpose in providing students with the skills and knowledge to participate meaningfully in our community.</p> |



Knowledge

| Identities, change and relationships | Influences, decisions and actions |
|---|--|
| <p>What it is: Seeing ourselves as connected and compassionate citizens who respect self, others, culture, country and place. It is about understanding our developing identities, building and maintaining respectful relationships, engaging with life's joys and complexities, and embracing change and challenges in everyday life.</p> <p>Why it matters: Identities, change and relationships shape who we are, how we belong and who we can become. Developing personal and social skills to apply new information to changing circumstances influences the health and wellbeing of ourselves, others and our community.</p> | <p>What it is: Seeing ourselves as ethical and informed citizens who have the skills, strengths and resources to take positive action for the health, safety and wellbeing of ourselves and our communities. It is about understanding the factors that contribute to developing and maintaining a balanced and healthy lifestyle.</p> <p>Why it matters: Understanding and positively responding to influences empowers us to act as advocates for positive change for the health, safety and wellbeing of ourselves, others and our community.</p> |
| Conceptual understandings | |
| <p>Knowing and respecting ourselves and others shapes our identities and helps us navigate changes and transitions.</p> <p>Respectful interactions and emotional responses help us to build and maintain safe and positive relationships.</p> <p>Empathy, compassion and valuing diversity make our communities more inclusive, respectful and safe.</p> | <p>Our behaviours, attitudes and values influence our decisions, actions and the health, safety and wellbeing of ourselves and others.</p> <p>Critical health literacy enables us to make ethical and informed decisions and take action for our own and others' wellbeing.</p> <p>Experiencing joy and success while moving in a range of settings motivates us to be physically active and enhances our health and wellbeing.</p> |

| Are of focus | Targets | Monitoring progress – How will we know that students are connecting learning |
|--------------|--|--|
| Wellbeing | <p>Students will demonstrate improved collaboration and the ability to build respectful peer relationships by utilising increased regulation strategies to manage emotions effectively.</p> <p>Students will develop self-efficacy, becoming curious and thoughtful learners who actively engage in their educational journey.</p> | <p>Sense of belonging (WEC data)</p> <p>Resilience, distress and persistence (WEC data and grades in reporting)</p> <p>Attendance (EDSAS/EMS)</p> <p>Engagement (WEC data, engagement observation survey)</p> <p>Anecdotal comments and teacher observations</p> <p>Task stamina</p> <p>Task completion and growing levels of independence</p> <p>Resources – DfE Interoception toolkit Wellbeing Educator Toolkit Behaviour Support Toolkit, Trauma Informed practice, AIT, PLP/One Plans</p> <p>CPSW</p> <p>Community OT Project - Regulation with Adelaide University OT students</p> |



Knowledge

| Communication | Text and context | Interpretation | Cultural perspectives |
|---|--|--|--|
| <p>What it is: Sharing ideas and experiences using agreed codes, rules and conventions.</p> <p>Why it matters: Communication empowers us to think critically and analyse the world, expressing ourselves creatively, powerfully and inclusively as speakers and listeners, readers and writers, and presenters and viewers.</p> | <p>What it is: Personal, social and cultural circumstances that influence a text's meaning.</p> <p>Why it matters: How we make meaning depends on the intended audience and purpose, and the context in which a text is created or received.</p> | <p>What it is: Making meaning from and understanding texts through critical thinking, inference and analysis.</p> <p>Why it matters: Interpretation of texts is how we locate connections and discover deeper themes. It promotes successful navigation through complex real-world situations and develops critical literacy skills.</p> | <p>What it is: Recognising, respecting and exchanging shared values, perspectives and experiences.</p> <p>Why it matters: By collaboratively exploring texts, we discover more about ourselves, each other and our worlds and develop cultural awareness and empathy. Through this we understand diverse perspectives and learn to respond to biases, prejudices and discrimination.</p> |

