

KELLER ROAD PRIMARY SCHOOL SITE LEARNING PLAN 2026

Our Vision: We plan to create and maintain a sense of curiosity, voice and impact in our learners. Creating powerful learners through aligning our Trauma-Informed practice with Berry Street Education Model. Our educators foster learning environments that are safe and predictable while encouraging learners to be curious.



LITERACY/NUMERACY GOAL

Numeracy:

- **(Term 1 & 2):** Students to explore and understand the 3 SA Curriculum Mathematical Dispositions (Resilient, Resourceful and Reflective).
- **(Term 3 & 4):** Promote curiosity in Mathematics through rich non-routine tasks, allowing students think strategically

Literacy:

Using Seven Steps to increase writer reader engagement. This will also develop correct structure for writing genres. Whilst encouraging collaboration, critical and creative thinking.

CURRENT ACTIONS 2026

Numeracy:

- Term 2: 'What do I do when I get stuck?' (*Learner action 1.1 & 1.2*)
- Term 3 and 4: Intentional planning of rich tasks (non-routine) that promote Strategic Problem Solving.
- Explore providing students with their 'Exit-Tickets' at the start of a lesson to allow authentic reflection (*Learner action 1.2*) throughout the learning process.
- Supporting staff with 'pedagogical pragmatism' to engage and support all learning styles. (Staff meeting 'Curriculum Snapshots')
- Explore new SA Curriculum Curiosity Resources.
- Unpacking and noticing/naming the SA Curriculum dispositions (resourceful, resilient and reflective)
- Teaching and learning cycles created through SA Curriculum planning and assessing
- Working towards learners becoming 'problem solvers' as opposed to 'solving problems'. (*Learner actions 1.0 1.1, 1.2, 1.3, 1.4*)

CURRENT ACTIONS 2026

Literacy:

- Beginning to explore Seven Steps for writing and reader engagement, starting with 'Sizzling Starts'.
- Moving next toward 'Dynamic Dialogue'
- Seven Steps will also aid in developing correct structure for writing genres through using '5 key teaching principles'
- Explore writing structures and genres beyond narrative and persuasive.
- Spelling Mastery Spelling Program years 3-6 in targeted groups once daily to aid in developing more fluent and confident spellers in writing.
- Oral language exploration through 'Curiosity' in particular. (Use of "Spark" phase of Curiosity framework)

MEASURES "HOW WILL YOU KNOW?"

Teachers:

- PAT
- NAPLAN
- WEC
- ORF & MAZE
- PASM
- Cumulative reviews (Initial Lit)
- Pulse Check (Dispositions & Curiosity)
- A-E report grades
- Teacher judgement

Students:

- Student attendance
- Student engagement
- Student well-being (WEC)
- Learner behaviour actions from Curiosity framework i.e being more curious: (Spark Focus)
- 1.0 *Engaging with stimuli*
- 1.1 *Recognising uncertainty*
- 1.2 *Identifying what they want or need to find out*
- 1.3 *Posing wondering questions*
- 1.4 *Seek diverse perspectives*
- Student reflections on dispositional learning for reports (Term 4)

Leaders:

- Students responses to leadership questions during walk-throughs
- Creation of Focus groups in each class- Targeted questions

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WELLBEING GOAL

Wellbeing Goal: Foster a supportive school environment where every student feels valued, and curiosity-driven learning is actively encouraged, resulting in meaningful engagement and a lasting sense of belonging.

CURRENT ACTIONS 2026

- 'Show us what you know day' - led by the cycle of inquiry.
- Whole school 'Curiosity' shout-outs in assembly.
- Building inquiry, intrinsic curiosity and motivation and agency in learning
- Learning Expeditions - Staff training and planning commencing in Term 1
- Years 3-6 Learning Rotations - building and maintaining community connections
- Outdoor Learning Day- May & November
- Buddies program (weekly catch-ups)
- Exploring what learners can 'know' 'do' and 'be' as powerful learners - aligning with the SA Curriculum.
- Continue with Makers Empire curiosity, creativity and exploration.
- Explore new SA Curriculum Curiosity Resources.
- Embed curiosity dialogue.

CURRENT ACTIONS 2026

MEASURES "HOW WILL YOU KNOW?"

