SITE LEARNING PLAN - Saddleworth Primary School – 2026

Mission Statement: *At Saddleworth Primary School, our mission is to foster a nurturing and inclusive environment where every child can thrive academically, socially and emotionally. We are dedicated to providing a stimulating and creative learning experience that encourages curiosity, critical thinking, and a love for lifelong learning. Our commitment is to cultivate respect, resilience, and a sense of responsibility, ensuring each and every child develops the skills and confidence to participate and succeed in an ever-changing world.*

PRIORITY

At Saddleworth Primary School, students learn in an environment that prioritises safety, wellbeing and high-quality learning. Building on the strong foundations established through our previous work, our 2026 Site Learning Plan focuses on developing learners' metacognition and self-regulation.

We want students to become increasingly aware of themselves as learners. This involves understanding how they learn, monitoring their progress, selecting effective learning strategies and responding positively when learning becomes challenging. Through explicit teaching, reflection and opportunities to apply learning strategies, students will be supported to become self-regulated and metacognitive learners.

AREAS OF IMPACT

Area of Impact: Effective Learners

Domain: Metacognition and self-regulation.

Through our site learning plan focus, we aim to equip students with the knowledge, skills and dispositions to:

- Understand themselves as learners.
- Manage emotions and behaviour to enable engagement in learning.
- Monitor and evaluate their own learning.
- Select and apply appropriate learning strategies.
- Persist when faced with challenge or uncertainty.
- Reflect on progress and identify next steps for improvement.
- Develop increasing independence, responsibility and ownership of learning.

Actions:

Develop learner independence and self-regulation

- Students will be supported to manage their emotions, learning behaviours, attention and effort through consistent classroom routines and expectations.
- Teachers will explicitly teach strategies that support persistence, organisation, self-monitoring and help-seeking.
- Learning experiences will encourage students to work through productive struggle and view mistakes as opportunities for learning.

Explicitly teach metacognitive thinking and learning strategies

- Staff will explicitly model and teach thinking processes, including planning, monitoring and evaluating learning.
- Students will develop a shared language for learning and be supported to articulate what they are learning, how they are learning and what strategies they are using.
- Teachers will model thinking aloud and make learning processes visible.

LEVERS FOR IMPACT

SLP focused, collaborative staff meetings:

Regular staff meetings will focus on:

- Exploring strategies that support metacognition and self-regulation.
- Identifying educator actions to trial over a four-week period.
- Sharing and analysing evidence of impact and determining next steps.

Professional Development:

As a site, we will explore opportunities to engage in professional learning focused on:

- Metacognition and self-regulation.
- South Australian Curriculum dispositions and capabilities.
- Explicit teaching practices that make thinking visible and support learners to plan, monitor and evaluate their learning.
- Developing shared language and consistent approaches to learning behaviours, learning strategies and reflection across the school.

Pupil Free Days:

Pupil Free Days will provide opportunities for staff to:

- Engage in professional learning to support site learning plan priorities
- Review evidence of learner behaviour, dispositions, capabilities and growth.
- Reflect on the effectiveness of agreed practices.
- Refine approaches to teaching metacognition and self-regulation.
- Strengthen consistency of practice across the site.

Leadership Actions:

Leadership will:

- Access professional learning and collaboration opportunities aligned to the Site Learning Plan.
- Support staff to implement agreed strategies and monitor impact.
- Facilitate regular review of student learning and engagement data.
- Ensure ongoing alignment between site priorities, professional learning, performance development processes and classroom practice.

OUTCOME MEASURES

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To monitor the impact of our Site Learning Plan and evaluate progress, a range of evidence sources will be used.

Student Learning Data	**Learner Engagement and Wellbeing Data**	**Practice Evidence**	**Stakeholder Feedback**
• NAPLAN • Brightpath • PAT R & M • DIBELS • Classroom-based assessments • Student goal-setting and reflection records	• Wellbeing and Engagement Collection (WEC) • Site-based wellbeing and engagement surveys • Attendance data • Behaviour and engagement data • Student voice and learner interviews	• Classroom observations • Learning walks • Student work samples • Evidence of learning intentions, success criteria and reflective practices • Student ability to articulate learning goals, strategies and next steps	• Student feedback • Staff feedback • Family feedback

METACOGNITION & SELF-REGULATION – GOAL 1

WHERE ARE WE?

Staff have created safe, supportive learning environments where students feel respected, connected and supported. Initiatives such as regulation spaces, wellbeing programs, flexible learning structures and The Resilience Project help support student wellbeing and participation. Students are increasingly willing to ask questions, seek help, and contribute to discussions. Teachers intentionally plan learning which includes a range of adjustments to support diverse needs.

At the same time, learner complexity is increasing. Many students require significant adult support and find it difficult to work independently, persist through challenge or regulate their learning behaviours. Staff are responding to a wide range of learning, wellbeing and support needs. While strong foundations are in place, there is an opportunity to further develop students' metacognition and self-regulation. By helping learners better understand how they learn, use effective learning strategies, and monitor their own progress, we can build greater independence, resilience and success across all areas of learning.

