

Ungarra PS SLP 2026



Wellbeing for Learning

Students understand and express how they learn, set personal goals, persevere through challenges using effective strategies, and value their progress, fostering a positive sense of self and resilience as learners

Purpose statement

Educators work in partnership with families and communities to deliver **high quality teaching and learning that build powerful, confident and resilient learners who engage in their learning** and articulate their learning progression.

Every student strives for excellence through high expectations, differentiation and purposeful learning

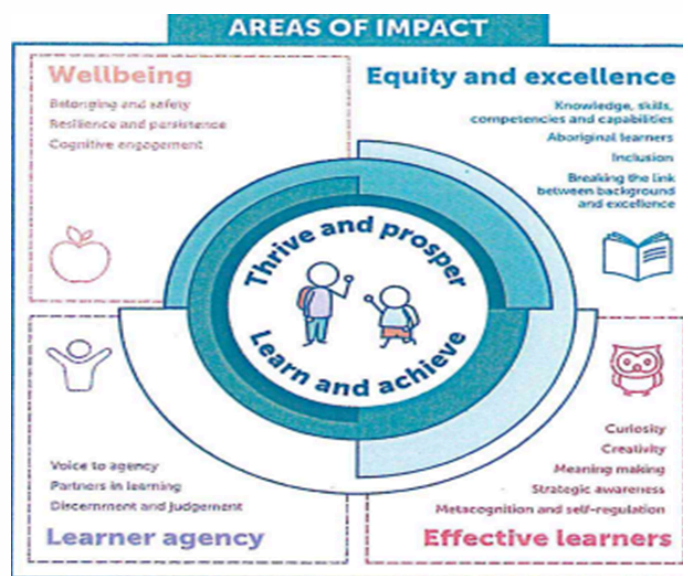


Partnerships With Families/Communities

Learning is made visible and regularly shared with families and the broader community—through platforms such as Class Dojo and student-led conferences—to build strong, collaborative connections that support student learning.

Teachers design rigorous, purposeful, and challenging learning experiences with real-life contexts, explicitly teach and model effective strategies such as metacognition and self-regulation, and support students to take ownership of their learning and share their achievements with the community.

High Quality Teaching And Learning



Focus Area: Boosting Quality Teaching and Learning Through Effective Learners

Where are we now?

High quality teaching and learning:

- Students understand the difference between learning mode rather than performance mode. and can interchange between them.

Strategic Awareness Student Pulse Checks:

- 50% of students figure out what they need to learn and who can help them learn it.
- 55% of students find another way when something is hard.
- 50% of students know what to do when they are stuck in their learning.

Strategic Awareness Teacher Pulse Checks:

- Teachers don't effectively facilitate collaborative evaluation of students' approaches using different criteria, such as clarity, accuracy, transferability (2.75/5 average ranking)
- Teachers needing to decide when to focus on reasoning vs explicit teaching. Teaching is then a response to students not having been able to master the learning, rather than in case they were not able to (3/5 average ranking).

Student PAT Data:

Inconsistent PAT results with some tier 1 students plateauing in reading and mathematics

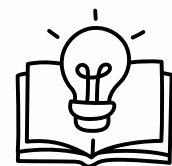
Where are we going?



Effective learners

Strategic awareness

Learners know what to do when they don't know what to do.



Literacy

- All learners have word knowledge: phonological awareness, phonics, sight words and vocabulary.

Numeracy

- All learners have foundational number and place value knowledge and transfer across mathematics strands.
- Learners persevering in complex, unfamiliar problems and drawing on strategies.

How will we get there?

Teachers will:

- Provide learning and assessment tasks that include non-routine and unfamiliar problems, then provide support and opportunities for students to select strategies and design approaches.
- Ask themselves, "Can this be reasoned, or is explicit instruction needed at this point in the learning?"
- Explicitly teach and model effective learning strategies such as metacognition, self regulation, and stuck strategies.
- Design learning with authentic real life and purposeful contexts which incorporate dispositions and capabilities from the SA Curriculum.
- Identify when to focus on learning mode vs performance mode.
- Develop their pedagogy by targeted work on their commitment to action from PLC and collaborative planning with Leader of Effective Teaching and Learning.
- Intentional investment in tier 1 teaching for literacy and numeracy.

Students will:

- Articulate what they are learning and why, their learning choices and their next steps, in depth including via termly pulse checks and student led conferences.
- Understand and articulate what success looks like by being clear about success criteria and their goals.
- Increase rigour for learning. Learners own their learning, valuing progress over perfection. Learn complex things and navigate day to day challenges. Be adaptable and have the tools to support their learning (learning mode).
- Actively participate in high-quality, evidence-based classroom lessons to build strong foundational skills in literacy and numeracy.