Teachers:

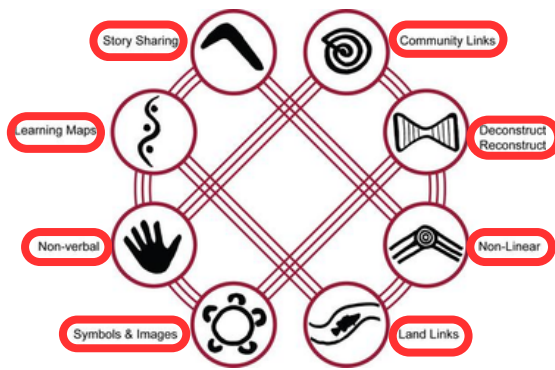
- Pulse Checks (curiosity)
- Teacher judgement
- WEC Data
- Aboriginal Learner Data
- Learning Expeditions outcomes
- Formative noticing and naming of dispositional learning

Students:

- Student attendance
- Student engagement
- Student well-being (WEC)
- Learner behaviour actions from Curiosity framework i.e being more curious: (Spark Focus)
- 1.0 *Engaging with stimuli*
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- Student reflections on dispositional learning for reports (Term 4)

Leaders:

- Students responses to leadership questions during walk-throughs
- Student behavioural/disengagement referrals will see a decrease



 = Can be targeted and implemented through whole school curiosity and metacognition focus

The 8 Ways of Aboriginal Learning fosters curiosity through exploration, storytelling, and inquiry, while developing metacognition by encouraging learners to reflect on their thinking, learning processes, and perspectives.

Element	Curiosity	Metacognition
Story sharing	Sparks questions	Reflect on interpretations
Learning maps	Anticipate learning	Monitor progress
Non-verbal learning	Explore meaning	Notice thinking processes
Symbols/images	Creative meaning-making	Organise ideas
Land links	Real-world inquiry	Contextual reflection
Non-linear learning	Explore connections	Track thinking paths
Deconstruct/reconstruct	Investigate ideas	Analyse understanding
Community links	Shared questioning	Reflect on perspectives

RESOURCES

What resources will be effective:

Numeracy:

- Teaching and Learning Directorate – Network for Mathematics around curiosity – Resources that are shared by Caitlin, Aleesha, Toni and Glen and professional learning
- SA Curriculum – proto-type 2
- New SA Curriculum Curiosity Resources – (When available)
- DfE Teacher’s Companion
- Essential Assessment (Diagnostic, pre, mid and post testing and goal setting)
- Math’s Trek (Teaching and learning cycles)
- PVAT (Place value knowledge)
- NRich (non-routine/problem solving)
- YouCubed

Literacy:

- O.G (card decks, lesson resources)
- Seven Steps Teacher Hub
- Seven Steps Assessment Tool
- Decodables
- Spelling Mastery
- Initialit Resources

Wellbeing:

- Berry Street – Resources
- SA Curriculum Curiosity Resources
- Aboriginal 8 Ways of Learning Framework
- Metacognition – Resources

PEDAGOGY

What pedagogical ‘moves’ will be effective:

- Posing questions in a safe environment
- Allowing multiples ways of representation
- Vertical problem-solving
- Allowing for productive struggle before explicit teaching
- Balanced teacher talk time
- Promote metacognitive processes
- Intentional resourceful practices (random groupings, “give one, get one”)
- Intentional resilience practices – “my best mistake”
- Intentional reflective practices- reflective question stems
- Exit slips/reflections at start or middle of lessons
- Gallery walks

Curiosity Framework: “Spark”

Imagining possibilities
For prompting learners to imagine diverse possibilities at the beginning of their brainstorming in Visual Arts
Start with the stretch
For sparking curiosity through conceptual challenge and build learner resilience when grappling with uncertainty.
Following learner ideas
For collectively building on the contributions of a learner.
Notice and wonder
For supporting learners to develop a habit of noticing and wondering
Plot Prophets
For supporting learners to generate predictions in connection to a text.
Game making
To spark curiosity into game design through game mashups and unusual games and explore it through playing learner-created games.
Unknown tools, Untold stories
For supporting learners to be inquisitive thinkers who stop, think, and ask purposeful questions.