




# Ridgehaven Primary School

## Site Learning Plan 2025

### 'A Community Learning Together'

Our Why	Our Focus	Our Process	Our Measures
 <p><b>Our Vision</b> To create independent and self-directed learners who know that by learning together, everyone achieves more.</p> <p><b>Our Purpose</b> Our educators connect closely with families to nurture and develop each child's knowledge, skills, and capabilities. We foster an enriching environment where learning extends beyond the classroom to include self-discovery, cultural inclusivity, teamwork, and a connection to the world around us. Guided by our motto, 'a community learning together', we aim to support all children to become successful, independent, and self-directed learners.</p>	<p><b>'Being the best at getting better'</b></p>  <p><b>EFFECTIVE LEARNERS:</b> Who excel in problem-solving, think creatively and connect ideas across disciplines. They are strategic thinkers, take ownership of their learning and continually seek opportunities for growth.</p> <p><b>Our goal for 2025 is to improve Literacy and Numeracy Outcomes through the lens of:</b></p> <p><b>Curiosity</b> Learners ask questions to 'get to the bottom of it' and are less accepting of wisdom until it is evidenced.</p> <p><b>Creativity</b> Learners 'think outside the box', take chances, use imagination and intuition and are receptive to hunches and inklings.</p>	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>model effective learning</li> <li>foster a culture of inquiry and play</li> <li>offer engaging and authentic experiences allowing for creativity and curiosity</li> <li>enable exploration of ideas, questioning and clarification to make connections</li> <li>incorporate culturally inclusive experiences</li> <li>be explicit in teaching</li> <li>design tasks with clear success criteria supporting learner agency, wellbeing and inclusion</li> <li>provide and receive timely feedback</li> </ul> <p><b>Co-Educators will:</b></p> <ul style="list-style-type: none"> <li>support learners to self-regulate, engage and achieve goals</li> </ul> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>work collaboratively with teachers to have input with task design</li> <li>connect with and reflect on their learning</li> <li>self-regulate and be metacognitive</li> </ul> <p><b>Families will:</b></p> <ul style="list-style-type: none"> <li>be regularly informed about and have input into their child's learning journey.</li> </ul>	<p><b>Measuring progress through:</b></p> <ul style="list-style-type: none"> <li>sharing success stories</li> <li>evidence portfolios</li> <li>moderation of tasks</li> <li>questioning and surveying</li> <li>observing and reflecting</li> <li>peer and self-assessments</li> <li>reflecting through 'What Went Well'</li> <li>analysing the Wellbeing &amp; Engagement (WEC) Data</li> <li>stamina and engagement tracking</li> <li>'Time 2 Play' project</li> </ul>  <p><b>How will we know if we see it?</b></p> <p><b>We will see children:</b></p> <ul style="list-style-type: none"> <li>engage actively in learning</li> <li>be curious and ask questions</li> <li>think creatively</li> <li>have agency in the learning</li> <li>communicate clearly and confidently</li> <li>explore ideas and test theories</li> <li>connect learning to life experiences</li> <li>verify information before accepting it</li> <li>test hypotheses</li> <li>explain next learning steps</li> <li>model leadership</li> </ul>

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## Embedded Practices and Ongoing Priorities

<b>The Ridgely-Didge Way</b>	Values Education	Explicit teaching and assessment of our values: Respect, Persistence and Success taught through the explicit teaching of the 'Play is the Way' key concepts: The Golden Rule, Personal Best, Be Brave, Strong Decisions, Have Reasons
	Team Culture	Regular initiatives to build a culture of teamwork: Kookaburras, Rosellas, Parrots, Cockatoos and School Mascot Larry the Lorikeet Team Time (Assembly), Team Spirit Cards, Team merchandise, Team Stories, Team Songs
	Wellbeing and Inclusive Education	Trauma informed practice in all classrooms influenced by the Berry Street Education Model (BSEM) Clear and predictable routines and Welcome Circles Restorative Practices to repair, restore and build positive relationships Regulation education – explicit teaching of emotions and strategies to regulate Poet's Place – regulation space and community connections room Music Education Strategy to incorporate music into regulation education Breakfast Club program and special initiatives to build community connection and belonging Leadership Program – including year 6 leaders and captains Time 2 Play Project (Felixstow 3 Portfolio)
	Professional Learning Communities	PLCs meet three times per term to investigate pedagogical practices; track and monitor learner outcomes; and analyse data sets to plan, design and reflect on learning and teaching utilising the Learner Action Cards and Teacher's Companion as a tool. Literacy: Mentor Texts that includes cross-curriculum perspectives ; R-2 Initialit program; 3-6 Spelling and Morphology program, explicit teaching of comprehension strategies, grammar and writing. Numeracy: Big Ideas in Number ; 3-Act Maths; Thinking Maths, developing students dispositions (SA Curriculum)
	Culturally Responsive Framework	Community Partnership with Rusted Tin: Contemporary Aboriginal Art and Culture Development of school Reconciliation Action Plan utilising the Narragunnawali platform Cross-cultural perspectives taught across all classes
	Sustainability and Environmental Ambassadors	Kingfisher Reserve Project (connection with TTG Council and Green Adelaide) Recycling and litter sorting student action group



KOOKABURRAS - AUSTRALIAN BLUE WILDFLOWERS - HAVE REASONS

ROSELLAS - BOTTLE BRUSH - PERSONAL BEST

LARRY THE LORIKEET - BANKSIA - GOLDEN RULE

PARROTS - EUCALYPTUS TREE - BE BRAVE

COCKATOOS - GOLDEN WATTLE - STRONG DECISIONS