| Are of focus | Targets | Monitoring progress – How will we know what students are connecting learning |
|---|---|---|
| <p>Literacy In English, listening carefully and respecting others helps us understand each other better. Asking questions and enjoying language makes us appreciate how amazing it can be.</p> | <p>English helps us think and create by using language and stories. We learn to understand and share our thoughts and feelings, connect with others, and explore different ideas. This helps us make friends and learn new things that make our lives better.</p> <p>Students will enhance their oral language and vocabulary skills, leading to improved spoken and written communication. This will be achieved through targeted activities and explicit teaching strategies, enabling students to express themselves clearly and effectively across all learning areas.</p> <p>Students will utilise inclusive technologies and flexible ways to show understanding while developing their writing skills through explicit teaching across all genres.</p> | <p>Reading: ORF, DIBELS, LGU phonics scope and sequence, phonics screener, PASM, PAT – R, NAPLAN</p> <p>Writing: LEAP levelling, moderation and targeted planning, NAPLAN</p> <p>Resources -PASM, Phonics Screener, PLP/One Plans</p> |

UNDERSTAND: Knowledge | DO: Capabilities – Critical and creative thinking, Ethical understanding, Intercultural understanding, Personal and social | BE: Dispositions



Knowledge

| Number | Algebra | Measurement | Space | Statistics | Probability |
|--|--|--|--|---|---|
| <p>What it is: Representing and quantifying various attributes with precision, allowing comparisons and calculations based on magnitude and relationships.</p> <p>Why it matters: Number is a powerful and universal means of communication. It allows us to be precise, clear and unambiguous when expressing ideas, data and solutions, making it fundamental to the way we understand and navigate the world.</p> | <p>What it is: Recognising patterns and relationships, making generalisations and representing these generalisations symbolically.</p> <p>Why it matters: Algebra is a powerful tool for symbolic representation and patterns to guide our decisions and unlock the unknown. This enables us to explore fields such as science, environment, health, finance, sport, engineering and construction.</p> | <p>What it is: Quantifying and attributing an object, quantity or event using defined units and measures.</p> <p>Why it matters: Measurement enables us to express and compare attributes for consistency and precision. Through measurement we can evaluate, make informed decisions, justify the way resources are allocated and identify opportunities for improvement in personal, societal and economic contexts.</p> | <p>What it is: Developing ways of representing and working with location, direction, shape, placement, proximity and transformation of an object at macro, local and micro scales in natural and constructed worlds.</p> <p>Why it matters: Understanding space is crucial for us to create visualisations, designs and models across various disciplines, from art and architecture to science and engineering.</p> | <p>What it is: Collecting, analysing and interpreting data to describe patterns, make informed judgements and present a narrative based on population data.</p> <p>Why it matters: Statistical literacy enables us to extract meaning from data, make evaluations, analyse the validity and accuracy of claims and representations to address misinformation, and inform decisions for personal and societal wellbeing.</p> | <p>What it is: Determining uncertainty, expectation and likelihood by assigning numerical values to possible outcomes.</p> <p>Why it matters: Probability enables us to make informed decisions, assess risk, evaluate the chances of events occurring and contribute to rational judgements in various contexts.</p> |

| Are of focus | Targets | Monitoring progress – How will we know stat students are connecting learning |
|---|--|---|
| <p>Numeracy In maths, we learn by seeing patterns and solving problems. When we face challenges and keep trying, we understand maths better and remember it for life. It's important to feel good about maths, see its value, and be ready to try new things. Believing we can get better at maths helps us succeed.</p> | <p>Maths helps us see and understand patterns and connections in the world around us. It gives us the skills to solve problems and face challenges with confidence. Maths helps us think clearly and make good choices in our daily lives. It also helps us come up with new ideas, turning problems into chances to learn and grow, and discover new things that can change our world.</p> <p>Build enquiry and questioning skills through authentic problem-solving experience using mathematical thinking with a particular focus on growing dispositions, capabilities and conceptual understandings. Articulate and document mathematical thinking.</p> | <p>SA Curriculum Problem solving and critical thinking Focus on the understanding and use of mathematical strategies Apply mathematical thinking and working skills Assessment – formative, summative and diagnostic PAT – M, NAPLAN Resources -Big Ideas in Number testing kit, Natural Maths, PLP/One Plans Numeracy Check – (will use for all students).</p> |

UNDERSTAND: Knowledge | DO: Capabilities – Problem solving, Developing understanding, Fluency and flexibility, Reasoning | BE: Dispositions

