

# 2026 Site Learning Plan for *Kalangadoo Primary School*



## **Vision Statement:**

Students at Kalangadoo Primary will strive to develop their academic and social learning through perseverance and reflection. By setting goals, they will build on their individual skills to demonstrate growth and, through honesty and inclusion, will show respect as positive citizens.



Government of South Australia  
Department for Education

## **Where do we want to get to?**

**Goal: Resilience through Feedback and Growth**

Effective learners: Metacognition and self-regulation

## What could it look like?

What success will look like:

### 1. Learners plan, monitor and evaluate their learning

(Metacognition and self-regulation)

**Feedback – using feedback to improve student knowledge of their strengths and challenges to be able to effectively evaluate their own learning**

What will progress look like for learners, educators and families?

**learners** – shift in vocab and thinking, use of feedback in conversations, receiving feedback in a regulated manner

**educators** – using a variety of feedback tools and strategies in a purposeful way, gathering student feedback about self and acting on this, engaging in site feedback PD and processes

**parents/families** – survey responses demonstrate positive shift

**Celebration of use, growth and impact**

Actions

**Educators will:**

- Engage with ongoing Feedback PD
- Explicitly teach giving and receiving of feedback
- Explicitly model giving and receiving of feedback
- Engage with feedback processes across the site
- Provide opportunities for students to engage with a range of feedback strategies and types, including self-reflection
- Provide feedback in a range of ways to suit all students.
- Continue to develop skills in both how to collect feedback and how to teach students to provide feedback.
- Regular check ins

**Leadership will:**

- Provide time in staff meeting for PD on feedback
- Provide opportunities for educators to practice their skills
- Share resources
- Provide opportunities to collaborate to develop expectations

**Students will:**

- Use language required for effective feedback
- Engage with feedback processes
- Challenge their thinking to evaluate their learning using feedback
- Participate in self-reflection activities to build skills
- Show understanding that feedback is given to help their learning

**Families will:**

- Provide opportunities for their child/children to make decisions and solve problems on their own
- Encourage their child/children to think through the consequences of their choices and reflect on the outcomes
- Offer age-appropriate challenges and tasks that require their child/children to think critically and find solutions independently
- Engage in conversations
- Encourage reflection

**2. Learners own their learning, valuing progress over perfection**

(Strategic awareness)

**Set goals and help students identify successes and growth points**

What will progress look like for learners, educators and families?

**learners** – shift in vocab and thinking, use of feedback in conversations, receiving feedback in a regulated manner

**educators** – using a variety of feedback tools and strategies in a purposeful way, gathering student feedback about self and acting on this, engaging in site feedback PD and processes

**parents/families** – survey responses demonstrate positive shift

**Educators will:**

- Follow agreed timelines to conference with students
- Document conferencing and goals
- Provide learning continuum and LISC to guide students in conferencing
- Engage with families to seek feedback and information during conferences/ for goal setting
- Model conferencing for students to practice/ engage with
- Celebrate goal achievement
- Support families to participate in the processes
- Provide a clear structure
- Actively listen
- Collaborate with goal setting

**Leadership will:**

- Support educators with examples/ structure of how to conference and write/ support/ use goals
- Support families to participate in the processes
- Establish protocols
- PD provided
- Monitor and support

**Students will:**

- Be guided by educators in setting goals based on learning level
- Actively participate in the conferencing
- Work to achieve their goals
- Reflect on their skills and knowledge to participate in conferencing

**Families will:**

- Work with educators in setting goals/ conferencing based on learning level
- Actively participate in the conferencing
- Support child to achieve their goals
- Feedback to children/ staff how children are going and share their knowledge

Be an online presence to keep up to date with current goals

**3. Learners can co-manage/ manage their emotions, behaviours and resources**

(Metacognition and self-regulation)

**Engagement Continuum – using this to improve student knowledge of their engagement in learning, using Zones of Regulation to identify zones and then using tools and strategies identified to regulate**

What will progress look like for learners, educators and families?

**learners** – shift in strategies used, use of feedback to reflect on and change behaviours, using engagement continuum in a regulated manner

**educators** – modelling a variety of regulation strategies in a purposeful way, celebrating students choosing to stop and think, implementing and embedding the engagement continuum

**parents/families** – conversations demonstrate positive shift, language and celebrations acknowledged at home

How and when will this be monitored, tracked and measured?

Evidence and data from:

**Learners will:**

- Use the language of the engagement continuum
- Work with families and staff to align their engagement, zones and strategies to regulate
- Use the continuum to reflect on their engagement
- Engaging more consistently at higher levels
- Using the language of engagement and being curious
- Develop goals to support their growth with regulation
- Use Zones posters to check in and out

**Educators will:**

- Ensure they understand the continuum to implement and embed it through use of the text
- Engagement continuum and zones on display and regularly referred to
- Support students to develop goals to grow their regulation skills
- Provide opportunities to practice checking in on the continuum, zones
- Clear expectations about tools and strategies
- Model the use and then use of strategies to move
- Document and reflect on engagement in their classroom
- Engage with families to share their growth
- Celebrate success
- Support families to participate in the processes

**Leadership will:**

- Support educators with understanding the engagement continuum
- Support families to participate in the processes
- Provide time for staff to collaborate and share
- PD provided as needed
- Monitor and support
- Assist to develop clear expectations of zones, tools and strategies
- Model reflection and feedback around the continuum

**Parents/families:**

- Work with educators in supporting their child to engage with the continuum
- Support child to be curious
- Feedback to children/ staff how children are going and share their observations

**4. Learners actively seek information and are eager to explore new ideas, queries and topics**  
(Curiosity)

**Opportunities to question and be curious about the world**

What will progress look like for learners, educators and families?

**learners** – shift in strategies used, use of questioning to reflect on and change thinkings, using engagement continuum to stretch engagement levels

**educators** – modelling a variety of questioning/ being curious strategies in a purposeful way, celebrating students choosing to be curious, implementing and embedding the engagement continuum to drive growth

**parents/families** – conversations demonstrate positive shift, language and celebrations acknowledged at home

How and when will this be monitored, tracked and measured?

Evidence and data from:

**Learners will:**

- Complete formative assessments throughout learning
- Questioning 'toolbox'
- Using questions to drive their curiosity
- Engaging more consistently at higher levels
- Using the language of engagement and being curious

**Educators will:**

- Engagement continuum on display and regularly referred to
- Teaching and learning plans
- Classroom walkthroughs/observations
- Share their work in PDP meetings
- Provide opportunities to question and be curious
- Model curiosity
- Follow agreed timelines to conference with students
- Document curiosity in their classroom
- Engage with families to share their class curiosity
- Celebrate curiosity
- Support families to participate in the processes

**Leadership will:**

- Support educators with examples/ structure of questioning
- Support families to participate in the processes
- Provide time for staff to collaborate and share
- PD provided as needed
- Monitor and support

**Parents/families:**

- Work with educators in supporting their child to engage with the continuum
- Support child to be curious
- Feedback to children/ staff how children are going and share their observations

**Reflection – evidence**

Twice per term we will review where we are at as each class and as a staff. We will allocate red/orange or green to each action depending on how we agree we are tracking. We will then review the actions and edit/ update as needed to reflect the next step. Documentation of this process to occur and tracking recorded.