

Resilient

Absorb: flow; pleasure of being rapt in learning

Management of Distractions:

Recognise and reduce interruptions

Notice: self regulation & Interoception (self awareness)

Persevere: stickability' tolerating the discomfort of challenge

Metacognition: understanding thinking and how you think

Purpose: establish a connection with learning



Question: get below the surface and seek information

Reason: think in a methodical way

Connect: link learning experiences and make meaning of learning opportunities

Imagine: think beyond the first answer

Capitalise: make good use of available resources

Resourceful

Capabilities

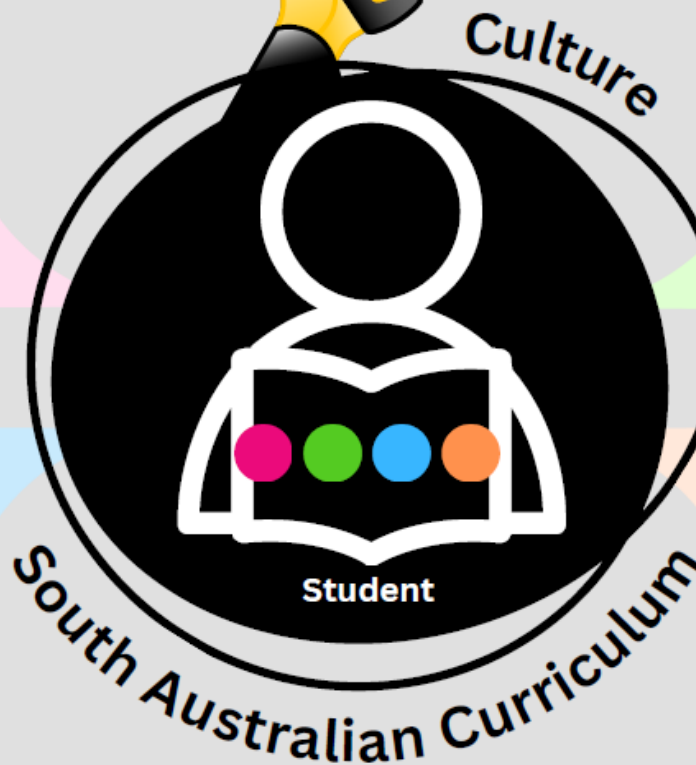
Independence: balance self reliance with sociability

Collaborate: able to work successfully with others

Empathise: understand that not everyone experiences the world in the same way

Positive Imitation: learning from others' habits and applying it to your own

Group Norms: create clear structures to communicate and work efficiently



Knowledge

Plan: work learning out in advance

Revise: monitor and adapt along the way

Distil: draw out the lesson from an experience

Meta-adaptive: understand learning and how you learn best

Evaluate: Create a clear criterion for success

Establish Goals: Set clear benchmarks of achievement

Reflective



Roseworthy Primary School

The Teaching and Learning Framework at Roseworthy Primary School promotes the independence of students as learners. Its aim is to provide students with essential tools that enhance their engagement while developing strategies that guide them in becoming effective and self-directed learners.

Reciprocate

Site Learning Plan 2026

Our Vision

Cultivating independent and resilient learners.

Purpose

Our Teaching and Learning Framework at Roseworthy Primary School promotes the independence of students as learners. Our aim is to provide students with essential tools that enhance their engagement while developing strategies that guide them in becoming effective and self-directed learners.

