<u>Literacy</u> Site Learning Plan – 2025

Where do we want to get to?
Teachers will support literacy growth by implementing targeted phonics, vocabulary, fluency, and comprehension strategies.
Students will develop strong literacy skills by practicing phonics, expanding their vocabulary, improving reading fluency, and enhancing comprehension.

Where are we?	How might we get there?	What did we learn?
'Little rope' – maintenance mode	**'Big rope' - driving mode**	**Measures of impact**

Where are we?	How might we get there?	What did we learn?

Explicit Phonemic Awareness Instruction:
 	
• <u>R-2</u>
    o Delivery of Heggerty curriculum daily
    o implement the LGU phonics instructional routine (with PA integrated within it)
 	
Explicit Phonics Instruction: Provide systematic and explicit tier 1 instruction in phoneme-grapheme correspondence <u>and</u> morphology for word recognition
• <u>R-2</u>
    o follow the scope and sequence with fidelity
    o implement the instructional routine
    o assess reading and spelling of the irregular high frequency words (R-2)
 	
• <u>Years 3-6</u>
    o Develop a scope and sequence based on the analysis of the 'Phonics and spelling placement tool' and 'Progress check' (fill the gaps in learning)
    o Follow the DfE's 'Years 3-6 Spelling and Morphology scope and sequence' with a lesson once a week
    o implement the instructional routine
• Monitor student progress and provide targeted tier 2/3 support for those struggling with phonics skills.
 	
Foster Vocabulary Development:
• <u>R-2</u>
    o explicitly teach and use consistent metalanguage using the concept cards
    o expose students to new vocabulary through the 'word web' component of the phonics lesson
    o share meaningful discussions about vocabulary in context
 	
• <u>Years 3-6</u>
    o explicitly teach and use consistent metalanguage using the concept cards
    o expose students to new vocabulary through the 'words to read/spell' component of the spelling lesson
    o share meaningful discussions about vocabulary in context
 	
Interrogate data to address individual student needs:
• monitor progress as per the scope and sequence/ 4 weekly
• interrogate data to program for tier 1 intervention - less than 80% - reteach
	<u>**Teachers**</u>
	Interrogate data to address individual student needs:
	• interrogate data to program for tier 2/3 intervention
	
	Develop Reading Fluency: Implement daily reading sessions that provide opportunities for students to practice fluency and accuracy in a supportive environment (e.g., fluency lists, partner reading, paragraph shrinking).
	
	Foster Vocabulary Development:
	• Introduce new vocabulary in context, utilising diverse texts and interactive discussions to promote curiosity and interest in language.
	• Upskill students to explore word meanings, synonyms, antonyms, and word roots, and to use new vocabulary in both speech and writing.
	
	Enhance Text Comprehension: Model and teach comprehension skills such as summarising, predicting, and questioning within the context of reading activities.
	
	Collaborate with Colleagues: Work with colleagues to share practices and ensure consistent curriculum implementation across classrooms - 1 mtg p/w with leader
	
	<u>**Leaders**</u>
	Support Explicit Phonics Instruction: Ensure consistency in tier 1/2/3 instruction
	
	Provide Professional Development: Facilitate regular PD focused on effective teaching strategies and curriculum implementation to enhance students' conceptual understanding in reading development
	• <u>Scarborough's Reading Rope</u> and its application in teaching reading
	• <u>Vocabulary</u> development in context
	• <u>Fluency instruction</u> techniques to improve reading fluency and accuracy through practice and support
	• <u>Comprehension</u> strategies in context
	
	Evaluate and Adjust: Regularly assess the effectiveness of professional development initiatives and make necessary adjustments based on feedback and evolving needs to ensure continuous improvement in teaching practices.
	
	Facilitate Collaborative Planning: Encourage and support collaboration among teachers to share best practices, resources, and strategies
	• PLC time (NIT & staff mtg)
	• Common NIT
	• Cycle of inquiry sprints
	• Spotlight sharing of practice
	
	Data Literacy:
	• Develop and oversee a data-driven framework to collect and analyse student data, focusing on phonics, vocabulary, fluency, and comprehension.
	• Train and support teachers in using data to inform instruction, identify student needs, and adjust tiered interventions.
	• Regularly review and interpret data trends to evaluate the effectiveness of instructional practices and tiered support, making informed decisions for continuous improvement
	
	Offer Resources and Tools: Ensure teachers have access to high-quality instructional materials, technological tools, and manipulatives that enhance reading development.
	
