



Salisbury North - Site Learning Plan



We're "Going After"

In 2026, we're going after **Effective Learners** and **Wellbeing** through a lens of Curiosity, Creativity and Self-Regulation. We are building learners who feel they're safe, they belong and who know they can cope when learning gets hard.

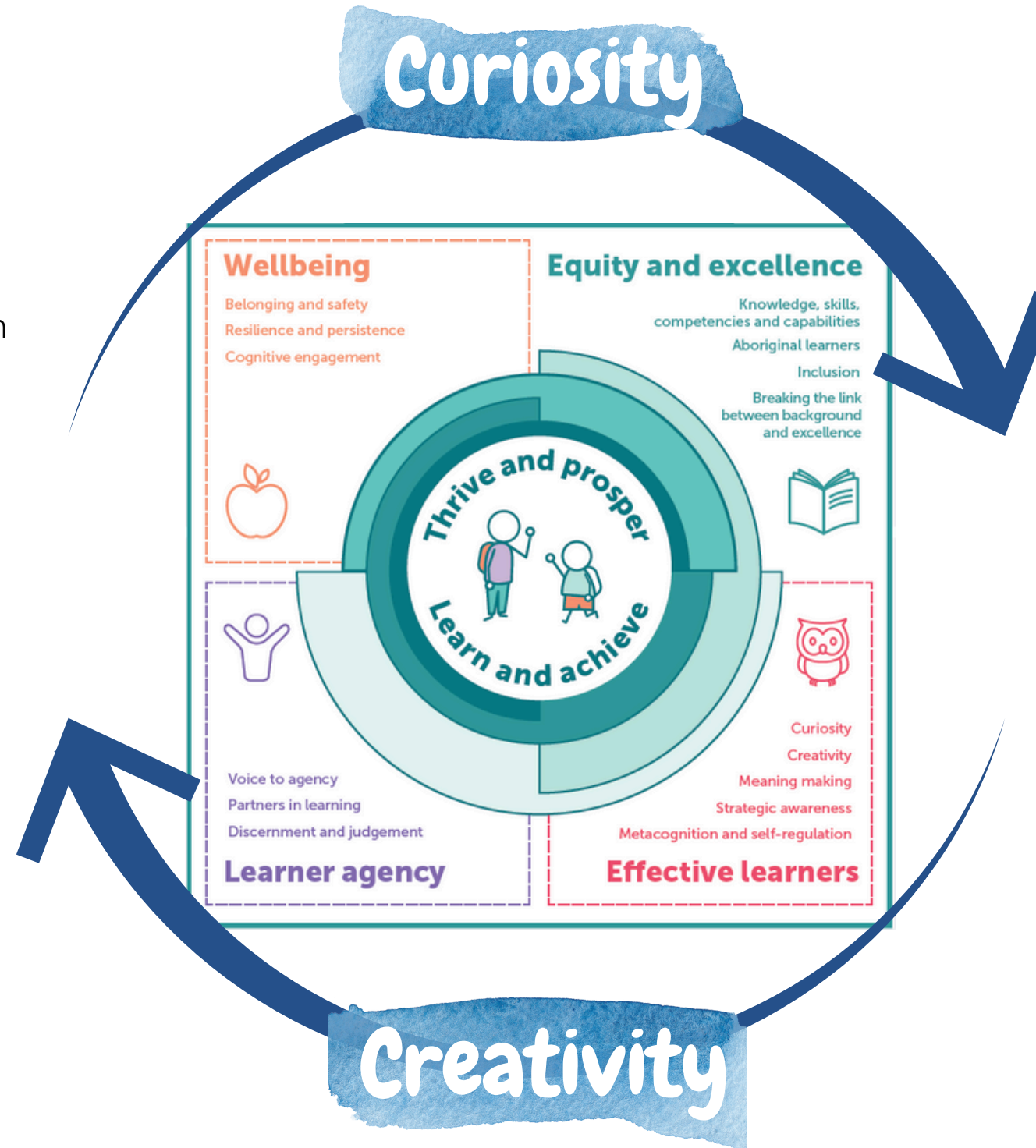
Challenge of Practice

Effective Learners:

How do we intentionally balance explicit instruction with opportunities for inquiry, collaboration and reflection so that students become engaged, curious and creative learners who can apply their knowledge and manage their learning?

Wellbeing:

How do we create learning environments where students feel safe, heard and valued, while intentionally developing resilience, persistence and self-regulation through the way we design learning tasks and classroom experiences?



Measuring Success

ACADEMIC	WELLBEING & ENGAGEMENT
- Heggerty/PAST	- Wellbeing Engagement Collection
- DIBELS	- Pulse checks
- NAPLAN	- Weekly Leaf Count
- Phonics Screening Check	- EMS data entry
- PATR and M	- Yard Reflections
- DfE Spelling Inventory	- SEL (Suspensions)
- Single Word Spelling Test	- Attendance
- One Minute Maths Test	

Guiding Principles



Levers for Impact





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Effective Learners: How do we intentionally balance explicit instruction with opportunities for inquiry, collaboration and reflection so that students become engaged, curious and creative learners who can apply their knowledge and manage their learning?
Wellbeing: How do we create learning environments where students feel safe, heard and valued, while intentionally developing resilience, persistence and self-regulation through the way we design learning tasks and classroom experiences?

PBL, Wellbeing & Inclusion

Sustain:

- PBL Tier 1 procedures, processes and structures

Consolidate and Build:

- Trauma informed and restorative practices
- Tier 2 and 3 Interventions.
- Yard and play support
- Response to behaviour and understanding "why?"

Introduce:

- Proactive wellbeing initiatives (e.g. Breakfast Club, Buddy Class etc.)
- Zones of Regulation to support emotional regulation
- Ready to learn plans

Effective Learners & Learning Design

We will:

- Choose and use pedagogical approaches specific to context and needs of students
- Plan for learning that builds curiosity and creativity
- Plan learning experiences that engage, adequately challenge and explicitly teach for resilience and persistence
- Consider Aboriginal, and other cultural Perspectives in learning
- Ensure learning is suitably differentiated for learners
- Plan for opportunities to extend and transfer learning

Mathematics & SA Curriculum

We will:

- Use SA Curriculum for Mathematics and dabble in other subject areas
- Plan for dispositions, particularly persistence, resilience and curiosity
- Engage with professional development in Maths (school based and Orbis)
- Continue to develop number facts at Tier 1 and 2 using SOL resources
- Use hands on resources and manipulatives to support learning
- Design rich learning tasks that provide multiple entry and exit points.
- Collaborate to build collective understandings

Literacy

Sustain:

- Fluency pairs
- Phonology and morphology routine

Consolidate and Build:

- Use of model texts
- Use of decodable and other rich texts to extend readers
- Tier 2 in-class intervention
- Student talk moves
- Differentiate phonology & morphology lessons

Introduce:

- Questioning to build comprehension
- Increasing reading opportunities
- Adapting unit plans to engage and suit learner needs

Collaborate, Support and Be Brave