Guiding Principles

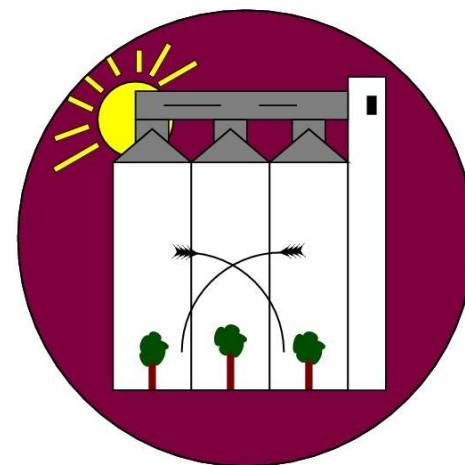
- Data Informed
- Inclusive
- Universal Language
- Reflective Practice
- Professional Development
- Shared Accountability

Strategy Area of Impact:

Effective Learners

South Australian Curriculum Implementation:

Mathematics, Technologies & Science



Respect • Responsibility • Excellence • Honesty

Impact Area	Actions/ Responsibilities	Resources	Community Connection	Site Evaluation
Effective Learners Students will familiarise themselves with the 4Rs of learning and be explicitly taught tools to develop identified dispositions: – <i>Resilience</i> – <i>Resourcefulness</i> – <i>Reciprocity</i> – <i>Reflectiveness</i>	Leaders: Lead consistent T&D towards the Department for Education Strategy – focused on Effective Learners. They will provide ongoing support towards assessment and reporting related to the South Australian Curriculum. Teachers: Engage with T&D and implement key concepts presented by leaders towards: • Guy Claxton’s 4Rs of Learning (Resilience, Resourcefulness, Reciprocity and Reflectiveness) • LPA: Split Screen Quality Task Design Students: Engage in explicit teaching towards identified skill development using the Roseworthy Primary School Teaching & Learning framework.	<i>Guy Claxton: Powering Up Children & The LPA</i> <i>The Department for Education Strategy</i>	<i>Start Right Night Presentation</i> <i>Consistent newsletter items</i>	Term 1: 🕒 Conduct Student Wellbeing Collection 2026 (WEC) Term 2: 🕒 Moderation towards rigorous task design reflective the SA curriculum (Numeracy, Technologies & Science) 🕒 NAPLAN Analysis Term 3: 🕒 Conduct PAT-M: Maintain or increase the number of students achieving PAT-M Scale Score (based on 2025 results). Student test level adjustments based on prior results. Term 4: 🕒 Engage with PAT Team to analyse 2026 PAT-M results as a whole teaching staff
South Australian Curriculum Students will strive to achieve the conceptual understandings outlined in the South Australian curriculum for R-6, while explicitly developing essential dispositions and capabilities.	Leaders: Lead consistent T&D towards the South Australian Curriculum – focused on embedding Numeracy, Technologies, Science and familiarising English. Provide ongoing support towards assessment and reporting related to the South Australian Curriculum – Mathematics, Technologies & Science. Teachers: Engage with T&D and implement key concepts presented by leaders towards: • SA Curriculum capabilities, dispositions and conceptual understandings • Engage in continuous cycles of improvement Students: Engage in explicit teaching of rigorous units of work reflective of the SA curriculum – Mathematics, Technologies, Science and English.	<i>Disposition Maps</i> <i>NRich Problem Solving Strategies</i> <i>PAT-M Data Analysis</i> <i>South Australian Curriculum</i> <i>PLC’s</i>	<i>Start Right Night Presentation</i> <i>Consistent newsletter spotlights – 2 per term</i> <i>Assessment & Reporting review</i> <i>Showcase 2026 / Parent Evening</i>	
Wellbeing Students will enhance their wellbeing through explicit teaching towards skills in self-regulation and self-awareness to successfully engage with the learning pit.	Leaders: Lead consistent T&D towards Zones of Regulation, tiered behavioural intervention strategies and self-regulation Teachers: Engage with T&D and implement key concepts presented by leaders towards: • Behaviour Intervention Strategies • Zones of Regulation Scope and Sequence Students: Engage in explicit teaching in the Zones of Regulation and engage in explicit behaviour interventions in Tier 2 and 3 as required	<i>Zones of Regulation Digital Curriculum & Scope and Sequence</i> <i>DfE Interoception toolkit</i> <i>Wellbeing Educator Toolkit</i> <i>Behaviour Support Toolkit</i>	<i>Start Right Night Presentation</i> <i>Consistent newsletter items</i> <i>Parent Connect Group</i>	