	Conduct Classroom Walkthroughs: Regularly visit classrooms to see the site learning plan in action, celebrate effective teaching practices, and identify opportunities for support and growth
		ABLES (for students working below Foundation)
		• English
		    o Speaking and listening
		    o Reading and writing
		
		LGU Assessments
		• PGC progress monitoring (Rec- Year 6)
		• Spelling Review (Rec-Year 6)
		• dictation (all year levels)
		
		Phonological and Phonemic Assessments
		• PASM (Rec- Year 2)
		• PAST (Year 1-6)
		
		BOY, MOY and EOY DIBELS assessment:
		• LNF (Rec)
		• PSF (Rec-Year 1)
		• WRF (Rec-Year 3)
		• NWF (Rec-Year 3)
		• ORF (Years 1-6)
		• MAZE (Years 2-6)
		
		Year 1 Phonics Screen Check
		
		PAT-R (Year 1-6)
		
		NAPLAN (Year 3 and 5)
		
		SA Curriculum Dispositions and Capabilities
		• **Decoding:** Students will accurately identify and manipulate sounds in words, using decoding strategies to read fluently, demonstrating **resourcefulness** and **critical thinking** by independently solving language challenges.
		• **Vocabulary Development:** Students will continually expand their vocabulary, confidently using new words in both speech and writing, fostering curiosity in learning new language elements and building **intercultural understanding** through diverse language expressions.
		• **Reading Fluency:** Students will read texts smoothly with appropriate speed, accuracy, and expression, showing comprehension and engagement, reflecting **personal and social** capability by enhancing communication skills and building **empathy**.
		• **Text Comprehension:** Students will comprehend, interpret, and analyse texts thoughtfully, summarising key ideas and making inferences, demonstrating **critical and creative thinking** while fostering **empathetic** connections with others' experiences.
		• **Strategic Reading Skills:** Students will apply strategies such as predicting, questioning, and summarising to enhance comprehension and engage deeply with texts, reflecting **resourcefulness** and **critical thinking** by actively engaging with diverse content.

