2026 Strategic Plan for Hampstead Primary School

Site Number:
0689 / 1910

Purpose Statement:
Hampstead Primary School is a supportive and inclusive learning community where we engage in rich, meaningful education, that develops the knowledge, skills and capabilities of all learners, to maximise their future choices and opportunities.

Our Values:
Staff team values - Trust, Respect, Accountability
Student - Respect Care, Personal growth

Government of South Australia
Department for Education

STEP 1 Analyse and Prioritise – Where do we want to get to?

Site name: Hampstead Primary School

Goal 1: To increase learner achievement and growth in Numeracy through Metacognition/Self-regulation and Strategic Awareness.
Numeracy Focus - Number and Place Value

Areas of Impact: Effective learners
Metacognition and self-regulation – Students are aware of their strengths and challenges
Strategic awareness – Student's value progress over perfection

Implementation cycle

Exploring	Enhancing	Embedding
AOI - Metacognition/self-regulation and Strategic awareness Mode B teaching strategies Dialogic talk	**Explicit teaching (Edi)** Walkthrus strategies – think-pair-share, show me boards, cold calling. Enhancing through Metacognition/self-regulation and Strategic awareness Practice - Spaced, interleaved, retrieval **Mathematics weekly structure** Challenge question – 3 read protocol	**Mathematics weekly structure** Challenge question **Explicit teaching (Edi)** Walkthrus strategies – Cold calling, Think, Pair, Share, show me boards as formative feedback/assessment strategies.

STEP 2 Challenge of practice – How might we get there?

Challenge of Practice:

- We will collectively develop and embed a whole school shared pedagogical approach to EDi and Mode B teaching through consistency of agreed practices lead by the school's agreements.
    - Effective teaching roadmap.
    - Literacy Agreement
    - Numeracy Agreement

STEP 3 Plan actions for improvement – What will we give a go?

Progress measures/indicators (what students know, do, and understand):
We will see teachers …
- use the HPS Effective teaching Road Map.
Implementing agreed strategies identified through the "Walkthrus" resource and PLT cycles to improve student metacognition/self-regulation and strategic awareness through Edi and Mode B teaching strategies.

- use the HPS Mathematics agreement
We will embed the explicit teaching in the maths weekly structure. Enhance student thinking around the "Challenge task" through metacognitive and self-regulation strategies and strategic awareness.

We will see learners …
- **Develop as effective learners through metacognition and self -regulation**
plan, monitor and evaluate their learning.
are aware of their strengths and challenges.
engage in lots of purposeful learning talk with peers and adults.
hear educators model their thinking.
engage with tasks at an appropriate level of challenge.
stop and think about what is needed to achieve the current task.
know the next step towards their learning goals.
- **Develop as effective learners through strategic aware**
talk with others, sharing what works for them and others in their learning.
can decide when they should work with others or work alone.
embrace challenges, viewing them as opportunities to learn.
persist and use various strategies and sources when stuck.
own their learning, valuing progress over perfection.
are aware of themselves as learners and can express how they learn

How and when will this be monitored, tracked and measured?
WHEN WE
Analyze assessment schedule data

NUMERACY
Yr 1 – 6 PAT M
1-4: Number and Algebra Assess. A and B
R-1 + IELP: Number assessment A and B
3-6: One minute Math test
1-4: Number and Algebra Assess. A and B

WHEN WE
 - Use explicit instruction and check for understanding through formative and summative assessments embedded in learning programs.
- Report on student progress through HPS reporting processes
- Analyze and moderate learning plans, assessment tasks and student work samples

WHENLEARNERS??? - Complete Pulse checks??Surveys??

