Old Noarlunga Primary School Site Learning Plan 2026

Improvement Focus: Our goal is to cultivate curiosity and creativity through engaging students in challenging learning that connects the classroom with their community and environment.

		What do we want to achieve?	How do we know we are successful?	What will we use?	How do we get there?	
					Empowered Leadership	Effective Teaching
LITERACY	EQUITY AND EXCELLENCE EFFECTIVE LEARNERS	Students will demonstrate consistent growth in writing and foundational literacy across all year levels. Students will be highly literate—producing compelling, creative, and insightful written work, reading fluently to access information and immerse themselves in stories and perspectives, and speaking with both clarity and confidence. Meaningful focus on developing and recognising learner dispositions (e.g., agency, collaboration, resilience) and communicating these to families. We embed modelled texts in Learning Expeditions across R-6 to build strong writing skills, creative expression, and literacy, fostering confident learners who communicate clearly and connect with curriculum and community.	Improved NAPLAN, PAT, DIBELS, Phonics Screening Check, and moderation results. Students demonstrate increased confidence, voice, and engagement in writing. Observable consistency in staff practice and use of agreed approaches (Seven Steps, RWInc phonics, genre writing) school-wide. Growth in student capabilities. All students achieve greater than a year's growth in their literacy learning (for example, improve reading comprehension and fluency scores by an average of 10% for each student across beginning to end of year MAZE and ORF assessments. average student growth in Brightpath is an effect size of 0.8 (two year's growth) from Term 1 to Term 3.)	Read, Write, Inc phonics program (R-2) DIBELS Assessment tools (R-6) Brightpath Writing Assessments (1-6) Seven Steps for Writing Success (R-6) framework and resources Fast Track and Fresh Start literacy Intervention programs Professional Learning Teams to monitor student achievement and collaboratively plan We will use high-quality modelled texts that exemplify expected language structures, genre features, and creative possibilities. These texts will underpin instruction within Read, Write, Inc phonics, Seven Steps for Writing Success, Brightpath assessments, and all site-wide literacy programs and Learning Expeditions. Staff will use modelled texts in classroom instruction, collaborative planning, moderation, and professional conversations.	Prioritise implementation and deepening of existing successful strategies, with space for reflection and dialogue (e.g., RWI, DIBELS, Repeated Reads and Seven Steps). Allocate time for collaborative planning, moderation, data analysis, and meaningful professional conversations (genre, student growth). Support staff with further PD, peer observation, and mentoring, especially for Seven Steps, composite class strategies, and engaging reluctant writers. Work with staff to clarify remaining resource/PD needs and ensure practical support is provided (e.g., marking/prep assistance). Communicate and celebrate literacy growth, including dispositions, across the community	Implement RWI, four days a week, R-2 Assess reading progress using DIBELS Participate in PLCs to collaboratively plan learning, share resources and track student achievement through assessment and moderation Systematically embed Seven Steps and the revised phonics/grammar approach, providing coaching and adjustment as needed. Increase early literacy and intervention (Fresh Start, DIBELS), minimising withdrawal but maximising targeted support, using data to inform decisions.
NUMERACY	EQUITY AND EXCELLENCE EFFECTIVE LEARNERS	Our students are confident mathematicians who use creativity and critical thinking to solve problems. They embrace challenge, demonstrating flexibility and reasoning as they make connections between concepts and apply their mathematical knowledge in real-world contexts. All students, particularly in junior primary, experience measurable growth in numeracy confidence and achievement, with increasing numbers reaching and exceeding benchmarks. Teaching and learning are underpinned by the SA Mathematics Curriculum and guided by purposeful lesson design that builds on students' prior knowledge, explicitly connects mathematical ideas, and integrates problem-solving and reasoning. There is a strong focus on developing deep conceptual understanding, fostering mathematical thinking, and connecting learning to real-world contexts. Our approach values rich mathematical talk, active exploration, collaborative discussion, and encouraging students to develop and use multiple solution strategies.	Our students approach mathematical challenges by actively analysing problems and considering a variety of possible methods to solve them. They thoughtfully select and apply strategies that are both effective and suited to the task, making meaningful connections between new concepts and what they already know. Students display commitment and perseverance when faced with difficult tasks, demonstrating resilience and sustained engagement in their learning. They share their mathematical thinking clearly, using accurate language and terminology to express their ideas and solutions with confidence.	Learning design from Reception to Year 6 is structured to build on students' prior knowledge, promote meaningful mathematical dialogue, and ensure all learners are supported through differentiated instruction and accessible task design. A focus on reducing barriers to learning and fostering an inclusive classroom environment. Professional learning for staff aligns planning and instruction with the SA Mathematics Curriculum and current effective teaching approaches. The use of "Big Ideas in Number" and QuickSmart numeracy intervention programs helps target essential concepts and provides additional support as needed. Professional Learning Teams work together to create and share rich mathematical tasks that develop deep understanding, encourage reasoning, and allow for multiple solution strategies. Whole-school numeracy intervention initiatives enable early identification of learning needs and targeted support, with ongoing upskilling of both SSOs and teachers to ensure every student is supported on their learning journey.	Provide targeted professional learning focused on the SA Mathematics Curriculum, ensuring all staff deepen their understanding of effective numeracy instruction. Teachers released for collaborative planning, allowing them to design engaging tasks that foster key mathematical dispositions Prioritise PD and PLT collaboration to support consistent implementation of the SA Mathematics Curriculum, facilitating year-level planning sessions. Numeracy progress will be systematically tracked and monitored. Maximise impact and reduce barriers to learning - protect dedicated mathematics and literacy blocks, minimising interruptions and upholding a strong focus on core learning time.	We ensure students regularly engage in problem-solving opportunities that spark curiosity and encourage creative thinking. Lessons feature complex, engaging tasks designed to challenge students and connect mathematics to authentic, real-world scenarios. Positive mathematical dispositions—such as perseverance, a willingness to take risks, and appreciation for multiple strategies—are intentionally woven into lesson design and assessment. The SA Curriculum underpins all planning, providing a consistent and comprehensive framework for teaching and learning. Staff collaborate in Professional Learning Teams to design rich learning experiences, share resources, and monitor student progress, supporting continual improvement in mathematics outcomes.

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