



2026 Site Learning Plan

To help our students become more effective learners through Metacognition & Self Regulated Learning

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. Learners can pause, reflect and adjust their actions if needed.

OUR STUDENTS CAN

Students can set clear learning goals by using metacognitive and self-regulated learning strategies to plan, monitor, and evaluate their progress. This process enables them to make informed adjustments to their learning processes or behaviours to achieve their goals. As part of this approach, students can identify their strengths and challenges, take risks in their learning, and engage in purposeful learning talk.



OUR TEACHERS CAN

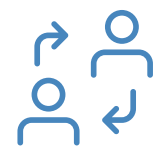


Teachers can model their thinking and explicitly teach students metacognitive and self-regulated learning strategies; including how to plan, monitor and evaluate learning. Teachers can design the learning to embed metacognitive and self-regulated learning strategies and productive struggle.



OUR LEADERS CAN

Leaders foster a whole-school culture that prioritises metacognitive and self-regulated learning by supporting and empowering students and teachers to embed these strategies. Leaders can build capacity through targeted professional learning and collaborative planning that directly supports these priorities. Leaders can monitor and evaluate the impact of these approaches through our Learning Walk model and acknowledge and celebrate progress and achievements.



OUR SCHOOL CAN



The site can embed metacognition and self-regulated learning as pedagogical strategies across all curriculum frameworks, including assessment & reporting processes. The site can create opportunities for students to engage in purposeful learning talk through Student Learning Conferences, Learning Walks and student forums. The site can strengthen school culture and values by exploring Positive Behaviours for Learning and Restorative Practices using metacognitive and self-regulated learning strategies.



INDICATORS

Progress of this work can be monitored by: student voice captured through Learning Walks and Student Learning Conferences, WEC Data (Learning Readiness), Learning Design & Curriculum, Curriculum documentation, Classroom visuals, Behaviour data and attendance).