Where are we?	How might we get there?
'Little rope' – maintenance mode	**'Big rope' - driving mode**
Equity and Excellence	**Equity and Excellence**
Knowledge, Skills, Competencies, and Capabilities	Knowledge, Skills, Competencies, and Capabilities - All literacy actions—fluency, vocabulary, and comprehension—build foundational and advanced literacy skills essential for academic and life success.
• **Explicit Phonemic Awareness & Phonics Instruction** builds strong foundational literacy skills, supporting students in decoding and word recognition.	
• **Vocabulary Development** enhances language comprehension, enabling students to apply literacy skills across subjects.	Inclusion - Vocabulary development and explicit comprehension teaching provide scaffolds that make literacy accessible to diverse learners, including those with additional needs.
• **Data-Driven Instruction** ensures differentiated support, reinforcing knowledge acquisition and targeted intervention.	
Inclusion – Consistent, explicit instruction provides equitable learning opportunities for all students, regardless of background or ability.	Breaking the Link Between Background and Achievement - Interrogating data for Tier 2/3 interventions ensures targeted support for all students, addressing disparities in literacy achievement.
Breaking the Link Between Background and Achievement – Systematic phonics instruction ensures all students receive high-quality literacy support, addressing gaps in learning through targeted interventions.	
Wellbeing	**Wellbeing**
Belonging and Safety – Structured, explicit instruction creates a predictable and supportive learning environment where all students can succeed.	Belonging and Safety -Daily reading sessions and interactive discussions create a supportive environment where students feel valued, fostering a sense of belonging.
Resilience and Persistence – Ongoing assessment and intervention encourage students to engage with challenges and improve literacy skills through practice and support.	Resilience and Persistence -Activities like fluency practice and comprehension strategies encourage students to persist through challenges, building confidence in their literacy skills.
Cognitive Engagement – Active participation in phonics, spelling, and vocabulary lessons fosters deep learning and meaningful connections to language.	Cognitive Engagement - Engaging tasks such as partner reading, vocabulary exploration, and comprehension modelling promote active participation and mental focus.
Effective Leaners	**Effective Learners**
Curiosity – Encouraging vocabulary exploration sparks curiosity about language and meaning-making.	Curiosity - Introducing vocabulary through diverse texts sparks interest in language and its connections to the real world.
Creativity – Engaging discussions around words and morphology enhance students' ability to express themselves effectively.	Creativity - Encouraging students to explore synonyms, antonyms, and word roots promotes creative thinking about language use.
Meaning-Making – Explicit teaching of phonics and vocabulary helps students connect literacy skills to broader learning contexts.	Meaning-Making - Comprehension strategies help students connect new information with prior knowledge, fostering deeper understanding.
Strategic Awareness – Regular assessment and reflection on progress build self-awareness in learning.	Strategic Awareness - Interrogating data for interventions and monitoring progress ensures teaching is responsive to individual needs, helping students develop self-awareness.
Metacognition and Self-Regulation – Students develop an understanding of their learning needs and strategies for improvement.	Meta-Cognition and Self-Regulation - Modelling comprehension strategies like questioning teaches students to monitor and adapt their understanding as they read.
Learner Agency	**Learner Agency**
Voice to Agency – Teaching students the structure of language empowers them to become confident readers and communicators.	Voice to Agency - Teaching comprehension strategies like predicting and summarising empowers students to take control of their reading, developing independence.
Partners in Learning – Data-driven instruction involves teachers and students in monitoring progress and setting goals.	Partners in Learning - Teachers foster collaboration through activities like partner reading and discussions, encouraging students to actively contribute to the learning process.
Discernment and Judgment – Explicit vocabulary and phonics instruction enhance students' ability to analyse, interpret, and apply language skills critically.	Discernment and Judgment - Vocabulary exploration equips students to analyse and use language effectively, strengthening their ability to make thoughtful decisions in communication.

Numeracy Site Learning Plan – 2025

Where do we want to get to?

Teachers will thoughtfully incorporate the SA Curriculum into their learning design to ensure mathematics instruction is meaningful, engaging, and aligned with the skills needed to develop confident, well-rounded mathematicians.

Students will develop confidence and proficiency in mathematics by engaging in meaningful learning experiences that build essential skills, deepen understanding, and foster a love for mathematical thinking.

