



Strategic Plan 2026–2028

“Being the Best at Getting Better”

Our Vision

A community where we play, learn and grow. We explore, ask questions, and embrace challenges. We learn about ourselves, others, and the world around us. Everyone belongs, and we make a difference by being kind.

Our Why

We know that when students understand why they are learning, and have voice and choice in how they learn, they become more effective and engaged. By developing learner agency, metacognition, and self-regulation, students grow as confident, capable, and independent thinkers who contribute positively to their learning community.

Areas of Impact

Learner Agency – Voice to Agency

- Learners have a say in what and how they learn.
- Learning design includes student voice, choice, and reflection.
- Students set goals, make decisions, and reflect on their progress.
- Students engage in purposeful learning conversations with others.

Effective Learners – Metacognition & Self-Regulation

- Students build confidence, identity, and responsibility as self-regulated learners.
- Students seek feedback from others to move their learning forward.
- Students pause to consider what is needed to achieve tasks.
- Students can manage their emotions, behaviour, and resources effectively.
- Students engage in metacognitive questioning: What am I learning? Why is it important? What are my next steps?

School Improvement Goals

Goal 1 – To design, plan and organise for teaching and learning

Aim: Strategically design learning experiences that intentionally foster agency, critical thinking, and dispositions for learning.

This means that teachers will:

- Collaboratively design and plan learning
- Consistently implement the Maths Daily structure
- Critically evaluate the effectiveness of teaching and learning
- Develop pedagogical content knowledge with a focus on designing challenge tasks

Goal 2 – To develop effective learners who reflect, strategise and self-manage

Aim: Develop a whole-school pedagogical approach to teach self-regulation and metacognition.

This means that teachers will:

- Provide explicit modelling and guidance to use a range of tools and resources.
- Implement the ‘Wish Outcome Obstacle Plan Self-monitor’ (WHOOPS) Strategy
- Support behaviour for learning and self-management
- Analyse data to monitor impact
- Develop pedagogical content knowledge with a focus on self-regulation and metacognition