What will success look like?

Strategic Awareness Student Pulse Checks:

- Increase in positive responses for:
 - I figure out what I need to learn and who can help me learn it from 50% to 80% always/most of the time.
 - When I found something hard, I found another way from 55% to 80% always/most of the time.
 - I know what to do when I am stuck from 50% to 80% always/most of the time.

Strategic Awareness Teacher Pulse Checks:

Increase in positive responses to 4/5 for:

- I facilitate collaborative evaluation of students' approaches using different criteria, such as clarity, accuracy, transferability from 2.
- I ask myself "Can this be reasoned, or is explicit instruction needed at this point in the learning?" Teaching is then a response to students not having been able to master the learning, rather than in case they were not able to.

Student PAT Data:

Increase in growth of at least 6 scale points per student in reading and maths.

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Focus Area: Boosting Quality Partnerships With Families and Community

Where are we now?

Partnerships with families and community:

- 64% of parents are receiving learning tips from the school.
- 54% of parents provide input into child's learning.

Where are we going?

- Progressive reports.
- Student led conferences, including goal sharing and learning progressions.
- Sharing learning through Class Dojo
- Community based projects.
- Parent desire to be involved and engaged in learning.

How will we get there?

Teachers will:

- Share learning through Class Dojo and make learning public.
- Regular Communication: Establish consistent communication with practical learning tips related to current classroom content.
- Workshops/Info Sessions: Run brief sessions for parents (face-to-face or remote) where teachers demonstrate 'at-home' support strategies and discuss curriculum priorities.
- Structured Feedback Opportunities: Use regular surveys or quick online polls after sending learning tips regarding what worked, what parents need, or areas they'd like to contribute ideas.
- Parent-Teacher Conferences: Include a 'parent voice' segment, inviting specific input about student strengths, goals, or family culture that could be integrated into learning.
- Invite Classroom Volunteers: Encourage parents to participate in class activities or as guest speakers (via rotations, so more can be included).
- Learning Partnerships: Create a "Learning Partnership" agreement at the start of the year summarising how parents can contribute ideas and feedback in ongoing ways.

Students will:

- Student-Created Tips: Task students with creating short tip videos or notes for parents about something they learned and how it can be practised at home.
- Share at Assemblies: Students share a practical learning tip in whole-school assemblies, which is then distributed to all parents.
- Family Projects/Assignments: Incorporate learning tasks that require parent collaboration, ensuring feedback and ideas are captured as part of the assessment.
- Student-Led Conferences: Students share their learning progress with parents/carers, openly asking for input/advice to achieve personal learning goals.

What will success look like?

Parent Opinion Survey:

- Increase in positive responses for:
- receiving learning tips from 64% - 80%
 - provide input into child's learning from 54% to 80%.



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Focus Area: Resilient, Engaged and Persistent Learners



Where are we now?

Wellbeing for Learning:

- Transitioning to more purposeful learning opportunities across the curriculum which engage and motivate students.
- Consolidating Hive time so that students are ready to learn.
- Students are transitioning from passively engaged and beginning to be more actively engaged.
- Students have difficulty with perseverance when faced with unfamiliar and complex tasks.
- 64% of students are cognitively engaged. ?

Where are we going?



Resilient and Persistent Learners

Resilience and persistence

Learners have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations.

How will we get there?

Teachers will:

- Design learning with authentic real life and purposeful contexts which incorporate dispositions and capabilities from the SA Curriculum.
- Design structured Problem-Solving Tasks: Design activities that require deep thinking, have multiple steps, or not an immediate solution.
- Scaffold tasks, gradually removing supports to build student independence.
- Use reflection prompts:
 - “What challenged you? How did you respond?”
 - “What did you do when you got stuck?”
 - “What could you try next time?”
- Celebrate perseverance and resilient thinking as much as finished work.
- Explicitly teach resilience skills: Teach specific strategies for handling frustration (e.g., deep breathing, positive self-talk, step-by-step problem solving).

Students will:

- Respond purposefully to challenges and opportunities.
- Persist and use stuck strategies, aware of themselves as learners and express how they learn..
- Create high quality work with multiple drafts for a purpose and share with the community (performance mode).
- Reflect on their learning in relation to perseverance and resilience.
- Develop their resilience and coping strategies in order to remain cognitively engaged.

What will success look like?

Student WEC Data:

Increase in positive responses for: cognitive engagement from 64% to 80%.