



Clapham Primary

SITE LEARNING PLAN

Respect | Responsibility | Cooperation



Clapham
Primary

CLAPHAM'S VISION STATEMENT

*“Clapham Primary is a vibrant and inclusive learning community. Our commitment to Equity and Excellence, informed by evidence-based practices, fosters collaboration and consistency, ensuring growth and improvement for every student as they **thrive and prosper, learn and achieve** across all areas of their education.”*

PREFACE

We are pleased to present Clapham Primary School's Site Learning Plan for 2025, a clear reflection of our dedication to fostering an exceptional educational experience within our vibrant Mitcham Plains Partnership. As a school with a proud tradition of academic excellence and inclusivity, this plan emphasises the importance of strong, supportive connections among students, staff, and families, which are central to every student's success.

Our Site Learning Plan is guided by the Department for Education's four areas of impact—Equity and Excellence, Wellbeing, Learner Agency, and Effective Learning. We believe that by embedding these principles in our work, we support every student in achieving their personal best while preparing them to thrive in an ever-evolving world. Our approach is driven by our commitment towards building collective responsibility, effective learning systems, and a culture of trust and inclusion. By developing a culture that measures impact with evidence, we aim to enhance the quality and consistency of learning, creating a balanced environment that is

both structured and adaptable to the needs of our students.

Fundamental elements of our plan to develop Equity and Excellence in teaching and learning, are centred around a focus on enhancing Inclusion, Wellbeing, Learner Efficacy and Community Partnerships. These focus areas are anchored in Clapham Primary's values of Respect, Responsibility and Co-operation. Our values provide the foundation for a safe, engaging, and inclusive learning environment where every student is encouraged to explore, grow, and succeed.

We recognise the essential role that a strong sense of belonging plays in the development of each student. Our school community is dedicated to fostering this belonging by upholding our shared values, which serve as a cohesive framework for collaboration, trust, and continuous improvement.

We are deeply grateful to our school staff and community for their ongoing commitment and positive attitude towards supporting our learners. It is an honour to work alongside such committed and passionate colleagues, making every effort to enable Clapham Primary School

to continue elevating standards and enhancing learning outcomes for all students. Together, we will create a future of opportunity and success, empowering our students to be lifelong learners and positive contributors within our community and beyond.

OUR COMMITMENT TO EQUITY AND EXCELLENCE

Our primary focus is embedding “Equity and Excellence” in education to prepare every student for a positive future. We believe this will be achieved through a dedicated focus on the following areas of commitment:

- 1) **Delivering high quality teaching and learning** – Providing responsive, high-quality educational experiences that prioritise equity and excellence, ensuring every student can reach their full potential.
- 2) **Prioritising wellbeing** – Fostering a safe, positive environment that enhances student wellbeing and actively engages every learner.
- 3) **Embracing inclusion and community** – Celebrating diversity to create a welcoming, inclusive and accessible community for all students and families.

OUR SCHOOL VALUES AND EXPECTATIONS

Our values of Respect, Co-operation and Responsibility are the foundation of our inclusive and supportive environment, encouraging each student to be safe and contribute positively, growing both academically and personally.

We show respect by treating others with kindness, valuing their ideas and perspectives, and honouring our shared environment.

- We listen, appreciate diversity, and recognise the unique qualities of everyone in our school community.
- We show respect by treating others with kindness, caring for our shared environment, and valuing each person’s unique qualities.
- We demonstrate self-respect by practicing responsible actions, both in person and online, to create a secure and supportive school community.

We practice co-operation by working collaboratively with others, embracing teamwork, and sharing ideas openly.

- We cooperate by following instructions and meeting agreed expectations of staff and community members.
- We support our peers, contribute positively to group efforts, and understand that together we can achieve greater success.



We uphold responsibility by taking ownership of our actions, making thoughtful choices, and striving to be a dependable member of our school.

- We understand that our behaviour affects others.
- We demonstrate integrity and accountability for our actions.
- We are prepared, attentive, focused and willing to engage in new challenges.

OVERARCHING SITE LEARNING PRIORITIES FOR CLAPHAM PRIMARY SCHOOL THROUGHOUT 2025:

- **Literacy:** Deepening student learning through the Science of Reading (and Spelling) and The Writing Revolution.
- **Numeracy:** Enhancing numeracy through evidence-based, data-informed practices and targeted interventions.
- **Wellbeing:** Building student and staff wellbeing initiatives, creating inclusive and supportive environments.

