

# WALLAROO PRIMARY SCHOOL- LEARNING PLAN- DEPARTMENT FOR EDUCATION- PROUDLY PUBLIC!

Purpose & Impact

## OUR PURPOSE: INSPIRING CURIOUS, CREATIVE & CONFIDENT LEARNERS



### EFFECTIVE LEARNER

- Learning practices and academic self-concept (WEC)
- Experience of learning challenges \*
- Perseverance (WEC)
- Self-regulated learning and metacognition \*



### LEARNER AGENCY

- Voice and choice\*
- Motivation and ownership\*
- Purpose and self-efficacy\*



### WELLBEING

- Sense of belonging (WEC)
- Resilience, distress and persistence (WEC)
- Attendance (EDSAS/EMS)
- Engagement (WEC)



### EQUITY & EXCELLENCE

- Foundations in literacy, numeracy & digital literacy\* (Phonics, PAT, NAPLAN)
- Subject grades (A to E grade data collection (staff intranet))
- Child development upon starting reception (AEDC)
- Essential assessment
- Other classroom based formative assessment\*



## GRADUATE PROFILE: our learners will leave WPS with these CAPABILITIES

**TECHNOLOGICAL LITERACY**  
Critical & Creative Capability

**READING, WRITING & MATHEMATICS**  
Literacy & Numeracy Capability

**CREATIVITY, CURIOSITY & ANALYTICAL THINKING**  
Critical & Creative Capability

**RESILIENCE, AGILITY & FLEXIBILITY**  
Social & Emotional Capability

**SELF MOTIVATED, SELF AWARE**  
Social & Emotional Capability

Objectives

### EFFECTIVE TEACHING

Empower our educators as they hone their craft, celebrate and showcase their professional identity and support the critical role they play in supporting our learners to thrive by:

- Networking with other educators to share and learn from one another, within and beyond WPS.
- Creating strong working relationships between our preschools, schools, support services and industry.
- Ensuring pedagogical learning and assessment expertise will be a focus through professional development and resources.
- Ensuring curriculum and other resources will support teaching and learning.

### ENGAGING WITH YOUNG PEOPLE

Our learners are the most powerful source of intelligence as we consider the biggest impact public education can have in our community. Their input and work in supporting the learning process is critical in how we achieve our purpose. We will do this by:

- Working with learners, as agents of change, to better understand their needs, will be a driver for our decision making, teaching and learning approaches and measurement.
- Activating our learners to ensure the work being done to drive learning is co-designed with learners, and learner development is informed by their context and needs.

What we will do

### EXCELLENCE IN CURRICULUM & PEDAGOGICAL LEARNING & ASSESSMENT

- Learning intentions are explicitly displayed and referred to in classes
- Success criteria is based on the SA curriculum and co-constructed with learners where possible
- Real life contextualised learning opportunities
- Embedding literacy, numeracy and technology across multiple areas of the curriculum
- Teach to learners needs and abilities, considering other means of presenting their learning
- Construct learning goals with learners
- Teaching is delivered in a cycle that includes plan, do and review
- Whole class ready to learn plans consistent across the school
- Brain breaks in all classes specific to year level and include choice ( 2 a day or as needed)
- Morning circle in all classes including acknowledgement to country , includes UV index
- Afternoon circle, what went well or gratitude
- Differentiated play- based task design (SEED i.e. Systematic, Exploration, Experimentation, Discovery)

### BUILD A COMMUNITY OF LEARNERS

- Using language of dispositions in our day-to-day conversations
- Reflection time with learners at the end of day
- Modelling & supporting confidence to have a go
- Productive failure is supported and modelled

### NEGOTIATE LEARNING

- Learner agency driving our planning
- Being reflective on teaching and learning
- Learners as decision and change makers
- Learners constructing curriculum goals with Educators

### SUPPORT & CHALLENGE STUDENTS TO ACHIEVE HIGH STANDARDS

- Partner reflection that allows editing and constructive feedback
- Supporting learners to build resilience when faced with challenges in their learning
- Encourage innovation and independent, creative and critical thinking

Our commitments



### IMPROVEMENT & RESPONSIBILITY

We will make informed choices using data and evidence to respond to learners, community, culture and context. Improvement will include a broader set of measures that will identify areas of potential improvement, based on our starting point and learners.



### PARTNERING WITH FAMILIES & COMMUNITY

Partnering with diverse cultural and community organisations, and industry will help our learners have connected and supported learning opportunities. Involving our families in goal setting with our learners, as well as celebrating and embracing their experiences and culture as part of learning, will ensure we stay connected and inclusive of our community.



### EMPOWERED & WELL EDUCATORS

We will support our educators to collaborate with their culture and communities to lead the learning and change processes aligned to our purpose. A focus on wellbeing will ensure our educators model unconditional positive regard to learners, each other and community.



### COLLECTIVE RESPONSIBILITY

We all share responsibility to support our children learn and thrive. Through collaborative effort we will achieve more than the sum of our parts, break down barriers and work together to deliver on our purpose and areas of impact.



### LEARNING SYSTEM & INNOVATION

We will learn with and from each other and have the confidence and vulnerability to try new things or change the things we think can be done better. We will leverage expertise and be open minded, curious and playful .



### TRUST & VERIFY

Empower our educators with the autonomy to do high quality work, without losing sight of the big picture. Provide support and structures to allow educators to make informed decisions to deliver on our purpose. Educators will communicate with families and community with a variety of methods such as email, ClassDojo, social media, face to face.