Where are we?	How might we get there?	What did we learn?
'Little rope' – maintenance mode	**'Big rope' - driving mode**	**Measures of impact**
Collaboratively and intentionally adopt, adapt and deliver the DfE units of work (Mathematics): • 'adopt' the mathematics units of work • 'adapt' units to the needs of the cohort/individuals from reputable resources and document any 'adaptions' on the site-based template on OneNote (staying true to the intention) • adhere to the 3-part maths lesson format and remain true to the learning intention and success criteria • Implement daily maths chats as intended **Revisit previously taught content** through Maths Chats to reinforce understanding and encourage discussion. **Reputable resources have been defined as:** • DfE Units of Work • Ochre • Educeri • Essential Maths • iMaths • NRich, • Maths 300 • Van De Walle • Thinking Mathematics	**Teachers** **Plan and Design Lessons:** • Use reputable resources to create engaging and well-structured 3-part lessons that align with SA Curriculum conceptual understandings, dispositions and capabilities. • Document task links to dispositions and capabilities using the site-based template on One Note **Fluency of mental computation:** Begin each math lesson with a warm-up focused on developing mental computation skills, using the SDPS 'explicit teaching routine norms' to reduce cognitive load and build fluency. **Incorporate Real-World Contexts:** Integrate real-life examples and applications of mathematics to make learning relevant and meaningful for students. **Assess and Reflect:** • Continuously assess student understanding to respond accordingly and adjust instruction to support growth and mastery (tier 1/2/3). • One-minute maths (fluency focus) **Foster a Positive Disposition:** Foster a positive attitude towards mathematics, emphasising persistence and the belief that abilities can be developed. **Collaborate with Colleagues:** Work with colleagues to share practices and ensure consistent curriculum implementation across classrooms - 1 mtg p/w with leader **Leaders** **Provide Professional Development:** Facilitate regular PD focused on effective teaching strategies and curriculum implementation that enhance students' conceptual understanding and foster student capabilities and dispositions • Mental computation techniques for developing students' mental math skills to improve calculation efficiency • Positive Dispositions training (Jo Bolar) **Evaluate and Adjust:** Regularly assess the effectiveness of professional development initiatives and make necessary adjustments based on feedback and evolving needs to ensure continuous improvement in teaching practices. **Facilitate Collaborative Planning:** Encourage and support collaboration among teachers to share best practices, resources, and strategies • PLC time • Common NIT • Cycle of inquiry sprints • Spotlight sharing of practice **Data Literacy:** • Develop and oversee a data-driven framework to collect and analyse student data, understanding, application and fluency. • Train and support teachers in using data to inform instruction, identify student needs, and adjust tiered interventions. • Regularly review and interpret data trends to evaluate the effectiveness of instructional practices and tiered support, making informed decisions for continuous improvement **Offer Resources and Tools:** Ensure teachers have access to high-quality instructional materials, technological tools, and manipulatives that enhance mathematical understanding and engagement. **Conduct Classroom Walkthroughs:** Regularly visit classrooms to see the site learning plan in action, celebrate effective teaching practices, and identify opportunities for support and growth.	**One-minute maths** **Essential Mathematics** **PAT-M** (Year 1-6) **NAPLAN** (Year 3, 5) **SA Curriculum Dispositions and Capabilities** • **Understanding:** Students demonstrate a deep comprehension of the conceptual understandings, explaining and connecting ideas with clarity. • **Fluency and Flexibility:** Students confidently and efficiently perform calculations and adapt their strategies to solve various types of problems. • **Problem Solving:** Students apply their knowledge creatively to tackle complex problems, using logical reasoning and multiple approaches. • **Reasoning:** Students articulate their thought processes, justify their solutions, and evaluate the validity of different strategies and outcomes. • **Resilience:** Students persist through challenges, showing determination and a willingness to try different approaches until they succeed. • **Resourcefulness:** Students effectively use available tools and resources, think creatively, and seek new ways to solve problems when faced with obstacles. • **Reflectiveness:** Students thoughtfully evaluate their own learning, considering what worked, what didn't, and how they can improve or adapt their approach in the future.

Where are we?	How might we get there?
'Little rope' – maintenance mode	**'Big rope' - driving mode**

Equity and Excellence

<u>Knowledge, Skills, Competencies, and Capabilities</u> **-** Adapting the DfE mathematics units ensures all students develop essential skills and competencies.

<u>Inclusion</u> **-** Differentiated instruction and resources ensure all students can access and engage with the curriculum.

<u>Breaking the Link Between Background and Achievement</u> **-** Tailored lessons provide equitable opportunities for all students to succeed, regardless of background.

Equity and Excellence

<u>Knowledge, Skills, Competencies and Capabilities</u> - Lesson design aligns with SA Curriculum, fostering academic knowledge alongside critical skills like problem-solving, strategic thinking, and communication. Emphasis on mental computation fluency and real-world contexts equips students with practical, transferable skills for future success.

<u>Wellbeing</u>
<u>Belonging and Safety</u> **-** Structured lessons provide a safe, supportive learning environment.

<u>Resilience and Persistence</u> **-** Regular practise encourages perseverance in problem-solving.

<u>Cognitive Engagement</u> **-** Diverse resources maintain student engagement and active learning.

Wellbeing

<u>Belonging and Safety</u> - Mental computation warm-ups create an inclusive environment, allowing all students to feel valued and engaged. Emphasizing a growth mindset and persistence fosters a supportive classroom culture where students feel safe to make mistakes and are confident in their learning.

<u>Resilience and persistence</u> **-** Professional development in fostering resilience equips teachers to help students overcome challenges, promoting persistence and growth. Frequent progress monitoring and tiered interventions provide targeted support, encouraging students to persist through difficulties. Incorporating real-world examples makes challenges meaningful, boosting students' resilience in learning.

<u>Cognitive engagement</u> **-** Connecting mathematics to real-world contexts fosters curiosity and deeper engagement, while explicit teaching and scaffolding reduce cognitive load, allowing students to focus on understanding and applying skills for enhanced cognitive engagement.