SUMMARY OF AREAS FOR SITE LEARNING IMPROVEMENT

- **Strengthen Achievement in Literacy and Numeracy** – Prioritising success in Literacy and Numeracy as the foundation for student engagement and achievement across the curriculum.
- **Promote Wellbeing and Engagement** – Supporting wellbeing and fostering a safe, secure, and positive learning environment for every student.
- **Create Inclusive and Welcoming Spaces** – Developing accessible learning environments that celebrate culture, diversity, and meet the unique needs of all students.
- **Incorporate Aboriginal Culture** – Embedding Aboriginal culture in our teaching through shared decision-making and capacity-building to enhance learning outcomes.
- **Empower Students with Disabilities** – Providing accessible and equitable education that supports the wellbeing and full potential of every student with disabilities.
- **Access to Data for School Improvement** – Working with relevant data to inform ongoing improvement and decision making. Developing student engagement in learning data to inform goal setting.
- **Deliver Integrated Support Services** – Offering a range of services to support students, families and the broader school community, fostering student success and wellbeing.

DEVELOPING EQUITY AND EXCELLENCE IN TEACHING AND LEARNING

WHAT THIS LOOKS LIKE AT CLAPHAM PRIMARY

The following three priorities outlined in this plan explicitly describe the dispositions, actions and responsibilities Clapham Primary School will promote, to develop Equity and Excellence in our teaching and learning program.

PRIORITY 1. Community partnerships, Inclusion and breaking the link between background and excellence

By engaging with our community, we create a collaborative, responsive, and reflective school culture that values each perspective and promotes a strong sense of belonging and wellbeing. This commitment to inclusivity and accessibility enhances the quality of teaching and learning, fostering a welcoming, supportive educational environment where every individual is valued and equipped to succeed.

DISPOSITIONS NEEDED

- **Collaboration:** Encourage students to work together, valuing diverse perspectives and contributing to shared goals within the school community.
- **Reflection:** Promote self-assessment and collective reflection among students and staff to enhance personal and communal growth in inclusivity.
- **Empathy and Understanding:** Foster a culture of active listening and empathy, where students recognise and appreciate the feelings and viewpoints of others.
- **Continuous Learning and Development:** Promote a lifelong learning mindset, encouraging students and staff to seek ongoing professional and personal development in inclusive practices.

WE CAN ACHIEVE THIS BY

1. Establishing a systematic approach for collecting, organising, and analysing wellbeing and academic data, ensuring alignment with our site learning priorities. This will include using standardised, DfE and school-wide data sets, processes and tools.

2. Developing staff capability and confidence in utilising data, including analysing data for priority groups and examining student work samples. This will empower teachers to make informed decisions that enhance teaching and learning practices.
3. Refining the whole-school approach to pedagogy by establishing and implementing agreed, consistent and evidence-informed practices, including Literacy and Numeracy Alignments.

ACTIONS WE WILL TAKE

- Develop and implement focused PLT time to boost staff confidence in working with data, particularly for priority student groups. Emphasise using student work samples as a key tool to directly inform and enhance teaching and learning practices.
- Strengthen staff capabilities in analysing and interpreting relevant data sets, ensuring a purposeful application of insights to inform teaching strategies, curriculum planning, and wellbeing initiatives. This will empower staff to make well informed decisions and foster a holistic, impactful learning environment.
- Explicitly teach, model and track development of dispositions for learning, aligned with SA Curriculum
- Align the whole-school approach at Clapham with consistent, evidence-informed pedagogical practices to strengthen curriculum delivery and actively foster student engagement.
- Organise events that bring together staff, students, families, and community partners, fostering opportunities for meaningful face-to-face interactions to strengthen relationships and build a positive school culture.
- Actively involve families and community members in the learning journey, building a shared commitment to school improvement and student success.
- Ensure effective communication through regular newsletters, timely updates on the school website, and engagement on social media to keep our community informed and connected.



RESPONSIBILITIES OF STAKEHOLDERS

LEADERS

- Model and uphold school values and expectations.
- Demonstrate a commitment to being data informed by working alongside staff and highlighting how data informed decisions enhance teaching and learning outcomes.
- Align the school's site learning goals, focusing on purposeful data collection that directly supports student progress and achievement.
- Elevate teaching practices by clearly defining our school's pedagogical approach and providing professional learning tailored to improve outcomes across the South Australian Curriculum.
- Lead inclusive events to connect community stakeholders, fostering engagement, strengthening relationships, and reinforcing the school's identity as a welcoming, high-performing, family-centred community.

