

# PENONG PRIMARY SCHOOL

**Our Shared Purpose:** At Penong Primary School, we embrace multi-level classes and provide high-quality teaching and learning that empowers students to thrive in a changing world. We foster curiosity, collaboration, resilience and critical thinking in a caring environment. Our commitment to lifelong learning supports all students to become respectful and capable individuals who contribute positively to their community and beyond.

**1 Wellbeing for Learning:**  
To strengthen students' ability to self-regulate, persist and engage so they can use strategies independently and take responsibility for their learning.

**2 Reading:**  
To build fluent, effective communicators through strong skills in phonics, reading and oral language, enabling students to interpret texts and share their ideas meaningfully.

**3 Mathematics:**  
To develop confident mathematicians who apply reasoning, determination and flexible understanding to express their thinking with clarity.

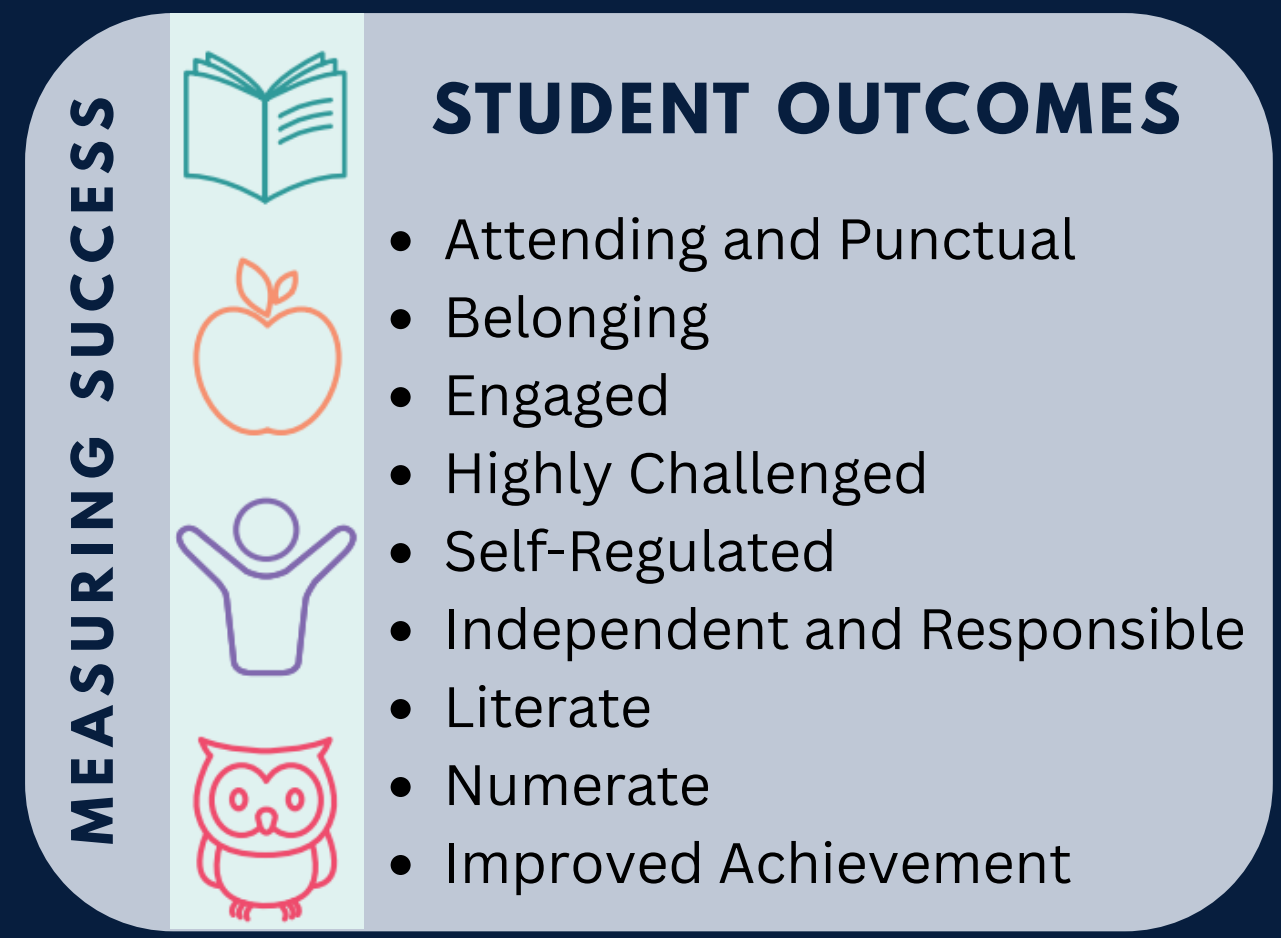


## AREAS OF IMPACT

- What this looks like:
- Implement trauma-aware approaches and self-regulation strategies to improve metacognition, relationships and overall wellbeing
  - Consistent and predictable routines for students to be ready for learning
  - Balancing explicit direct instruction and inquiry learning
  - SA Curriculum – Maths
  - Promote curiosity and creativity through rich learning experiences
  - Strengthen meaning making through authentic, connected learning



## GUIDING PRINCIPLES



# 2026 SITE LEARNING PLAN

# LEVERS FOR IMPACT



## Effective teaching

### How we support students:

We support students through consistent, evidence-based curriculum, collaborative professional practice, informed use of data, and predictable routines that create safe and focused learning environments.

### What we do to drive impact:

We teach explicitly, use evidence-based strategies, respond to data, design engaging learning, reflect on practice, and celebrate growth to improve outcomes for every student.



## Engaging with children and young people

### How we support students:

We support students through structured opportunities for voice, reflection and participation, underpinned by strong, trusting relationships that build belonging and engagement.

### What we do to drive impact:

We listen to student voice, build agency and students' ability to explain their thinking, strengthen learner identity, and celebrate growth to improve engagement, confidence and ownership of learning.



## Strengthening support

### How we support students:

We assist students through early intervention, aligned Wave 2 and 3 supports, trauma-aware practices, and strong partnerships with families and services.

### What we do to drive impact:

We respond early, tailor support to student needs and refine our approach using evidence and feedback.