Effective Learners
Using explicit teaching routines to scaffold new learning reduces cognitive load, while revisiting content through reflective practices like Maths Chats strengthens long-term understanding and mastery.

<u>Curiosity</u> - Math chats encourage critical thinking and questioning.

<u>Creativity</u> - Varied resources support creative problem-solving.

<u>Meaning Making</u> - Clear learning intentions help students understand and connect mathematical concepts.

<u>Strategic Awareness</u> - Regular review helps students strategise and track progress.

<u>Meta-cognition and Self-Regulation</u> - Feedback and reflection support student self-awareness and learning regulation.

Effective Learners
<u>Curiosity</u> - Integrating real-life examples into mathematics lessons encourages students to explore how concepts apply to their everyday lives, sparking interest and curiosity in the subject.

<u>Creativity</u> - Connecting tasks to dispositions and capabilities (e.g., problem-solving, collaboration) inspires creative thinking, while promoting a growth mindset encourages students to explore innovative strategies confidently, without fear of failure.

<u>Meaning Making</u> - Connecting mathematics to real-world scenarios helps students see the relevance of their learning, while developing fluency through routines enables integration of foundational and higher-order skills. Continuous assessment and reflection ensure tailored lessons to foster deeper connections between prior knowledge and new content.

<u>Strategic Awareness</u> - Real-life applications in lessons help students recognise the relevance of mathematics, while formative assessments and reflective practices ensure lessons are responsive to individual needs, supporting targeted interventions for equity.

<u>Meta-cognition and Self-Regulation</u> - By fostering **positive dispositions** towards mathematics, such as persistence and a growth mindset, students are encouraged to take ownership of their learning journey, reflecting on their progress and adjusting strategies as needed.

Learner Agency
<u>Voice to Agency</u> - By analysing data for Tier 2/3 interventions, teachers identify specific student needs, empowering learners to take ownership of their learning journey with targeted support based on their unique strengths and areas for improvement.

<u>Partners in Learning</u> **-** Collaboration with peers and teachers fosters shared learning goals.

<u>Discernment and Judgment</u> **-** Tailored lessons develop students' ability to make informed decisions in learning.

Learner Agency
<u>Voice to Agency</u> **-** By analysing data for Tier 2/3 interventions, teachers tailor support to individual student needs, empowering learners to take ownership of their learning. Daily reading sessions and vocabulary exploration further promote student autonomy, while modelling comprehension skills enhances independent text analysis and critical thinking.

<u>Partners in Learning</u> **-** Collaborative activities like partner reading and vocabulary discussions foster peer support, promoting a shared responsibility for learning. Modelling comprehension skills in group settings enhances mutual learning, while reinforcing vocabulary use encourages deeper understanding through peer dialogue.

<u>Discernment and Judgment</u> **-** By using data to identify individual needs, students learn to understand their learning patterns and make informed decisions about their progress. Practicing reading fluency allows self-assessment, while exploring vocabulary broadens their judgment in word choice. Comprehension strategies promote critical thinking and discernment in analysing texts.

Wellbeing Site Learning Plan – 2025

Where do we want to get to?
Students will collaborate effectively, demonstrate empathy, resilience, persistence, and self-regulation, and apply problem-solving skills with a positive mindset to overcome challenges.

