2026 Woodville Gardens Birth – Year 6 Learning Plan

Vision: We work alongside our families and the wider community to create an innovative learning environment with high achievement standards in learning and in care.
Our Values: Respect, Responsibility and Fairness

Areas of Impact	Measures of Success	Leader Action	Teacher Action	Student Action	Resources
Effective Learners in Mathematics Domain *Metacognition and Self Regulation/ Strategic Awareness*	Learners persist and use various strategies and sources when stuck Learners engage with tasks at an appropriate level of challenge. WEC, Attendance and Behaviour Data NAPLAN, PAT, Year 1 Numeracy check, School diagnostics	Facilitate Data-Informed Learning Cycles - Integrate systematic use of data sources into PLT, Learning Teams, and Reference Group cycles. Ensure leaders set agendas that explicitly prompt reflection on learner strengths, challenges, and the impact of interventions. Build and Monitor Collaborative Practice - Guide agreement and consistent implementation of Scope & Sequence in Mathematics, aligned with the new SA Curriculum. Encourage leaders to promote pedagogies that support metacognition (creativity, resilience) and facilitate learning talk. Support Disposition-Driven Pedagogies - Embed review and evaluation cycles (PLT, Learning Teams, Reference Groups) that explicitly focus on developing learner dispositions—resilience, creativity—and use learning talk to foster metacognitive skills.	Embed Learning Talk Protocols - Systematically use prompts and protocols from the PLT/Reference Group agenda to facilitate purposeful conversations and self-reflection within Maths lessons. Teachers should intentionally model and scaffold these metacognitive dialogues, particularly during problem-solving. Use and Analyse Multiple Data Points - Reference and use data (Attendance/Behaviour, NAPLAN, PAT, etc.) to inform and adapt Maths instruction, targeting student strengths and challenges. Make this analysis part of regular classroom routines and feedback cycles with students. Agree and Implement Pedagogical Practice - Collaboratively agree on practice and sequencing (Scope & Sequence), evaluate through cycles ("What will we embed? What will we stop?"), and consistently apply pedagogies that foster learner persistence and productive struggle.	Engage in Purposeful Learning Talk Students are encouraged to participate in structured Maths conversations using prompts (e.g., "What did you try?", "What worked?", "What didn't work?"), fostering reflection and awareness of their learning strengths and challenges. Monitor and Reflect Using Data and Feedback - Use data sources (test results, progress monitoring) and teacher/student feedback to understand personal learning progress and areas for improvement. Contribute to Review and Evaluation Cycles - Take an active role in sharing reflections during learning team/review meetings, supporting classmates by articulating strategies and persistence in challenging mathematical tasks.	Professional Learning: Increase curriculum knowledge focusing on math Effective teaching: High impact teaching strategies and interventions focusing on improved outcomes Data and Monitoring: Use WEC, attendance, behaviour, NAPLAN, PAT, Year 1 Numeracy check, School diagnostics data to target support and track progress Family engagement: Resources and workshops for families
Effective Learners in Reading Domain *Metacognition and Self Regulation*	Learners engage in lots of purposeful learning talk with peers and adults Learners are aware of their strengths and challenges WEC, Attendance and Behaviour Data, NAPLAN, PAT, DIBELS, Phonics & Spelling Progress Monitoring, LEAP	Establish Data-Informed Collaborative Learning Teams - Lead PLTs in using assessment data to identify learner strengths and challenges and drive targeted improvements in reading. Promote a Culture of Metacognition and Talk - Advocate and provide training for using metalanguage and dialogic teaching strategies; ensure these are embedded throughout all oral language and reading instruction. Monitor Implementation and Celebrate Success Regularly observe reading practices, provide constructive feedback, and showcase examples of effective learning talk and self-regulation strategies in staff meetings and school communications.	Explicitly Teach Metacognitive Reading Strategies - Model and scaffold strategies in predicting, questioning, clarifying, and summarizing. Facilitate Structured Learning Talk Set up routines to encourage purposeful peer and adult interaction, ensuring students articulate their thinking and reasoning. Use Assessment and Feedback to Support Self-Regulation - Regularly reference data sources (e.g., PAT, DIBELS, LEAP) with students, helping them identify strengths and areas for growth, and co-construct feedback and next steps.	Engage in Purposeful Learning Talk - Participate in learning conversations with peers and teachers to articulate their understanding, ask clarifying questions, and reflect using metalanguage Monitor and Reflect on Their Reading Progress - Track their own reading behaviours and outcomes using tools and feedback from assessments, identifying strengths and areas for improvement. Apply Metacognitive Strategies and Persist - Use a range of reading strategies (predicting, inferring, summarising) when reading challenging texts, and persist, seeking help or new strategies when stuck.	Professional learning Initial Lit Literacy Guarantee Unit Speech Buy in SA Curriculum Dispositions. PLTs Data and Monitoring: WEC, Attendance and Behaviour Data, NAPLAN, PAT, DIBELS, Phonics & Spelling Progress Monitoring, LEAP to target support and track progress Family engagement: Resources and workshops for families

Levers for Impact	**Measures of Success**	**Leader Action**	**Teacher/SSO Action**	**Student Action**	**Resources**
 **People Lever** Effective Teaching Empowering educators to refine practice improving student outcomes	Improved student learning, engagement and wellbeing alongside increased educator capability and confidence in effective practices.	Lead the consistent use of student data to inform planning and practice. Provide targeted professional learning, observation, and feedback to strengthen teaching practice Maintain high expectations	Use student data and feedback to inform planning Collaborate with colleagues to share practice Reflect on practice and apply feedback Maintain high expectations	Actively engage in learning Use feedback to improve knowledge and learning outcomes Aspire to meet behaviour and learning expectations	Professional learning programs observations/walk throughs Student learning, wellbeing and engagement data
 **System Lever** Strengthening Support Provide responsive supports to improve student outcomes.	Improved learner engagement and outcomes through timely, and responsive Tier 1, Tier 2 and Tier 3 supports	- Maintain systems for identifying student needs using assessment and data and coordinating support. - Lead collaborative case management processes with teachers, leaders, and support staff	Identify learner needs using data Collaboration to provide the appropriate level of scaffold Apply flexible strategies and adjustments to meet diverse needs	Engage actively in learning and make use of available supports Communicate learning needs, challenges and progress	Collaboration and case management meetings Data and assessment tools to identify and monitor needs