

2026 -2027 SITE IMPROVEMENT PLAN

Strengthen inclusive inquiry-based learning that **sparks curiosity**, empowers students to ask questions and explore ideas, and develops critical thinking, collaboration and problem-solving skills.

Provide flexible learning pathways, visual supports, hands-on experiences and tailored guidance so students with complex needs can participate meaningfully, build confidence and independence, and demonstrate their learning in different ways.

Student success criteria: Students demonstrate curiosity by noticing, wondering, asking questions and actively investigating ideas. They make connections, reflect on their thinking and share their discoveries in ways that reflect their strengths and communication needs, with increasing independence.

Success criteria:What do we want students to be able to do?

Students will demonstrate curiosity throughout the inquiry process when they can:

- Notice and wonder:** Share what interests, surprises or puzzles them.
- Ask questions:** Pose questions that help them explore and deepen their understanding.
- Investigate:** Explore ideas, use resources and try different approaches to find answers.
- Make connections:** Connect new discoveries with what they already know.
- Think and reflect:** Explain their thinking, consider new information and revise their ideas.
- Share discoveries:** Communicate what they have learnt and identify further questions.

Students can demonstrate these skills through speech, gestures, visuals, communication devices, models or practical activities, with support as needed.

MAINTAIN EFFECTIVE ENGLISH AND MATHS PROGRAMMES THAT BUILD THE FOUNDATIONAL SKILLS STUDENTS NEED TO ENGAGE IN INQUIRY-BASED LEARNING THAT SPARKS CURIOSITY. CONNECT EXPLICIT TEACHING WITH MEANINGFUL INVESTIGATIONS, PROVIDING TAILORED SUPPORT SO ALL STUDENTS, INCLUDING THOSE WITH COMPLEX NEEDS, CAN APPLY THEIR SKILLS, EXPLORE IDEAS AND COMMUNICATE THEIR LEARNING.

	Term 1	Term 2	Term 3	Term 4
Assessment and Reporting Schedule	REC: PASM – March Year 1 – 6: Beginning ORF and Maze – Weeks 3 – 5 NAPLAN – Year 3 and 5 – Week 7 – 9 Year 1 – Numeracy Check- Weeks 6 - 8	Year 1 – 6: Middle of year ORF and Maze – Weeks 7 - 10 LEAP Levels: REC – Year 6 – Week 8 and 9 NCCD Data: Week 10	Year 2 – 6: PAT R & M – Weeks 7 – 10 Year 1 Phonics – Weeks 4 - 6	REC: PASM – Week 7 - 8 Year 1 – 6: end of year ORF and Maze – Weeks 4 - 6

Task Design & Pedagogy:	Curiosity Framework	SA Curriculum
Strengthen planning, programming, task design and teaching aligned with the SA Curriculum through inquiry-based learning that sparks curiosity. Connect explicit teaching and effective instructional routines with purposeful investigations that develop students' understanding, problem-solving and reasoning skills. Provide tailored support so all students, including those with complex needs, can participate meaningfully and demonstrate their learning.	Engage in professional learning to deepen our understanding of the “Curiosity Framework”, explore the “phases of curiosity” and identify the key educator actions that spark and sustain curiosity. Apply this learning to strengthen the planning and delivery of our inquiry processes, supporting students to question, investigate and develop deeper understanding.	Engage in professional learning to deepen our understanding of the SA Curriculum and use it to develop integrated inquiry topics that connect learning across curriculum areas. Strengthen collaborative planning to design purposeful learning experiences that spark curiosity, build knowledge and skills, and support all students to question, investigate and make meaningful connections.

IMPACT AREAS

WELLBEING

Belonging and safety

Learners feel they belong, are culturally safe, and are free to experiment, to raise questions and learn without feeling threatened.

Resilience and persistence

Learners have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations.

Cognitive engagement

Learners have the mental capability to engage actively in learning and feel stretched and challenged.

EFFECTIVE LEARNERS

Curiosity

Learners ask questions to ‘get to the bottom of it’ and are less accepting of received wisdom until it is evidenced.

Creativity

Learners think ‘outside the box’, take chances, use imagination and intuition and are receptive to hunches and inklings.

Meaning making

Learners make connections between past information and/or experiences and new knowledge.

Strategic awareness

Learners know what to do when they don’t know what to do.

Metacognition and self-regulation

Learners who can stop and think about what’s needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.

Cycle of Inquiry

Explore what sparks students' interest, how they ask questions and who needs support to participate.



Prioritise students' ability to generate questions and pursue purposeful investigations.

Examine whether planning provides enough thinking time, student choice, background knowledge and opportunities to follow questions. Identify barriers to participation.

Explore the Curiosity Framework, its phases and key educator actions. Collaboratively use the SA Curriculum to plan integrated topics with clear learning intentions, explicit teaching and opportunities for investigation.

Trial an integrated inquiry sequence. Use interesting objects, experiences or problems to spark questions. Model questioning, support investigations and provide regular reflection opportunities. Include visual supports, practical resources and varied communication options.