WEC - 2025	ATTENDANCE DATA	PARENT SURVEY DATA	BEHAVIOUR
Cognitive engagement - 77% Academic self-concept - 86% Perseverance – 64%	2026 – 88.15%	Has input into learning – 53% Receives learning tips – 43% Receives enough communication – 66%	

WHERE DO WE WANT TO GET TO?

For our learners to develop the skills to be effective learners by managing their emotions & behaviours, better understanding how they learn, use effective learning strategies, and monitor their own progress

CONNECTION TO STRATEGY

Effective Learners

- Metacognition and Self-Regulation
  - Learners who can stop and think about what's needed to best achieve the task in front of them.

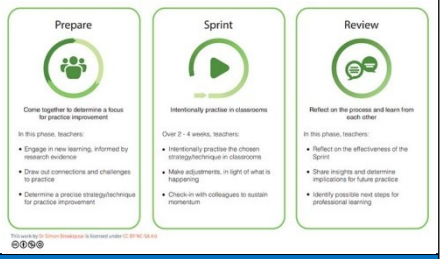
System Lever

- Strengthening Supports
  - Greater recognition and understanding of the role non-teaching staff provide in supporting learners, preschools and schools.
  - Family involvement in the learning journey (Seesaw/communication methods)

HOW MIGHT WE GET THERE?

STRATEGY 1 –EXPLICIT MORNING SELF-REGULATION CHECK-INS

- Engage in professional learning about metacognition & self-regulation
- Identify specific strategy to implement within classrooms (designing explicit morning self-regulation check in)
- Trial strategy over 4 week period
- Reflect on impact and determine next steps
- Share SLP information and strategies with families



ACTION PLAN

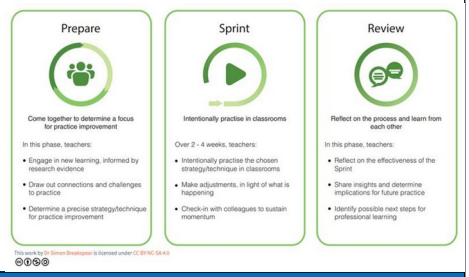
TERM 1	TERM 2	TERM 3	TERM 4
	Week 3 – Pupil Free Day Metacognition & Self-Regulation **Week 6 – Staff Meeting** Collaboratively develop Self-Regulation Check ins **Week 7-10** Trial Check ins with in classes **Week 10 Staff Meeting** Reflection (Check in impact)		

MATHEMATICS – GOAL 2

Evidence from NAPLAN Numeracy and PAT Mathematics indicates that achievement in mathematics is lower than in English & literacy assessments. While students demonstrate strengths in some areas of mathematics, the data suggests that many learners require greater support to develop confidence, persistence and independence when engaging with mathematical thinking and problem-solving.

As a staff, we have identified a need to strengthen our understanding and implementation of the South Australian Mathematics Curriculum, including the role of dispositions, capabilities and learning strategies in supporting student success.

WHERE ARE WE?	Year 1 Numeracy Screening Check	PAT-M	NAPLAN Numeracy	WEC 2025
	.	**Year 3** **Year 4** **Year 5** **Year 6**	**Year 3** Exceeding Strong Developing Needs Additional Support **Year 5** Exceeding Strong Developing Needs Additional Support	• Cognitive engagement - 77% • Academic self-concept - 86% • Perseverance – 64%

WHERE DO WE WANT TO GET TO?	For our learners to develop the skills to be effective learners by managing their emotions & behaviours, better understanding how they learn, use effective learning strategies, and monitor their own progress
CONNECTION TO STRATEGY	**Effective Learners** o Metacognition and Self-Regulation ▪ Learners who can stop and think about what's needed to best achieve the task in front of them. **System Lever** - Strengthening Supports o Greater recognition and understanding of the role non-teaching staff provide in supporting learners, preschools and schools. o Family involvement in the learning journey through the use of Seesaw and other communication methods
HOW MIGHT WE GET THERE?	**STRATEGY 2 – STOP & THINK ABOUT WHAT IS NEEDED TO ACHIEVE MATHEMATICS TASKS** • Engage in professional learning about metacognition & self-regulation • Identify specific strategy to implement within classrooms (designing prompts to help students identify learning behaviours and thinking required to complete a problem solving task) • Trial strategy over 4 week period • Reflect on impact and determine next steps • Share SLP information and strategies with families 

ACTION PLAN

TERM 1	TERM 2	TERM 3	TERM 4
	Week 3 – Pupil Free Day Metacognition & Self-Regulation **Week 6 – Staff Meeting** Collaboratively develop Learning Behaviours & Thinking Prompts for use in maths lessons **Week 7-10** Trial Prompts within classes **Week 10 Staff Meeting** Reflection (Learning Behaviours & Thinking Prompts impact)		