



# 2026 Site Learning Plan

Wellbeing: Belonging and Safety,  
Resilience and Persistence,  
Cognitive Engagement



## PPS Vision

Students are empowered to become effective, resilient, critical, and creative thinkers. We provide an environment that nurtures the develop of skills, knowledge, and understanding necessary for students to solve problems, enabling them to thrive in an ever-changing global landscape. We are committed to fostering a supportive and inclusive environment where every student can reach their full potential and contribute positively to society.

1

Effective/Resilient Learners through the SA Curriculum Dispositions

### How we will know we are effective:

- All learners can articulate and demonstrate the dispositions of effective learners
- All learners can apply the dispositions across all school contexts and improve their learning through increased resilience, being resourceful and reflecting on their learning

### Teachers:

- Open-minded, embrace feedback and transparent classroom practice
- Build on a community culture of sharing good practice, reflecting on personal and professional growth.
- Develop a deep understanding of the capabilities and dispositions so that they are embedded and instrumental in classroom teaching and practice and throughout the whole school community.
- Consistent whole site language.

### Leaders:

- Will foster a culture of continuous learning through modelling and leading with integrity, trust and creating a culture of transparency.
- Create an environment that gives teachers support and professional learning to equip them to embed the dispositions and capabilities across the curriculum and whole school community.
- Provide ongoing feedback through walkthroughs, observations and PDP processes to improve classroom practice.

2

Effective/Resilient Learners through implementation of trauma informed practice

### How we will know we are effective:

- All learners can identify and action pro-active and productive strategies to increase their readiness to learn.
- All learners can apply the necessary strategies to become self-regulated learners, improving their learning outcomes.

### Teachers:

- Consistently apply whole site agreed practices around brain breaks, morning welcome circles and student ready for learning plans.
- Create an inclusive environment that enables all students to access, engage and encounter stretch in their learning.
- Explicitly teach agreed strategies and give opportunities for students to continually practice and engage.

### Leaders:

- Develop and refine a whole site agreement through staff consultation on continued implementation of trauma informed practices at PPS.
- Lead the implementation and integration of self-regulated learning through the SRL project and the Berry Street SRL domain.
- Support teachers in developing teacher efficacy and confidence through high quality learning opportunities.
- Provide ongoing feedback through walkthroughs, observations and PDP processes to improve classroom practice.

3

Effective/Resilient Learners can demonstrate their Literacy Knowledge across all areas of learning.

### How we will know we are effective:

- All learners can clearly articulate what they are learning, why they are learning and how they apply their literacy knowledge to deepen understanding and improve application.
- Improved literacy assessments showing growth in phonics, spelling, morphology, reading and writing.
- Students can apply their literacy knowledge throughout all areas of school life.

### Teachers:

- Continue to teach literacy as per the whole site Literacy Agreement.
- Further build their knowledge through working with the Literacy Coordinator.
- Explicitly teach Literacy through our agreed approach (DfE R-2 Phonics and Spelling and 3-6 Spelling and Morphology scope and sequences).
- Make explicit links to Phonics/Spelling and Morphology throughout all teaching and learning to give students understanding across all contexts.

### Leaders:

- Lead teachers through an instructional leadership model, providing opportunity for feedback.
- Continue to build a whole site literacy intervention approach inline with DfE that supports early intervention.
- Provide coaching and mentoring into differentiating practice that allows for student stretch.
- Continue to develop and work with staff as a community of learners that thrives on evidence based best practice.
- Provide ongoing feedback through walkthroughs, observations and PDP processes to improve classroom practice.

**IMPACT: “Students develop the dispositions and capabilities to be effective, resilient learners”**