

Ridgehaven Primary School

Site Learning Plan 2026

'A Community Learning Together'

Our Why	Our Focus	Our Process	Our Measures
 <p>Our Vision</p> <p>To inspire curious, self-aware learners who value our diverse cultural strengths and work together to create a caring, connected and thriving community.</p> <p>Our Purpose</p> <p>We work in partnership with families and caregivers to nurture every student's growth in safe, equitable, accessible, and culturally responsive environments. We cultivate curiosity, critical thinking, and collaboration. We support our learning community to build resilience, agency, and self awareness. As co-creators of their learning and community, our students are empowered to learn, achieve, and thrive.</p>	<p>'Creating a culture of curiosity & creativity'</p>  <p>EFFECTIVE LEARNERS:</p> <p>By strengthening fluency in literacy and numeracy, we equip our students with the foundational skills needed to more effectively activate their curiosity and creative thinking.</p> <p>Curiosity:</p> <p>Learners actively question and investigate to deepen their understanding, seeking evidence before accepting ideas or information as true.</p> <p>Creativity:</p> <p>Learners embrace innovative thinking, taking risks, and drawing upon imagination, intuition, and new perspectives to generate original ideas and solutions.</p>	<p>Educators will:</p> <ul style="list-style-type: none"> provide structures and routines that develop foundational skills model being a curious learner notice and name when learners show dispositions of creativity and curiosity enable exploration of ideas, questioning and clarification to make connections design tasks that build learner agency and engagement monitor learner progress, provide timely feedback and use data-informed reflection to plan next steps. <p>Children will:</p> <ul style="list-style-type: none"> work collaboratively with educators and peers to build connection to learning and the community be open-minded and reflect on their learning understand the code of conduct for effective learning <p>Families will:</p> <ul style="list-style-type: none"> be regularly informed about and have input into their child's learning journey. 	<p>We will:</p> <ul style="list-style-type: none"> engage in PLC inquiry cycle collect and analyse data sets conduct pulse check surveys notice, explore and activate reflect through 'What Went Well' monitor stamina and engagement  <p>How will we know if we see it?</p> <p>We will see learners:</p> <ul style="list-style-type: none"> being curious and asking questions thinking creatively have agency in the learning communicate clearly and confidently explore ideas and test theories connect learning to life experiences verify information before accepting it explain next learning steps improve stamina and engagement being successful and equipped

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Embedded Practices and Ongoing Priorities

The Ridgely-Didge Way	Values Education	Explicit teaching and assessment of our values: Respect, Persistence and Success taught through the explicit teaching of the 'Play is the Way' key concepts: The Golden Rule, Personal Best, Be Brave, Strong Decisions, Have Reasons
	Team Culture	Regular initiatives to build a culture of teamwork: Kookaburras, Rosellas, Parrots, Cockatoos and School Mascot Larry the Lorikeet Team Time (Assembly), Team Spirit Cards, Team merchandise, Team Stories, Team Songs
	Wellbeing and Inclusive Education	Trauma informed practice in all classrooms influenced by the Berry Street Education Model (BSEM) Clear and predictable routines and Welcome Circles Restorative Practices to repair, restore and build positive relationships Regulation education – explicit teaching of emotions and strategies to regulate Poet's Place – regulation space and community connections room Music Education Strategy to incorporate music into regulation education Breakfast Club program and special initiatives to build community connection and belonging Leadership Program – including year 6 leaders, captains and CHATs Time 2 Play Project (Felixstow 3 Portfolio)
	Professional Learning Communities	PLCs meet four times per term to investigate pedagogical practices; track and monitor learner outcomes; and analyse data sets to plan, design and reflect on learning and teaching utilising the Teacher's Companion as a tool. Literacy: Mentor Texts that includes cross-curriculum perspectives ; R-2 Initialit program; 3-6 Spelling and Morphology program, explicit teaching of comprehension strategies, grammar and writing. Numeracy: Big Ideas in Number ; 3-Act Maths; Maths Chats, Thinking Maths, developing students dispositions (SA Curriculum)
	Culturally Responsive Framework	Community Partnership with Rusted Tin: Contemporary Aboriginal Art and Culture Development of school Reconciliation Action Plan utilising the Narragunnawali platform Cross-cultural perspectives taught across all classes
	Sustainability and Environmental Ambassadors	Connection with TTG Council and Green Adelaide and local flora and fauna embedded in TEAM culture Recycling and litter sorting student action group Creek Visits & Bush Kindy



KOOKABURRAS - AUSTRALIAN BLUE WILDFLOWERS - HAVE REASONS

ROSELLAS - BOTTLE BRUSH - PERSONAL BEST

LARRY THE LORIKEET - BANKSIA - GOLDEN RULE

PARROTS - EUCALYPTUS TREE - BE BRAVE

COCKATOOS - GOLDEN WATTLE - STRONG DECISIONS