What are our indicators of growth for the Areas of Impact??? Analysis of tasks? Dispositions? Capabilities?
Will we see student have…
Psychological safety?
Executive function – stop and think – think aloud skills?
Behaviour regulation when Approaching problems solving

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
1. Staff collaboratively plan and moderate their teaching programs to strengthen consistent programming and weekly structure and implementation of Edi and Mode B teaching in number and place value.	2025 - 2027	**Each teacher will …** - plan programming through the numeracy agreement. - include Edi and Mode B teaching strategies in their planning and assessment of numeracy. - be involved in termly moderation sessions of teaching planning. - be involved in collective team planning sessions facilitated through staff meeting. **Each leader will…** - trust teacher judgement - provide feedback to staff around programming and structures through PDP and walk-through processes. - Provide appropriate maths resources. - Provide time and structures to for moderation of teaching programs. - Provide time for team planning (R-2 and 3-6) to effectively plan units of work and weekly structure, based on moderation feedback. - Provide access to funds to support innovating Mode B teaching strategies through Mode B grant proposals.	- Literacy and Numeracy Agreements - Effective teaching road map - Mode B grants - Numeracy Coach
2. From (moderation) teacher feedback, review and improve current teaching practices around metacognition and strategic awareness through planning professional development and Teaching Sprint Cycles focused on Walkthrus teaching strategies, Edi and Mode B Teaching.	Ongoing	**Each teacher will** - actively participate in PLTs (prepare, sprint, review). - provide feedback around PLT learning to inform agreements. - apply relevant professional learning to teaching practice. - be involved in peer-to-peer observations of PLT strategies. **Each leader will…** - Provide relevant professional development material to guide PLT cycles of inquiry - provide time and structures to support PLT cycle of improvement and peer to peer observations. - collate teacher feedback around explicit teaching and Mode B strategies to form HPS learning agreements.	- Australian Education and research organisation

3. Build teacher capacity to use formative and summative assessment strategies to inform programming, target intervention and monitor progress.	2025 - 2027	**Each teacher will**
		- implement the agreed assessment schedule to progress monitor and inform teaching practice.
		- Work with Leaders analyse and review data to
		     - Identify gaps in student learning to inform learning program planning
		     - Determine success of learning program
		     - Make adjustments to improve learning programs.
		- Plan teaching and learning to include effective formative assessment strategies and summative assessment tasks.
		Each leader will
		- Work with staff and leaders to review and monitor assessment schedule data and ensure relevance of data sets
		- Provide time/resourcing to complete assessments and analyse data.
		- Ensure resources are available and staff are trained how to use assessments.
		- Provide time and structures to for moderation of teaching programs.
		- Provide time for team planning (R-2 and 3-6)
		- Provide access to funds to support innovating Mode B teaching strategies through Mode B grant proposals.
			- Numeracy Coach
			- PAT M
			- Assessment schedule

STEP 1 Analyse and Prioritise – Where do we want to get to?

Site name: Hampstead Primary School

Goal 2: To increase learners achievement and growth in Literacy through Metacognition/Self-regulation and Strategic Awareness.

Literacy Focus - Reading (Vocabulary): Synthetic phonics R-2 and Spelling and Morphology 3 – 6.
    Writing: Sentence structure and meaning making.

Areas of Impact: Effective learners

Metacognition and self-regulation – Students are aware of their strengths and challenges
Strategic awareness – Student's value progress over perfection

Implementation cycle

Exploring	Enhancing	Embedding
AOI - Metacognition/self-regulation and Strategic awareness Mode B teaching strategies Dialogic talk **Effective teaching of writing**	**Explicit teaching (Edi)** Walkthrus strategies – think-pair-share, show me boards, cold calling. Enhancing through Metacognition/self-regulation and Strategic awareness Practice - Spaced, interleaved, retrieval	Synthetic phonics – Initialit/ DFE Spelling and Morphology – DFE **Explicit teaching** - Flexible Intentional grouping **Explicit teaching (Edi)** Walkthrus strategies – Cold calling, Think, Pair, Share, show me boards as formative feedback/assessment strategies.

STEP 2 Challenge of practice – How might we get there?

How might we get there?

Challenge of Practice:

- We will collectively develop and embed a whole school shared pedagogical approach to EDi and Mode B teaching through consistency of agreed practices lead by the school's agreements.
    - Effective teaching roadmap.
    - Literacy Agreement
    - Numeracy Agreement

STEP 3 Plan actions for improvement – What will we give a go?

Give it a go

Progress measures/indicators (what learners know, do, and understand):

We will see teachers …
- use the HPS Effective teaching Road Map.
Implementing agreed strategies identified through the "Walkthrus" resource and PLT cycles to improve student metacognition/self-regulation and strategic awareness through Edi and Mode B teaching strategies.