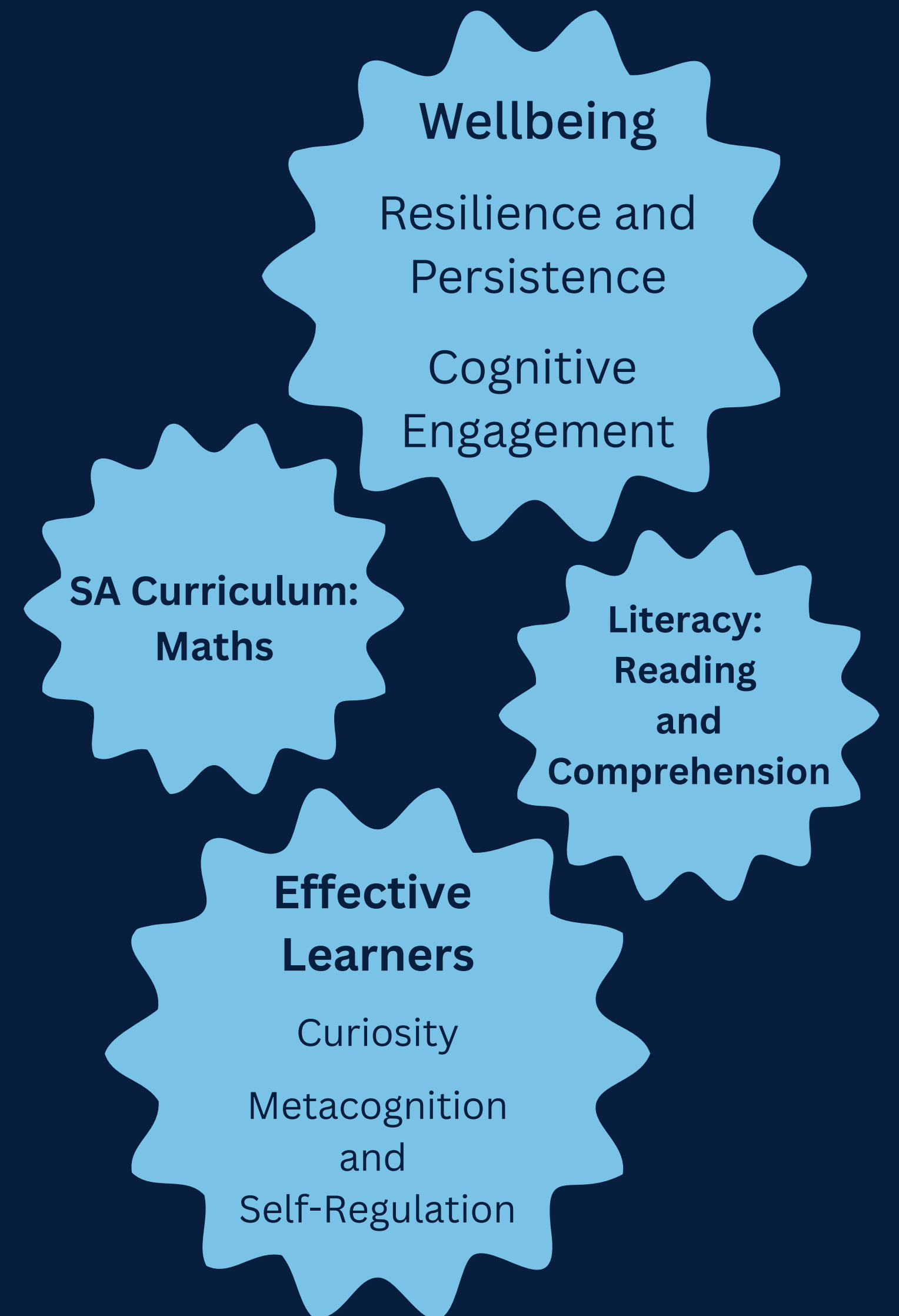
## Improvement and responsibility

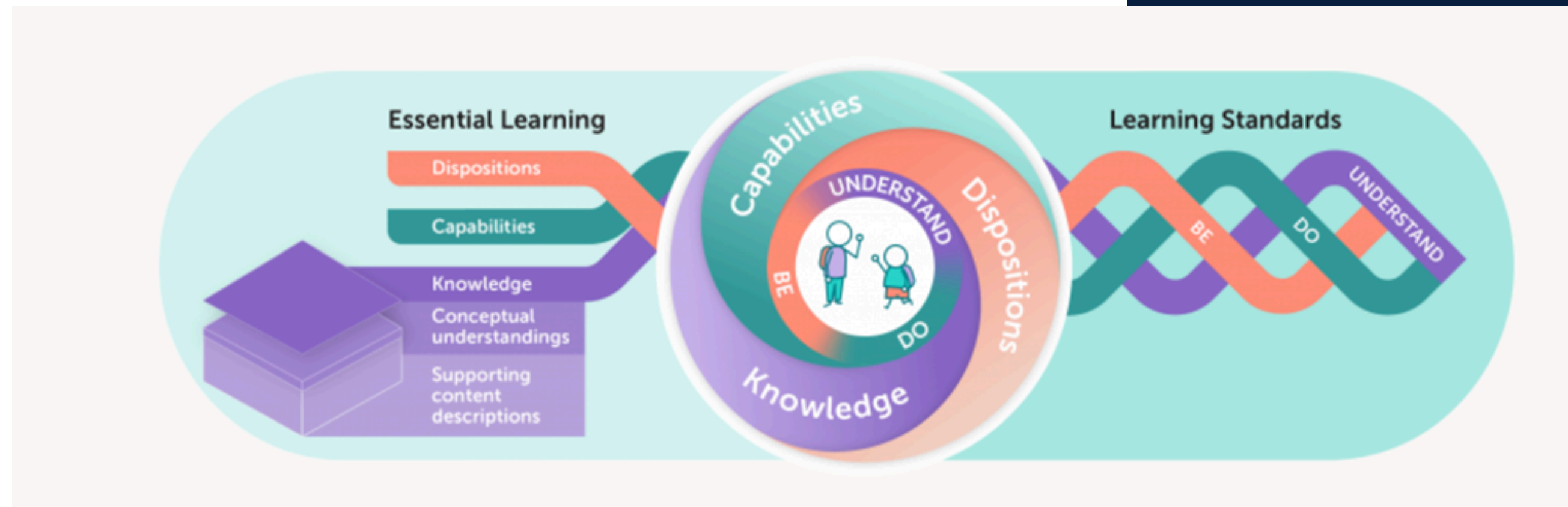
### How we support students:

We support students through shared wellbeing frameworks, evidence-based curriculum, inclusive tools, strong collaboration, and the use of assessment and data to guide learning.

### What we do to drive impact:

We take collective responsibility for improvement by balancing explicit teaching with purposeful inquiry, using data to guide decisions, refining practice through collaboration, and ensuring every student can access and engage in learning.





## What Students Will Do:

### **Be: Confident, Curious, Connected, and Capable**

**Be resilient, self-regulated and ready to learn** by recognising their emotions, using shared regulation strategies and persisting through challenges. Students notice how they think and feel, choose strategies that help them stay engaged, and return to learning quickly after setbacks.

