



Coromandel Valley PRIMARY SCHOOL

Site Learning Plan

Vision:

Developing Global Learners in a Caring Community



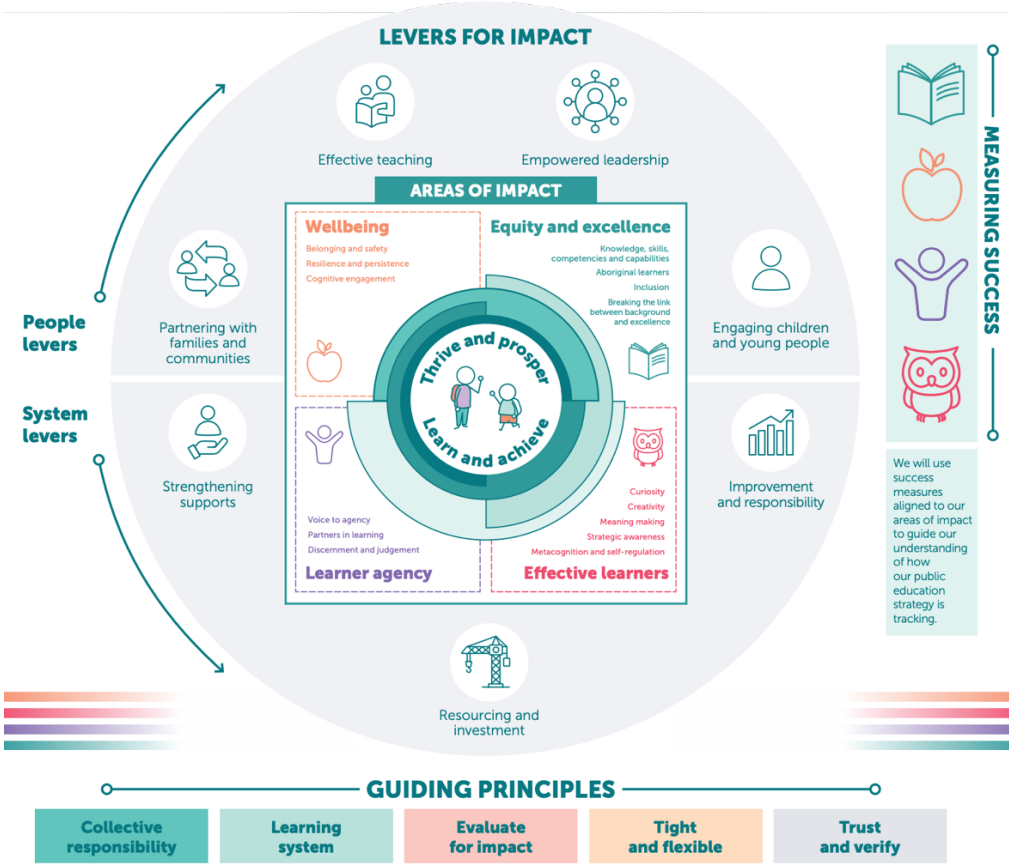
Improvement in Learning at CVPS

Improvement is about getting better at what we do!

As a school, our educators are committed to lifelong learning and seek out opportunities to strengthen our professional knowledge and skills to support continuous improvement. We believe that best practices, in all areas of the curriculum, balance the need for explicit direct instruction with opportunities to problem-solve and inquire into real-world issues.

We value working in collaboration, to identify our priorities and plan how we might get there. We reflect on what we learn, and look for evidence to inform deep learning, critical reflection and changes in practice.

As a community, we strive to embed curiosity, integrity, gratitude, kindness, perseverance and thoughtfulness into all areas of schooling.



Focus areas:



Effective Learners



Wellbeing

LITERACY

If we improve foundational literacy skills, we will increase achievement in spelling & writing.

Implementation Phase: Expanding / Embedding 2025-2026

ACTIONS

Develop and maintain a consistent, explicit approach to the teaching and learning of literacy, with a specific focus on metalanguage.

Build teacher capacity to:

- Analyse student writing samples
- Provide quality feedback
- Provide clear success criteria for writing
- Support student goal setting

Maintain effective strategies with staff to track and monitor student growth

LEARNERS

- plan, monitor and evaluate their learning
- are aware of their strengths and challenges
- engage in lots of purposeful learning talk with peers and adults
- know and can express what success looks like, setting individual learning goals
- hear educators model their thinking
- engage with tasks at an appropriate level of challenge
- seek feedback from others to move their learning forward
- stop and think about what is needed to achieve the current task
- know the next step towards their learning goals.
- have ideas and wonderings that inform planned learning experiences
- co-construct criteria for success in various ways
- have opportunities to choose what they receive feedback on and to give feedback to peers and educators.