Where are we?	How might we get there?	What did we learn?
'Little rope' – maintenance mode	**'Big rope' - driving mode**	**Measures of impact**
Play Is The Way (PITW) • Deliver a 2-week startup program at the beginning of the year to introduce the Play is the Way framework. • Follow the termly "PITW timetable," which outlines Life Raft practices, virtues focus, health lessons, and games, ensuring consistent delivery of key elements and activities. • Use games to bring virtues and skills to life, helping students actively practice and apply them. • Conduct weekly health lessons focused on Life Raft practices and virtues, explicitly teaching these concepts. • Utilise provided resources to enhance lessons and support consistent program delivery.	**Teachers** **Play Is The Way (PITW)** • Collaboratively plan with the buddy class teacher to select games (and potentially lessons) for students to participate in together. • Focus on fostering skills such as teamwork, communication, empathy, leadership, and problem-solving through buddy class interactions. • Encourage students to practice cooperation, conflict resolution, and positive social behaviours while working with their peers from the buddy class. • Provide opportunities for students to model virtues, share experiences, and develop relationships across age groups. **Positive Behaviour Learning Program (PBL)** • Deliver explicit lessons to teach and reinforce targeted desired behaviours. • Teach and implement replacement behaviours for inappropriate actions. • Document and track concerning behaviours to monitor progress and identify patterns. • Provide tiered support (Tier 1, 2, and 3) based on the needs of students. • Maintain consistent expectations and management of student behaviour. • Offer positive recognition and reinforcement for demonstrating desired behaviours. **Restorative Practices** • Conduct post-recess/lunch check-ins to allow students to express concerns, ensuring a supportive environment and addressing issues before the next break. • Actively listen, resolve concerns, and prioritise emotional and social wellbeing during check-ins. • Facilitate restorative conversations with one speaker at a time, ensuring all students are heard in a calm, supportive environment. • Encourage students to reflect on actions and offer genuine apologies to foster empathy and accountability. • Address yard incidents immediately using restorative practices, involving absent students afterward to resolve issues. • Document restorative processes and resolutions to ensure consistent practice and accountability. **Growth Mindset (Domain specific - Resilience and Persistence)** • Leverage numeracy to teach resilience and persistence, guiding students through the "learning pit" and empowering them to set ambitious goals for overcoming challenges. • Consistently use growth mindset language, emphasizing the power of effort, learning from setbacks, and focusing on strengths to build unwavering confidence and drive. • Inspire students to take ownership of their learning by setting clear, purposeful goals, tracking their progress, and celebrating their strengths to fuel continued perseverance. • Support students in confronting the "learning pit" head-on, reinforcing that struggles are powerful opportunities for growth and that resilience is the key to mastering challenges.	**Student Engagement & Reflection** • Conduct student surveys, self-assessments, and focus groups on teamwork, resilience, and leadership. • Track participation in PITW activities, restorative practices, and behaviour lessons. **Behaviour & Wellbeing Data** • Analyse EDSAS behaviour reports and incident trends. • Monitor WEC (Wellbeing Engagement Collection) data for student wellbeing insights. • Track positive recognition through rewards, certificates, and teacher feedback. **Restorative Practices Impact** • Ensure documentation of restorative conversations and follow-ups. • Monitor incident resolution rates and reduction in repeated conflicts. • Gather teacher and student feedback on the effectiveness of restorative approaches. **Growth Mindset & Academic Resilience** • Track student goal setting and progress in learning. • Use reflections on the Learning Pit to assess resilience and problem-solving. • Observe growth mindset language and behaviour in classrooms. **Teacher & Program Effectiveness** • Collect feedback from staff on professional development and resource use. • Facilitate PLC discussions and peer observations to ensure program consistency. • Adjust strategies based on data analysis to improve student wellbeing outcomes.

Leaders (working in collaboration with the Wellbeing Committee)

Play Is The Way (PITW)
- Develop, monitor, and support the implementation of the Play is the Way program.
- Collaborate with students to develop school values based on PITW Life Rafts and virtues, using child-friendly symbols, colours, and a catchy motto to represent them.

Positive Behaviour Learning Program (PBL):
- Maintain consistent expectations and management of student behaviour while providing positive recognition and reinforcement for desired behaviours.
- Guide the implementation of tiered support and ensure consistency in behaviour management across the school.
- Support the delivery of explicit lessons on targeted and replacement behaviours.
- Oversee data analysis and ensure accurate, timely entry of data into EDSAS for tracking student progress, behaviour management, and interventions.
- Facilitate the development of resources, incorporating student involvement where possible.
- Provide ongoing professional development to strengthen and enhance PBL practices.

Restorative Practices:
- Be available on call to support teachers in conducting check-ins, resolving conflicts, and prioritising student wellbeing.
- Provide assistance and guidance for facilitating restorative conversations as needed.
- Ensure proper documentation of restorative processes and resolutions is maintained.
- Review and update policies and procedures, offering support to teachers as required.

