



2026 Site Learning Plan

AREA OF IMPACT: Effective Learners

SUB DOMAIN: Curiosity, Creativity, Meaning-Making, Strategic Awareness, Metacognition & Self-Regulation

Goal 1: Develop consistent whole site approaches in teaching Phonics - growth for individual students in phonics

Success Criteria:

Students will:

- demonstrate individual growth in phonics – spelling & reading progress checks
- **participate in consistent, daily routines**
- **engage in the teaching and learning routines of phonics**
- recall learning – sounds, vocabulary, generalisations
- transfer learning across contexts and curriculum areas

Actions:

Educators will:

- utilise Department for Education Phonics & Spelling resources
- participate in PD focused on Phonics & Spelling resources/practices
- collect & analyse data – Progress checks, screeners, PASM, Phonics Check
- differentiate for individual children
- reflect on practice, review consistency and refine where needed

Leadership will:

- provide opportunity for teachers to reflect, review and refine
- schedule regular time to analyse data
- scaffold data analysis to inform teaching and learning, and plan next steps
- observe classroom practice and routines, to support consistency
- facilitate release of teachers to observe each other, to further develop consistency of practice and routines
- review and reflect on improvement journey in collaboration with phonics committee, to inform next steps

Evidence:

- Spelling & Reading Progress Check Data
- Whole site & cohort phonics data
- Consistent teaching and learning routines and practices

Goal 2: Embed learning intentions, success criteria and individual learning goals across curriculum areas - build student capacity to know the purpose of learning, their learning goals and next steps

Success Criteria:

Students will:

- co-construct learning goals with teachers
- discuss individual goals and next steps in their learning journey
- utilise success criteria to set and self-assess learning goals
- utilise language to discuss their learning – learning intention, success criteria, goal setting

Actions:

Educators will:

- continue to refine goal setting processes
- consistently use LISC across all curriculum areas
- explicitly teach the vocabulary of learning intention, success criteria, goal setting
- explicitly model the use of learning intentions and success criteria to inform learning, reflect on learning and set goals
- communicate individual learning goals with families through seesaw and during Learning Conversations
- explore processes and experiences that promote co-construction of learning intentions, success criteria and learning goals with students

Leadership will:

- provide time and opportunity to reflect, review and refine goal setting processes
- allocate staff meeting time to share processes, resources, progress and celebrations
- facilitate collaboration for planning, curriculum familiarisation
- network with other schools and leaders to explore examples and processes

Evidence:

- Student videos – increased ability to describe use of learning intentions and success criteria to inform learning and next steps
- Parent knowledge of individual goals and learning journeys, including use of success criteria as ‘next steps’
- Language shift to focus on ‘growth’ for every child
- Evidence of students achieving individual goals – seesaw, classroom displays, work samples, students sharing
- Teaching and learning documentation explicitly incorporates Learning Intentions and Success Criteria for all curriculum areas



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Goal 3: Embed consistent daily routines, strategies and resources aligned with Berry Street Education Model and The Resilience Project to strengthen resilience and wellbeing of our children

Success Criteria:

Students will:

- choose and use strategies to co-regulate and self-regulate
- build vocabulary aligned with BSEM and the Resilience Project – Gratitude, Empathy, Mindfulness, Emotional Intelligence
- know, discuss and model the school values – Care, Attitude, Responsibility, Effort
- Engage with GEM + EL principles, modelling these in classroom, yard and community

Actions:

Educators will:

- continue with embedded consistent routines aligned with BSEM
- utilise The Resilience Project resources and program
- explicitly teach Brain Breaks and mindfulness as strategies for co and self regulation
- align BSEM and TRP routines and practices
- reflect and review on consistent practices, strategies and resources

Leadership will:

- provide opportunity to reflect on consistent teaching practices and routines
- resource Professional Development opportunities to continue to build capacity
- facilitate reflection and collaboration, to build consistency across site
- review and reflect in collaboration with Wellbeing Committee to inform planning and next steps

Evidence:

- consistent practices across site
- consistent vocabulary used by staff, students and families
- engagement of families in The Resilience Project parent sessions
- observations of consistent practice across site
- evidence and recording from GEM chat discussions
- Youth Resilience Survey