STAFF

- engage with ongoing professional development (Playberry)
- explicitly teach using the Playberry structure and resources
- aim to engage in shared practice by observing each other and visiting other classrooms
- support staff to access required professional development
- facilitate information workshops for parents
- use strategies such as success criteria, student conferencing and 'bump it up' to provide regular feedback that moves learning forward
- determine individual writing goals which are shared and regularly reviewed.
- liaise with Brightpath team
- collaboratively moderate writing samples against Brightpath exemplars and determine student needs
- explore what successful writing looks like using BP tabled teaching points and plan for differentiation
- AET will check on Aboriginal students and check on progress

RESOURCES PROFESSIONAL LEARNING

Playberry Resources

Brightpath moderation platform
Brightpath Project Officer

Staff meeting and team meeting time

Collaborative moderation – staff meeting

Brightpath targeted teaching points

Brightpath students' next steps

The Writing Revolution

Seven Steps to Writing Success

Seven Steps to writing success rubrics

PROGRESS MONITORING TOOLS

PASM (Reception)
PAT -R
Playberry Progress Testing
Moderated Brightpath Writing Samples

Phonics Screening (Year 1)
DIBELS

NAPLAN (Years 3 & 5)

NUMERACY

If we explicitly teach core numeracy skills, whilst providing opportunities to practice open-ended problem-solving skills, we will increase achievement in Mathematics.

Implementation Phase: Exploring and Experimenting 2025-2026

ACTIONS

Develop teacher understanding about the Big Ideas in Number (BliN) and the developmental sequence of learning in Mathematics.

Develop testing and data tracking protocols to assess Big Ideas in Number knowledge and track student progress from R-6.

Develop teacher capacity to use data to inform practice when planning learning and assessment tasks.

LEARNERS

- plan, monitor and evaluate their learning
- are aware of their strengths and challenges
- engage in lots of purposeful learning talk with peers and adults
- know and can express what success looks like, setting individual goals
- hear educators model their thinking
- engage with tasks at an appropriate level of challenge
- seek feedback from others to move their learning forward
- stop and think about what is needed to achieve the current task
- know the next step towards their learning goals.
- have ideas and wonderings that inform planned learning experiences
- co-construct criteria for success in various ways
- have opportunities to choose what they receive feedback on and to give feedback to peers and educators.
- persist and use various strategies and sources when stuck

STAFF

- Engage with professional learning about the Big Ideas in Number and the developmental sequence of understanding in Mathematics
- Assess students using trust the count (R-2) / place value (PVAT- Yr 3-6) assessment tools.
- Use high quality readings, research and reference texts to guide planning and teaching.
- Support 2 teachers by providing release to engage with other key partnership staff as part of the 'Maths project'
- Ensure time, space and support for learning to occur in staff meetings, PLT meetings and SFDs.
- Plan and budget for high quality resource texts to be purchased.
- Work with lead teachers to update documentation, clear directions with assessment protocols and timeframes
- Engage with professional learning to develop a greater capacity in administering assessments, analysing and utilising data.
- Analyse data to inform teaching and to plan high quality learning and intervention that addresses cohort, class and individual student needs.
- Use a combination of explicit teaching strategies and Tier 2 intervention to address gaps in learning indicated through assessment data.

RESOURCES PROFESSIONAL LEARNING

- SFD – Term 1 2025 (Dr Ange Rogers)
- Trust the count assessment & PVAT assessment tools
- SFD Term 3 2024 – possible link with other partnership sites.
- Release for extra staff members to take part in Partnership Maths Project
- Learning through Doing subscription
- Back to Front Maths subscription
- DfE Mathematics Units and Maths Chats
- Ochre Education – Maths Reviews

PROGRESS MONITORING TOOLS

Trusting the Count & PVAT Assessments
PAT – M
NAPLAN

WELLBEING

How can we build a culture of belonging and connection that supports all students to experience wellbeing for learning?

Implementation Phase: Exploring and Experimenting 2025-2026

ACTIONS

Establish and embed a proactive approach to fostering belonging and connection within the school community.

Maintain a positive school culture to ensure wellbeing for learning.

LEARNERS

- navigate day-to day challenges
- feel and know how to be successful
- are adaptable because they have access to tools, resources and support
- are supported to have a go and persevere with new and complex learning
- raise questions confidently, without feeling judged
- have a positive sense of self and know their strengths and areas of development
- are safe, included and welcomed
- are listened to are treated fairly
- feel safe so they can open their minds to learning.
- can focus on learning because they don't feel overwhelmed.
- engage in learning experiences that grow their understanding.
- know that intelligence is not fixed.

STAFF

- Share responsibility for creating positive change
- Engage with Real Schools and utilise the tools provided
- Collect functional data and analyse it to understand underlying reasons for behaviour
- Set time aside to focus on connection and culture

RESOURCES PROFESSIONAL LEARNING

SFD – Kirsty Lush

Behaviour Support Coach – Mat Haslett

Governing Council & Parent Workshops

Real Schools Resources
– (P3P3Fs, positive primers, stored responses, circle learning)

Functional Data Templates

DfE Interoception Guidebook

EVIDENCE OF IMPACT

Reduction in numbers of students attending time out
Decrease in numbers of students experiencing school refusal or school-based anxiety
Evolution of teaching practice
WEC Survey