Growth Mindset (Domain specific - Resilience and Persistence):
- Provide specific strategies for teachers to incorporate growth mindset language into numeracy (and other subjects), focusing on effort, persistence, and learning from mistakes.
- Help teachers use the "learning pit" framework to encourage students to confront challenges and develop problem-solving skills.
- Offer targeted professional development on growth mindset strategies, focusing on how to inspire goal setting, perseverance, and resilience in students.
- Create and share resources that help teachers implement growth mindset in their classrooms, including lesson plans, activities, and language guides.
- Support teachers in tracking student progress toward their goals, celebrating achievements, and reinforcing the importance of resilience and effort in overcoming challenges.
- Ensure all teachers are aligned in their approach to fostering a growth mindset, with clear expectations and consistent language across all subjects and the school.

Equity and Excellence

<u>Knowledge, Skills, Competencies, and Capabilities</u> **-** Develops core skills in teamwork, resilience, and problem-solving and builds emotional intelligence and relationship skills through structured practices.

<u>Inclusion</u> - *PITW* fosters inclusive social and emotional development through virtues and cooperative games.

<u>Breaking the Link Between Background and Achievement</u> - *PITW* promotes social-emotional learning for all students, ensuring equal access to essential life skills.

Equity and Excellence

Ensuring consistent expectations, fostering resilience, and promoting high achievement for all students.

<u>Knowledge, Skills, Competencies, and Capabilities</u> – Developing teamwork, problem-solving, and emotional intelligence through PITW, PBL, and growth mindset practices.

<u>Inclusion</u> – Providing structured support, restorative practices, and peer collaboration to ensure every student feels valued and engaged.

<u>Breaking the Link Between Background and Achievement</u> – Targeted interventions, behaviour tracking, and mindset strategies to support all students, regardless of background.

Wellbeing

<u>Belonging and Safety</u> - *PITW* creates a safe environment by teaching virtues like empathy and respect.

<u>Resilience and Persistence</u> - Encourages persistence through challenges via cooperative games.

<u>Cognitive Engagement</u> - Actively engages students in learning through reflective and social activities.

Wellbeing

<u>Belonging & Safety</u> – Foster inclusive environments through restorative practices, positive behaviour support, and buddy class activities.

<u>Resilience & Persistence</u> – Embed growth mindset strategies, problem-solving, and explicit teaching of perseverance skills.

<u>Cognitive Engagement</u> – Support goal setting, self-regulation, and engagement through structured lessons, behaviour tracking, and reflective practices.

Effective Learners

<u>Curiosity</u> **-** Stimulates curiosity by encouraging self and peer exploration in learning.

<u>Creativity</u> - Promotes creative problem-solving in social contexts.

<u>Meaning-Making</u> - Helps students understand and connect with their emotions and actions.

<u>Strategic Awareness</u> - Teachers plan strategically to enhance social-emotional growth.

<u>Metacognition and Self-Regulation</u> - Encourages self-reflection on actions and social decisions.

Effective Learners

<u>Curiosity & Creativity</u> – Encourage exploration through Play Is The Way games, problem-solving activities, and growth mindset challenges.

<u>Meaning Making</u> – Foster deep understanding through reflective practices, goal-setting, and structured restorative conversations.

<u>Strategic Awareness</u> – Support students in recognising learning strategies, setting goals, and tracking progress in behaviour and academics.

<u>Meta-Cognition and Self-Regulation</u> – Develop self-awareness and responsibility through explicit teaching of resilience, persistence, and positive behaviour strategies.

Learner Agency

<u>Voice to Agency</u> - Provides opportunities for students to take ownership of their personal development.

<u>Partners in Learning</u> - Collaborative buddy class work builds shared learning.

<u>Discernment and Judgment</u> - Develops decision-making skills through reflection on actions.

Learner Agency

<u>Voice to Agency</u> – Empower students to take ownership of their behaviour, learning goals, and social interactions through Play Is The Way, restorative practices, and growth mindset strategies.

<u>Partners in Learning</u> – Foster collaboration between students, teachers, and buddy classes to develop teamwork, leadership, and shared responsibility for learning and wellbeing.

<u>Discernment and Judgment</u> – Support students in making thoughtful decisions, resolving conflicts constructively, and applying self-regulation strategies in their learning and behaviour.