STAFF

- Model and uphold school values and expectations.
- Actively engage in professional learning aligned to school priorities.
- Commit to advancing pedagogical approaches, particularly in Literacy and Numeracy to inform student progress and achievement.

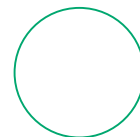
- Involve parents, carers, and community partners in the educational journey, building shared ownership.
- Maintain open communication channels to keep all stakeholders informed.

STUDENTS

- Understand and support the school's values and behavioural expectations.
- Work collaboratively and respectfully with the school to uphold positive school community and environment.
- Serve as positive role models, encouraging students to uphold school expectations.
- Show active interest in their own education.

PARENTS, CARERS, AND COMMUNITY MEMBERS

- Understand and support the school's values and behavioural expectations.
- Work collaboratively and respectfully with the school to uphold positive school community and environment.
- Serve as positive role models, encouraging students to uphold school expectations.
- Show active interest in their child's education.



HOW WE WILL MEASURE SUCCESS

- Increased use of phonics data, DIBELS, One Plans, classroom observations, PAT, PVAT, Trusting the count, AEDC and NAPLAN data to inform targeted instruction and measure student academic progress over time.
- Track and monitor development of learning dispositions through summative assessment tasks across the curriculum.
- Consistent application of data informed practices across all grade levels to support continuous improvement and align with Clapham's site learning goals in Literacy and Numeracy.



Priority 2. Wellbeing – Belonging, safety, resilience, persistence and cognitive engagement

To create a vibrant learning environment that promotes both engagement and wellbeing, cultivating a positive atmosphere that fosters a strong sense of belonging for staff, students and families alike. Our commitment centres on enhancing our inclusive practices and ensuring accessibility across all educational settings, while upholding our core values of respect, cooperation, and responsibility. By embracing these principles, we aspire to build a thriving school community where everyone feels cared for, understood, empowered, and valued.

DISPOSITIONS NEEDED

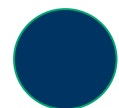
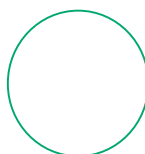
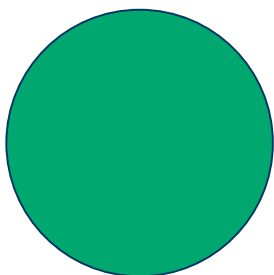
- **Self-management & Resilience:** Encourage students to manage their own learning by reflecting on assessments and setting personal goals.
- **Problem-solving & Critical Thinking:** Foster a growth mindset where students engage with learning challenges critically and creatively.
- **Collaboration:** Ensure feedback processes involve peer interaction, supporting both individual learning and collaborative skills.

WE CAN ACHIEVE THIS BY

- Using a Multi-Tiered System of support that includes proactive, universal, targeted, and intensive strategies. This system will identify students' learning and wellbeing needs. This will ensure that all students have access to the necessary supports, enhancing academic performance, wellbeing, and engagement.
- Building staff capability in implementing a range of evidence-based classroom strategies. This includes consistently applying school-wide pedagogical practices, explicitly teaching social-emotional and personal development skills, and adopting effective approaches to meet the diverse needs of all students.
- Strengthening the ability of all staff to plan, document, implement, and communicate differentiation strategies and reasonable adjustments to support the learning of all students, including those who are high achieving.
- Formalising a school-wide system for collecting evidence as part of the Nationally Consistent Collection of Data on School Students with Disability (NCCD), to record enacted differentiation and adjustments for all students.

ACTIONS WE WILL TAKE

- Implement and embed multi-tiered systems of support for academic engagement and wellbeing.
- Implement a Peer Observation process to foster a psychologically safe and supportive learning environment for staff to receive feedback on their teaching.
- Continuously monitor and adjust interventions based on ongoing progress data, focusing on improvement and responsiveness to individual student needs.
- Enhance staff capability in meeting the diverse learning needs of students by implementing and refining effective differentiation processes and practices, promoting an inclusive and responsive educational environment.
- Supporting student wellbeing and engagement through developing environments that support regulation and safety.
- Analyse engagement and wellbeing data including WEC to identify and support student wellbeing needs.
- Establish and integrate a schoolwide National Consistent Collection of Data (NCCD) framework to systematically identify and address the varied needs of all students.



RESPONSIBILITIES OF STAKEHOLDERS

LEADERS

- Be a visible presence throughout the school, engaging with students, families, and members of the broader community.
- Celebrate the achievements of both staff and students, recognising those who go above and beyond.
- Enhance staff capability through targeted support and professional development.
- Provide teachers with a clear, structured intervention approach for supporting students with complex behaviours.

