



Site Learning Plan Overview 2026

At Crafers Primary School, our vision is to establish an environment of personal growth, achievement and social awareness, where every child is encouraged and supported to make continuous improvement, whilst developing their wellbeing, mindsets and dispositions for learning in a safe and supportive learning community.

Goal 1: To extend students' knowledge and understanding of Indigenous Perspective in all aspects of learning

Actions to be taken to support our goal:

- Respectfully engage with local Aboriginal and Torres Strait Islander peoples, developing mutually trusting and respectful partnerships and relationships as we develop our cultural responsiveness and the development of our Crafers Primary School Reconciliation Action Plan (RAP).
- Intentional representation of Indigenous Perspectives within planning across all subject areas.
- Location and familiarisation of resources to support planning, including cross curriculum priorities and various online resources such as Australian Together.
- Indigenous Perspective to be included in assemblies, newsletters and community events.
- Explore Land Acknowledgements within each class to create or identify their own acknowledgement to be displayed in classrooms and across the school.

Impact on learners:

By extending the inclusion of Indigenous Perspectives across the curriculum and embedding the acceptance and acknowledgement of First Nations peoples' connection to the land, we hope to break down stereotypes and foster higher levels of understanding in our students.

Goal 2: To improve place value knowledge and understanding and fluency across the school

Actions to be taken to support our goal:

- Continue structures 300 minutes or more per week of Mathematics learning with identified 3-part lesson structure (Warm up/Discovery/Reflection).
- Undertake PVAT (Place Value Assessment Tool) and include Pre-PVAT in start of year assessments.
- Use data to inform planning and create individual pathways.
- Number Fluency Program is established and implemented across the school.
- Explore, engage and activate the SA Mathematics Curriculum through the explicit integration of framework components - positive learner dispositions (mindsets), capabilities (doing) and knowledge (conceptual understanding) in lesson design.
- Increased numeracy communication between school and home.
- Maths included in other areas of learning including specialist lessons where appropriate.

Impact on learners:

The strengthening of students' abilities in place value knowledge and fluency will develop strong growth mindsets and a positive disposition in relation to Mathematics. Utilising school-wide programs will assist in developing a common language to be used across the school, assisting students in articulating their own learning and identifying their future learning goals.

Goal 3: To develop Wellbeing within students with a focus on co- and self-regulation

Actions to be taken to support our goal:

- Participate as whole school in Wellbeing for Learning Project with identified Change Champions to lead learning within the school.
- Develop school-wide language for regulation, implementation of Brain and Movement breaks, class transitions, 3 phases of planning tasks (Get Ready, Do, Done), and teaching coping strategies
- Whole school planning for and explicit teaching of Wellbeing Framework for Learning & Life.
- Model emotional regulation.

Impact on learners:

Students will develop a sense of empowerment as they learn to identify and regulate their own emotions, leading to a stronger sense of stability and an ability to focus of their own learning. They will learn be able to recognise emotional indicators in themselves and others and develop higher levels of empathy and understanding for those around them.