- use the HPS Literacy Agreement
Implementing the Initialit and Spelling and Morphology scope and sequences and assessments.
Enhance the teaching of subject specific vocabulary in specialist areas. Engaging with subject specific reading content and texts types in specialist areas.
Developing a whole school approach to teaching and assessing writing

We will see learners …
- **Develop as effective learners through metacognition and self -regulation**
plan, monitor and evaluate their learning.
are aware of their strengths and challenges.
engage in lots of purposeful learning talk with peers and adults.
hear educators model their thinking.
engage with tasks at an appropriate level of challenge.
stop and think about what is needed to achieve the current task.
know the next step towards their learning goals.
- **Develop as effective learners through strategic aware**
talk with others, sharing what works for them and others in their learning.
can decide when they should work with others or work alone.
embrace challenges, viewing them as opportunities to learn.
persist and use various strategies and sources when stuck.
own their learning, valuing progress over perfection.
are aware of themselves as learners and can express how they learn

How and when will this be monitored, tracked and measured?
WHEN WE
Analyze assessment schedule data

LITERACY
All learners: PAT R, Oral Reading Fluency- DIBELs
R-2: Initialit cumulative reviews, Yr1 Phonics screener, PASM
3-6: Spelling and Morphology progress monitoring and Spelling Placement tool
IELP: Decodable reader assessment, Initial it cumulative reviews
Intervention students: Oral reading fluency – DIBELS

WHEN WE
 - Use explicit instruction and check for understanding through formative and summative assessments embedded in learning programs.
- Report on student progress through HPS reporting processes.
- Analyze and moderate learning plans, assessment tasks and student work samples.

WHEN LEARNERS??? - Complete Pulse checks??Surveys??

What are our indicators of growth for the Areas of Impact??? Analysis of tasks? Dispositions? Cababilities?

What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice			
Actions	**Timeline**	**Roles & Responsibilities –** How will this be done?	**Resources**
1. **Staff collaboratively plan and moderate their teaching programs, student tasks and work samples to strengthen consistent programming and weekly structure and implementation of Edi and Mode B teaching in Reading and writing.**	**2025 - 2027**	**Each teacher will …** - **plan programming through the literacy agreement.** - **include Edi and Mode B teaching strategies in their planning and assessment of literacy.** - **be involved in termly moderation sessions of teaching planning.** - **be involved in collective team planning sessions facilitated through staff meeting.** **Each leader will…** - **trust teacher judgement** - **provide feedback to staff around programming and structures through PDP and walk-through processes.** - **provide appropriate literacy resources.** - **provide time for team planning (R-2 and 3-6) to effectively plan units of work and weekly structure based on moderation feedback.** - **Provide time and structures to for moderation of teaching programs.** - **Provide access to funds to support innovating Mode B teaching strategies through Mode B grant proposals.**	 - - School agreements - PDP meetings - Staff meetings - Walkthurs – Tom S - Reading Comprehension Blueprint - Mode B Grants
2. **From (moderation) teacher feedback, review and improve current teaching practices around metacognition and strategic awareness through planning professional development and Teaching Sprint Cycles focused on Walkthrus teaching strategies, Edi and Mode B Teaching.**	**Ongoing**	**Each teacher will** - **actively participate in PLTs (prepare, sprint, review)** - **provide feedback around PLT learning to inform agreements** - **apply relevant professional learning to teaching practice** - **be involved in peer-to-peer observations of PLT strategies** **Each leader will…** - **Provide relevant professional development material to guide PLT cycles of inquiry** - **provide time and structures to support PLT cycle of improvement and peer to peer observations.** - **collate teacher feedback around explicit teaching and Mode B strategies to form HPS learning agreements.**	 - Australian Education and research organisation
3. **Build teacher capacity to use formative and summative assessment strategies to inform programming, target intervention and monitor progress.**	**2025 - 2027**	**Each teacher will** - **implement the agreed assessment schedule to progress monitor and inform teaching practice.** - **Work with Leaders analyse and review data to** - **- Identify gaps in student learning to inform learning program planning** - **- Determine success of learning program** - **- Make adjustments to improve learning programs.** - **Plan teaching and learning to include effective formative assessment strategies and summative assessment tasks.** **Each leader will** - **Work with staff and leaders to review and monitor assessment schedule data and ensure relevance of data sets** - **Provide time/resourcing to complete assessments and analyse data.** - **Work with staff and leaders to review and monitor assessment schedule data** - **Provide time/resourcing to complete assessments** - **Ensure resources are available and staff are and trained how to use assessments.** - **Provide time and structures to for moderation of teaching programs.** - **Provide time for team planning (R-2 and 3-6)** - **Provide access to funds to support innovating Mode B teaching strategies through Mode B grant proposals.**	- PAT R - Assessment schedule - Best advice papers

Goa

What did we learn?