STAFF

- Greet students warmly at the classroom door as part of consistent routines.
- Explicitly teach and model our school expectations of being “Respect, Responsibility, and Co-operation.”
- Model positive behaviours and foster strong relationships through consistent, calm interactions.
- Plan engaging and challenging lessons that meet the needs of all learners and provide immediate feedback.
- Maintain a restorative approach when discussing behavioural expectations, focusing on connecting, identifying, restoring, and re-connecting.
- Follow up consistently and with students using restorative procedures.



STUDENTS

- Take pride in themselves, their classmates, and their school, demonstrating respect for one another.
- Accept responsibility for their actions and work to repair any inappropriate choices they make.
- Strive to learn to the best of their abilities while allowing others the opportunity to do the same.
- Show kindness to everyone within our school community.

PARENTS, CARERS, AND COMMUNITY MEMBERS

- Engage with collaborative support of student wellbeing and student actions,
- Engage positively in school and home partnerships to support and enhance student wellbeing and engagement.
- Proactively access child’s classroom teacher as main point of contact.
- Communicate with the school if there are life changes that may impact student wellbeing and learning.

HOW WE WILL MEASURE SUCCESS

- **Sense of Belonging:** Improvement in WEC (Wellbeing and Engagement Collection) data indicating increased student sense of belonging within the school community.
- **Resilience, Distress, and Persistence:** Positive shifts in WEC data reflecting enhanced student resilience, reduced distress levels, and greater persistence in facing challenges.
- **Attendance:** Increased attendance rates as reported in EMS (Education Management System) data, demonstrating consistent student presence and commitment.
- **Engagement:** Higher levels of student engagement as indicated by WEC data, reflecting active participation and motivation in school activities and learning. Positive trends in bullying and violence data as reported in EMS.
- **Staff Morale is positive:** Perspective Survey

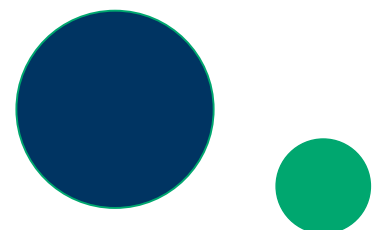


Priority 3. Effective Learners and Learner Agency

By setting clear expectations and offering tailored support, we are dedicated to guiding both staff and students in realising their full potential. We will be data-informed, with a particular focus on enhancing literacy and numeracy skills, while acknowledging students are partners in their learning.

DISPOSITIONS NEEDED

- **Collaboration:** Encourage students to work in teams, developing empathy and social awareness, key to both wellbeing and learner agency.
- **Creative & Critical Thinking:** Design learning activities that require deep thinking, analysis, and collaboration.
- **Resilience & Self-Management:** Teach students to monitor their progress, set goals, and self-regulate their behaviour to become more effective learners.
- **Problem-solving:** Engage students in authentic tasks that require them to analyse, solve, and reflect on real-world problems.



WE CAN ACHIEVE THIS BY

- Ensuring shared responsibility and accountability for Clapham's Site Learning Plan.
- Promoting consistent implementation of school approaches and teaching practices through the use of Literacy and Numeracy Alignments.
- Enacting a coaching framework for all staff. Assistant Principal and Deputy Principal to share expert knowledge to coach staff in Literacy and Numeracy.
- Establishing systems to evaluate and monitor the effectiveness of resource allocation and ensuring they align with the school's site learning goals in response to growth and evolving needs. E.g. Support staff

ACTIONS WE WILL TAKE

- Adopt assessment practices aligned with the South Australian Curriculum to accurately evaluate student progress and understanding.
- Regularly monitor and assess impact through a range of data sources to guide resource allocation effectively, ensuring adaptability to the changing needs of students and the school community.
- Develop and implement inclusive, evidence-based teaching methods tailored to meet the varied needs of all learners.

RESPONSIBILITIES OF STAKEHOLDERS

LEADERS

- Maintain site learning focus while being flexible to adapt to changes for optimal impact.
- Act as visible instructional leaders by participating actively in planning sessions and classroom activities.
- Ensure quality assurance by maintaining a clear connection between planning and implementation, with a goal of achieving significant results.
- Recognise and empower staff as champions of change, encouraging the sharing of best practices among teaching teams for ongoing improvement.
- Provide continuous support for early career teachers to foster their development.
- Allocate resources equitably based on assessed needs.
- Celebrate our achievements and successes.