**Be curious, confident and connected** by asking questions, exploring ideas, contributing to discussions and building positive relationships with peers and adults. Students see themselves as capable readers, mathematicians and thinkers who belong in their classroom community.

### **Do: Think Critically, Solve Problems, Apply Strategies, Show Independence**

**Use effective reading and mathematics strategies** to decode, reason, problem-solve and make meaning. Students think critically, use the right strategy for the task, and apply their skills across a range of learning opportunities and real-world contexts.

**Show independence and responsibility** by making positive choices, engaging actively, using feedback to improve and managing their learning tools, time and behaviour. Students take action by asking questions, trying different approaches and supporting others.

### **Understand: Build Deep, Transferable Knowledge and Meaning**

**Build deep conceptual understanding** by connecting ideas, developing vocabulary and understanding why learning matters. Students look for patterns, relationships and meaning, strengthening their understanding in reading, mathematics and across the curriculum.

**Apply knowledge flexibly in new situations** by transferring skills, concepts and strategies to unfamiliar tasks. Students explain their thinking using subject-specific language, justify their choices and use what they know to solve problems in different contexts.

Area of focus	Target	What this looks like for students	Monitoring progress - how will we know that students are connecting learning	Key resources
Wellbeing for learning	Students will strengthen their ability to self-regulate, persist and engage so they can communicate effectively, use strategies independently and take responsibility for their learning.	<ul style="list-style-type: none"> <li>• Calm, ready-to-learn behaviours supported by predictable routines</li> <li>• Increased persistence and resilience when faced with challenge</li> <li>• Stronger sense of belonging and engagement in learning</li> <li>• Growing independence in managing emotions and learning behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of belonging and engagement (WEC data)</li> <li>• Resilience, persistence and distress indicators (WEC and reporting)</li> <li>• Attendance and punctuality (EMS)</li> <li>• Behaviour and engagement data</li> <li>• Teacher observations and anecdotal evidence</li> <li>• Task stamina, completion and independence</li> </ul>	<ul style="list-style-type: none"> <li>• DfE Wellbeing Educator Toolkit, Interoception Toolkit, Behaviour Support Toolkit</li> <li>• Trauma-aware practices</li> <li>• One Plans</li> </ul>

Area of focus	Target	What this looks like for students	Monitoring progress - how will we know that students are connecting learning	Key resources
Literacy (Reading and Oral Language)	Students will become confident, fluent communicators through strong skills in phonics, reading and oral language, enabling them to interpret texts and convey ideas with purpose.	<ul style="list-style-type: none"> <li>• Improved decoding, fluency and accuracy in reading</li> <li>• Stronger oral language and vocabulary</li> <li>• Increased confidence in speaking, listening and sharing ideas</li> <li>• Improved comprehension and engagement with texts</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics Screening Check</li> <li>• DIBELS measures (ORF, MAZE)</li> <li>• PASM, PSC</li> <li>• PAT-R and NAPLAN</li> <li>• Teacher observations and moderation</li> </ul>	<ul style="list-style-type: none"> <li>• DfE Phonics, Spelling &amp; Morphology Scope and Sequence</li> <li>• Heggerty / PAST/ David Kilpatrick One Minute Activities</li> <li>• Fluency routines (e.g. Fluency Pairs)</li> </ul>

Area of focus	Target	What this looks like for students	Monitoring progress - how will we know that students are connecting learning	Key resources
Mathematics	Students will become capable mathematical learners who use reasoning, determination and understanding to work flexibly and communicate their ideas with clarity.	<ul style="list-style-type: none"> <li>• Stronger conceptual understanding</li> <li>• Increased confidence and persistence in challenge</li> <li>• Improved reasoning, problem-solving and mathematical communication</li> <li>• Greater flexibility in applying strategies across contexts</li> </ul>	<ul style="list-style-type: none"> <li>• PAT-M and NAPLAN</li> <li>• Numeracy Check</li> <li>• Big Ideas in Number assessments</li> <li>• Diagnostic tests</li> <li>• Classroom formative and summative assessments</li> <li>• Teacher observations and student work samples</li> </ul>	<ul style="list-style-type: none"> <li>• SA Curriculum: Mathematics</li> <li>• Big Ideas in Number</li> <li>• Learning Through Doing</li> <li>• One Plans / PLPs</li> </ul>