What will we embed? What will we stop?

2025 - 2027

2026 Strategic Plan for

Hampstead Primary School

> **Completing steps 4 and 5**
>
> - Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
> - Step 5 is the review and evaluation process to determine the next steps for your school.
>
> - Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
> - Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
>
> - Complete every step - The School Improvement Planning Handbook explains how to do this. In addition, your Local Education Team will provide support.

Goal 1: To increase learner achievement in Mathematics with growth in number and place value.

Goal 2: To increase learner achievement and growth in reading with a focus on synthetic phonics (R-2) and spelling and morphology (vocabulary - reading comp) (3-6).

⚖️ STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	🟢 Yes 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
We will see teachers … **- use the HPS Effective teaching Road Map.** Implementing agreed strategies identified through the "Walkthrus" resource and PLT cycles to improve student metacognition/self-regulation and strategic awareness through Edi and Mode B teaching strategies. **- use the HPS Mathematics agreement** We will embed the explicit teaching in the maths weekly structure. Enhance student thinking around the "Challenge task" through metacognitive and self-regulation strategies and strategic awareness. **We will see learners …** **- Develop as effective learners through metacognition and self - regulation** plan, monitor and evaluate their learning. are aware of their strengths and challenges. engage in lots of purposeful learning talk with peers and adults. hear educators model their thinking.	🟢 🟡 🟡 🟢 🔴	- Analysis of walkthrus strategies through the PLT process continues to be effective. Enhancing metacognitive thinking and strategic awareness through the use of these strategies has been effective but is still at the early stages. - Weekly structure for mathematics is well embedded across the school . Excellent PD around the 3 read protocol has enhanced teachers having students think metacognitively through their problem solving (challenge tasks). Not sure if this has been embedded across the school. (Not explicit in planning docs) - Synthetic phonics and S&M embedded. Goo data coming in through ORF and Sand M assessments. Great NAPLAN and PAT results in spelling. - Subject specific vocab and reading has been added into the literacy agreement and will be monitored through moderation in 2026. - Will need to assess and plan together how we implement a whole school approach to writing in 2026.	

engage with tasks at an appropriate level of challenge.
stop and think about what is needed to achieve the current task.
know the next step towards their learning goals.
- **Develop as effective learners through strategic aware**
talk with others, sharing what works for them and others in their learning.
can decide when they should work with others or work alone.
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own their learning, valuing progress over perfection.
are aware of themselves as learners and can express how they learn
- **use the HPS Literacy Agreement**
Implementing the Initialit and Spelling and Morphology scope and sequences and assessments.
Enhance the teaching of subject specific vocabulary in specialist areas.
Engaging with subject specific reading content and texts types in specialist areas.
Developing a whole school approach to teaching and assessing writing

Actions	🟢 90% embedded 🟡 Needs attention/work in progress 🔴 Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Staff collaboratively plan and moderate their teaching programs to strengthen consistent programming and weekly structure and implementation of Edi and Mode B teaching in number and place value. 1. place value and number 2. Reading and writing	🟡 🟡	Some collaboration session have taken place but not with reference to moderation feedback or through the lens of the effective teaching roadmap (ETR) or agreements.	These will be structured into 2026 staff meeting sessions.
From (moderation) teacher feedback, review and improve current teaching practices around metacognition and strategic awareness through planning professional development and Teaching Sprint Cycles focused on Walkthrus teaching strategies, Edi and Mode B Teaching.	🟡	PFD looked at the EFT, the links to agreements, strategic planning and moderation in 2026 to support improved planning and practice.	Moderation against the agreements and ETR will be structured through 2026.
Build teacher capacity to use formative and summative assessment strategies to inform programming, target intervention and monitor progress.	🟡	Assessment schedule is on its way to being embedded although some of the assessments have changed with the move from WARL/WAR/WARN (Initialit) fluency assessments to the ORF.	Do we need a formal session to support staff with analysis of data? Could move the PFD to later in term 4 to support staff looking at class data for the following year.
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Goal 1: To increase student achievement in Mathematics with growth in number and place value.

