Metacognition & Self-Regulation

Respect - Inclusivity - Courage - Empathy

Wellbeing & Community

RICHMOND Primary School

Site Learning Plan - 2026

Vision:

Empowering curious, resilient learners to belong, collaborate and thrive.

Improvement as Learning at Richmond Primary School

Improvement is about getting better at what we do!

Our educators are committed to lifelong learning and seek out opportunities to strengthen our professional knowledge and skills to support continuous improvement.

We value working in collaboration with colleagues, to identify our priorities and plan how we might get there, reflect on what we learnt, and look for evidence-informed learning to support deep learning, critical reflection and changes in practice.

As we move forward with our improvement in 2026 a high priority for our school community is developing new ways of working. These will be shaped using the guiding principles of Our Strategy (DfE):

- **Trust and verify;**
- **Tight and flexible;**
- **Evaluate for impact;**
- **Learning system;**
- **Collective responsibility.**

These will inform our approach and guide the way for how we make decisions and work together, learn together and improve together.

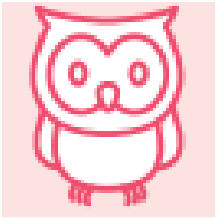
Richmond PS Context

- Over 84% EALD
- 40 cultural backgrounds
- 32 languages or dialects
- High achieving
- Data (Achievement, WEC, my Wellbeing, Perspective)
- 2 ATSI, 28 SWD - NCCD

Area of Impact / Domain

Effective Learners

- Metacognition & Self-Regulation



Implementation Phases

Exploring | Experimenting | Expanding | Embedding

Metacognition & Self-Regulation

WRITING - DIBELS - SPELLING 3-6

Explicitly teach writing crafts and traits to improve writing R-6

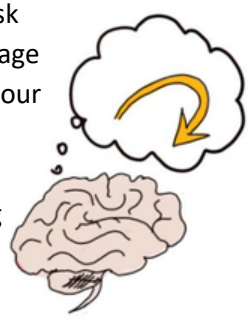
Increase teacher capacity to support students' metacognitive & self-regulation knowledge & skills through collaborative planning

Track and analyse student reading & writing data and provide regular formative feedback to support student goal setting

Teachers consistently and clearly implement learning intentions and success criteria to enhance learners understanding and achievement

Learners will:

- plan, monitor & evaluate their learning
- are aware of their strengths and challenges
- engage in lots of purposeful learning talk with peers and adults
- know & 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 & think about what is needed to achieve the current task
- can co-manage/manage their emotions, behaviour and resources
- know the next step towards their learning goals



Teachers will:

- collaboratively plan (in teams)
- deepen their understanding of metacognition (& strategies)
- model their thinking to students
- explicitly teach writing crafts and traits, display posters and refer to these
- use mentor texts
- use LEAP levels as formative assessment
- DIBELS progress monitoring is used to track the effectiveness of interventions and instructional strategies over time, with results shared and discussed in team meetings.

Leaders will:

- support development of all staff
- ensure access to resources
- establish structures and processes to support planning & evaluation

SA CURRIC / MATHS

IMPLEMENTATION PHASE: EXPLORING AND EXPERIMENTING 2026

- **Teachers will: deepen their understanding of metacognition SA curriculum**
- **use teaching cycle of pre-test, planning and post-test to re-evaluate & inform next teaching**

Dispositions

- resilience
- resourceful
- reflective

Capabilities

- problem solving
- developing understanding
- fluency and flexibility
- reasoning

Knowledge

- number
- algebra
- measurement
- space
- statistics
- probability

INDICATORS OF PROGRESS (EVIDENCE OF IMPACT)

Indicators of progress will be observed both in teacher practice (planning, modelling, feedback, collaboration) and student outcomes (engagement, metacognition, writing achievement, self-regulation), supported by clear evidence gathered from classroom artefacts, data tracking, and professional collaboration.

PROGRESS MONITORING TOOLS

- Phonics Screening Year 1
- Numeracy Check Year 1
- LEAP Levels 2026
- NAPLAN Writing
- DIBELS data
- Work samples / assessments 2025 & 2026
- Essential Assessment

Wellbeing / Culture

How can we establish and embed a culture of collective responsibility that ignites intrinsic motivation in all staff?

Implementation Phase: *Experimenting and Expanding* 2026

GOAL

Collaboratively build a 'Learning system' through:

- intentional collaboration
- collective responsibility
- working together, learning together, improving together

Focus on key areas:

- Justice and fairness climate, Conflict, Respect, Communication, Change, Voice

Improve psychological safety by:

- defining our moral purpose
- maintaining confidentiality, be trusting, listening to each other
- respecting each other - being responsive, maintaining supportive body language, respecting differences, using manners, being present
- sharing the air: ensuring everyone has a voice and that no voices are privileged above others
- Having fun and using humour
- Demonstrating the 4Cs + 1: Cooperation, Courage, Commitment, Celebration and Care

OUR ACTIONS (TEACHER, LEADER, SSO)

We will:

- share responsibility for creating positive change
- set time aside to focus on our wellbeing and culture
- continue to persist when it becomes challenging, knowing it is a worthy investment to improve our culture
- engage in professional learning (including unpacking in collaboration the myWellbeing survey, Perspective Survey and identifying actions to implement
- engage in PDP processes that are supportive, regular and ongoing
- have opportunities for collaboration in staff meeting (sharing, planning, feedback opportunities)
- focus on the positives to create a culture where everyone feels supported and respected
- be accountable - be on time, take responsibility for our actions
- be supportive of each other - be open, honest, offer to help, ask for help
- be respectful - pay attention to the person talking, one person speaks at a time, keep it positive, build on conversations, use respectful body language, everyone has a voice
- celebrate the steps along the way (even the small ones)!
- ask questions to aid understanding - use clarifying questions and probing questions (be curious)

RESOURCE ALLOCATION/ PROFESSIONAL LEARNING

Week Zero successful start

Wellbeing Coordinator (Jodi)

Staff meetings

- regular agenda item

Provide tools, structures and processes to support wellbeing

Leadership Team participating in Berry Street Education professional learning

PROGRESS MONITORING TOOLS

- myWellbeing 2026 collection and review
- Perspective Survey 2025
- Staff meetings
- WEC Data

Trust & Verify - Tight & Flexible - Evaluate for impact - Learning System - Collective Responsibility