

Site Learning Plan 2026

SALISBURY PARK PRIMARY SCHOOL



Honesty

Respect

Fairness

Belonging

Our Vision

We aim to provide inclusive, safe and rigorous learning environments that support physical, emotional and mental health, promoting a “Pathway to Success” for all.

Current Actions

- Predictable routines.
- Teach and acknowledge expected behaviours.
- Building emotional vocabulary.
- Participating in daily circles.
- Teach, Display and refer to school values
- Student connection with Salisbury Park Kindy
- SALSPAC community Activities
- Trauma Informed Practice (BSEM)
- Resourcing ZoR and Open Parachute

Goal 1 : Wellbeing

To teach emotional language & co-regulation strategies to help students manage emotions safely, maximise learning and build their sense of belonging.

Embedded Practice

Daily sharing circle
Intentional break breaks
Ready to Learn plans for students (where required)
5:1 positives to re-directional instruction, in relation to recognition with token
Established Regulation, Reset and Refer processes for each class

2026 Actions

- Tier 2 Social, Emotional and regulation Intervention target groups - Term 1 (Resourced through Open Parachute)
- Build a consistent definition across SPPS of AOI Metacognition and Self-Regulation, Readings and unpacking at staff meetings and PFD - Term 1 onwards
- Training of SEL program Zones of Regulation - Term 1 onwards
- Follow the recommendations of the EEF guidance report - Term 1 onwards

Measures

Increase in WEC data

- Wellbeing Literacy 13% (2024)- 16% (2025)
- Emotional Regulation (Resilience) 36% (2024) - 31% (2025)
- Emotional Regulation (Coping skills) - 19% (2025- new question)

Pulse check of Behaviour data (EMS)
Aboriginal Learner Data tracking
EEF M & SR Guidance Report Assessment
Leadership observations/walkthroughs

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Through high-quality, differentiated teaching and ongoing formative assessment, our school will nurture a culture where every student can enjoy mathematics, take intellectual risks, and develop the resilience needed for lifelong success.

Actions

Each teacher will use formative assessment processes that identify what learners know, understand and can do, prior to and during the learning, and use this information to inform and adjust next teaching steps.

Each teacher will support differentiated learning that addresses misconceptions and focuses on the big ideas of mathematics, by providing problem-based mathematics using open, visual, and creative tasks and activities.

Each teacher will model mathematical language (Vocab) and provide opportunities for students to practice using this to articulate their thinking.

Curriculum Lead to model, co-teach and support staff

Goal 2 : Mathematics

- 2.1 - To maintain and increase the number of students in Strong and Exceeding in NAPLAN Maths.
- 2.2 - To support staff in understanding, planning and assessment of the dispositions

Embedded Practice

- All teachers to provide up-to-date timetable identifying Math's lessons to line managers
- Delivery of fluency Routines/Maths Chats
- All classes to have Vocab walls which are modelled and practised
- Provide evidence of maths being reinforced outside of traditional math's lessons
- Planning to follow the AC (SAC)
- Units of Work to support planning

2026 Actions

Employment of a Curriculum Lead/Mathematics Specialist - T4 2025
Planning to reflect the SA Curriculum - Term 1 onwards
SA Curriculum - unpacking further. Staff Meetings and PFD - Term 1
Designing/modifying tasks for the Mathematics Dispositions - Term 1 and 2
Assessing the dispositions - Term 3

Measures

NAPLAN
PAT-M (as an indicator)
A-E grades
Leadership observations/walkthroughs
Essential Assessment spot checks
Aboriginal Learner Data
Evidence of links to SA curriculum in planning