Goal 2: To increase student achievement and growth in reading with a focus on synthetic phonics (R-2) and spelling and morphology (vocabulary - reading comp) (3-6).

STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Challenge of Practice:	Evidence - has this made an impact?
We will collectively develop and embed a whole school shared pedagogical approach to EDi and Mode B teaching through consistency of agreed practices lead by the school's agreements. **Effective teaching roadmap.** **Literacy Agreement** **Numeracy Agreement**	**EDi** Consistent approached to Edi through planning documentation in… - Mathematics - Synthetic phonics - Spelling and Morphology Becoming close to embedded in these teaching and learning areas. **Mode B** Some uptake of Mode B strategies evidenced through accessing of the $500 grants to enhance this learning approach. Learning plans with Mode B strategies (from the Walkthrus resources) and outcomes for students shared by teachers with staff at staff meetings.

Success Criteria:	Evidence - did we improve student learning? how do we know?
We will see teachers … - use the HPS Effective teaching Road Map. Implementing agreed strategies identified through the "Walkthrus" resource and PLT cycles to improve student metacognition/self-regulation and strategic awareness through Edi and Mode B teaching strategies. - use the HPS Mathematics agreement We will embed the explicit teaching in the maths weekly structure. Enhance student thinking around the "Challenge task" through metacognitive and self-regulation strategies and strategic awareness. **We will see learners …** - Develop as effective learners through metacognition and self -regulation plan, monitor and evaluate their learning. are aware of their strengths and challenges. engage in lots of purposeful learning talk with peers and adults. hear educators model their thinking. engage with tasks at an appropriate level of challenge. stop and think about what is needed to achieve the current task. know the next step towards their learning goals. - Develop as effective learners through strategic aware talk with others, sharing what works for them and others in their learning. can decide when they should work with others or work alone. embrace challenges, viewing them as opportunities to learn. persist and use various strategies and sources when stuck. own their learning, valuing progress over perfection. are aware of themselves as learners and can express how they learn - use the HPS Literacy Agreement Implementing the Initialit and Spelling and Morphology scope and sequences and assessments.	**Walkthrus strategies. -** Investigated heavily over the last couple of years through PLT sprint cycles. *Show me boards* are embedded in the EDi instruction though mathematics and Literacy. Show me boards is embedded in instruction. *Cold calling* strategy is still being value added to through PLT investigations after Tom Sherrington PD. "Cold calling Variations" revealed a deeper level that staff could explore and implement with this strategy. Similarly with *Think – Pair – share* – has been extensively use and various aspects of the strategy are embedded. After the Tom Sherrington PD staff PLTS fed back that some further tweaking and investigation would be beneficial. **Challenge task –** evident in mathematics planning documents. Needs further investigation around how effectively it is being implemented in class. **Synthetic phonics and S&M** – embedded across R-2 and 3-6. Implemented effectively through small group instruction. (Flexible intentional grouping.) **Subject specific vocab** in specialist areas has been explicitly addressed in the Literacy Agreement and will be an item to monitor through moderation of plans in 2026. **Writing –** Initial discussions with leadership around how to expand the use of IELP writing strategies into the mainstream. Currently different approaches to writing across mainstream classes, however NAPLAN and PAT data indicated writing is not a bad space. Review what is happening in MS classes early 2026. Work with staff around a way forward so that everyone is using and evidence based approach to writing instruction

Enhance the teaching of subject specific vocabulary in specialist areas.
Engaging with subject specific reading content and texts types in specialist areas.
Developing a whole school approach to teaching and assessing writing
- **Engaging in discussions about texts, supporting opinions with evidence.**
- **Identify and use affixes, suffixes and base words from the spelling and morphology scope and sequence.**

Evaluate our actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?
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Review our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?
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