STAFF

- Exhibit leadership, innovate the curriculum, and deliver quality teaching to inspire student learning.
- Create a dynamic and engaging learning environment grounded in high expectations, evidence-based practices, and innovative teaching methods.

- Implement assessment strategies that empower students to take charge of their own learning.
- Utilise meaningful data to reflect on teaching practices, monitor student progress, and establish goals.
- Develop learning plans utilising pedagogical approaches that best suit the learning expectations, balancing both direct instruction and an inquiry approach. Reflect on this in teacher teams to ensure learner agency is developed throughout learning programs and alignments.
- Dedicate themselves to ongoing collaborative professional learning, maintaining consistency in expectations, engaging in professional dialogue (PLTs), and practicing reflective teaching.
- Analyse, evaluate, and synthesise ideas while considering diverse perspectives.
- Engage in creative and critical thinking by expressing their ideas clearly and confidently.
- Collaborate with peers and act on feedback to improve their learning outcomes.

PARENTS, CARERS, AND COMMUNITY MEMBERS

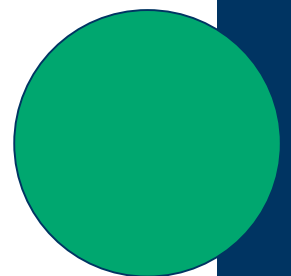
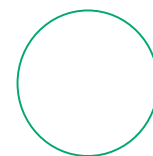
STUDENTS:

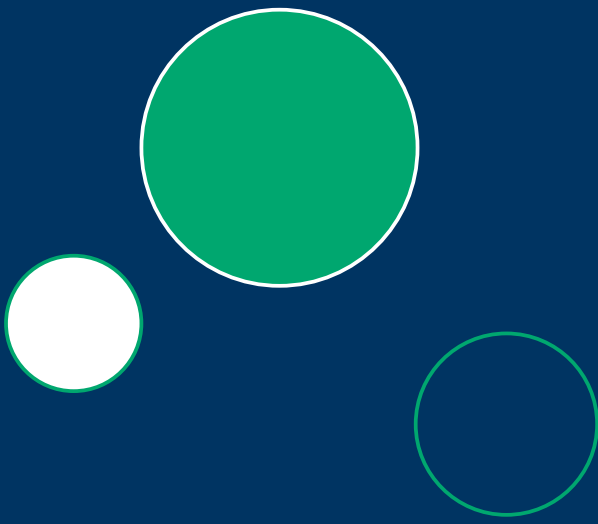
- Exhibit mastery by applying and transferring their knowledge and skills in authentic and meaningful tasks.
- Develop learner agency and positive dispositions through active engagement in learning experiences.
- Support children to engage with unknown situations and push through challenges, to develop resilience and confidence.
- Engage with conversations around the value of learning dispositions including resilience, problem solving and self-belief.
- Support and model that mistakes are learning opportunities.
- Engage with classroom teachers to discuss strategies to support this learning at home.



HOW WE WILL MEASURE SUCCESS

- Increase the number of students actively engaged in and taking ownership of their own learning.
- Explicitly teach, model and track development of dispositions for learning, aligned with SA Curriculum.
- Enhance the proportion of students who report feeling a sense of belonging and have high expectations for their success at school.
- Raise the percentage of students who exceed expected growth in Literacy and Numeracy.
- Increase the percentage of students attaining grades A and B.
- Increased student participation in decision-making processes, reflected in surveys and feedback that demonstrate a stronger sense of agency and ownership over their learning experiences.
- Enhanced collaboration between students, teachers, and parents, evidenced by higher engagement levels in co-learning activities and feedback from community partners on joint initiatives.
- Growth in student engagement and inquiry-based learning, measured by the frequency of student-initiated projects and questions during lessons, as well as feedback from teachers on students' inquisitive behaviours.
- Improvement in students' ability to generate original ideas and solutions, assessed through creative projects and performance tasks that showcase innovative thinking across subjects.
- Increased ability for students to connect and apply their learning to real-world contexts, as indicated by reflections and assessments that demonstrate deeper understanding and relevance of content.
- Enhanced self-management skills among students, measured through self-assessment tools and teacher observations that indicate improved goal setting, planning, and reflection practices.
- Growth in students' awareness and understanding of their own learning processes, assessed through tools that measure their ability to think about their thinking, as well as their strategies for monitoring and evaluating their learning outcomes.
- Visibility of learning dispositions and learner agency in events, communications and interactions with community.





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Department for Education



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