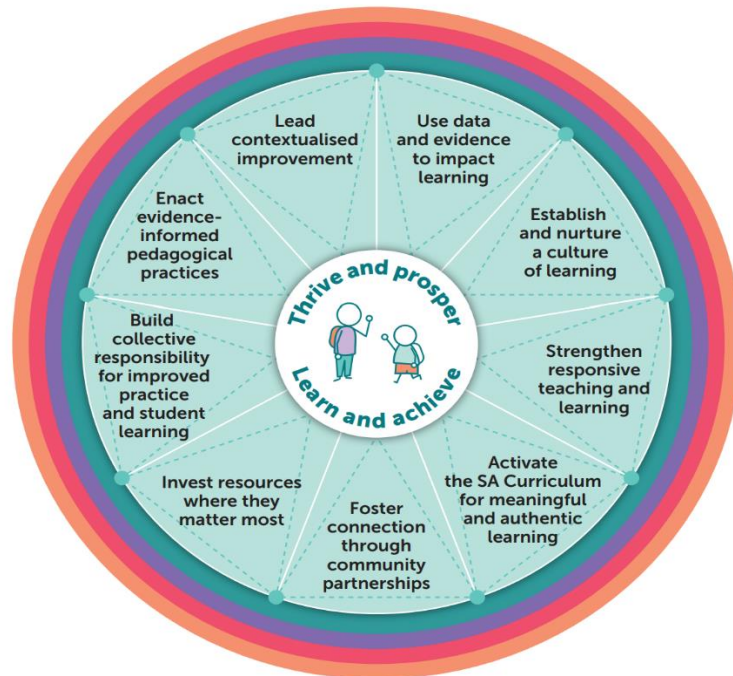




Hewett Primary School: 2026 Site Learning Plan

Our Vision: Creating our Future

Our Purpose: To support every student to grow, succeed, and contribute—building the skills, confidence, and care to become lifelong learners and active global citizens.



Guiding Principles:

- Child Centred
- Evidence Based
- Activate Learners
- High Expectations
- Evaluate for Impact
- Collective Responsibility
- Professional Learning

2026 Areas of Impact:

- Effective Learners: Zones of Regulation
Metacognition & Self-Regulation
- Equity & Excellence: Writing, Maths and Reading
Knowledge, Skills, Competencies & Capabilities

Respect – Responsibility – Learning

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Strategic/Targeted Focus		Investment Time/\$\$	Impact for Staff & Students
Effective Learners Metacognition & Self-Regulation	<p>Effective Learners are Self-Regulated Learners develop self-regulation strategies to manage emotions, sensory needs, and behaviour. They build awareness of how their actions affect relationships and learning, fostering greater independence and problem-solving skills. At Hewett PS we do this through the Zones of Regulation Curriculum.</p>	<p>Time: Week 0 PFD & Term PFDs & PLC Time Time: Student voice and consultation for framework development ZoR curriculum subscription \$300 PLC Budget: \$300 each What's the Buzz social skill development:</p>	<p>Staff involved in shared learning in Week 0 and in PLCs Staff and students involved in development of a Hewett Primary School R – 6 Zones of Regulation Framework. Consistent language R – 6 Framework will determine PLC focus for JP, MP & UP for both 2026 and in the future Student Regulation Progression</p>
Equity & Excellence: SA Curriculum Writing	<p>SA Curriculum Focus Area: English, Writing Classroom Teachers & Specialist Teachers: Writing</p> <p>Learners will work within the SA Curriculum in English and specialist subject areas with a focus on Writing.</p> <p>Learners develop writing skills through an evidence-based approach using the Simple View of Writing, explicitly teaching sentence structure, paragraph structure and passage structure to build coherent and purposeful writing.</p>	<p>Classroom teachers co planning with the SA Curriculum: English. Planning time to have a focus on sentence structure (R/1) and Paragraph Structure (2 – 6). Specialist Teachers to plan with SA Curriculum in their specialist area with a focus on Writing across the curriculum. <i>Term 1: 1/2-day planning with co teacher and senior leader: 12.5 Days</i> <i>Term 2: 1/2-day planning with co teacher and senior leader: 12.5 Days</i> <i>End of Term 2: Moderation with co teacher, specialist teacher and senior leader: 12.5 days</i> <i>27.5 TRT Days: \$24150</i> Year 2 – 6 Writing "Write Sparks" group of High Band students with a focus on paragraph and passage structure Term 1: Year 3 and Year 5 (NAPLAN Blitz) (1x lesson per week yr 3 and yr 5) Term 2 & Term 3: Year 2 and Year 4 (1x lesson per week yr 2 and yr 4)</p>	<p>Teacher confidence with the structure of the SA curriculum and the understanding of Knowledge, Capabilities and Dispositions. Teachers planning, teaching and assessing in line with the SA Curriculum in English (Writing) (classroom teachers) and HASS, Science, HPE & LOTE (specialist teachers) Staff access continued professional learning in Writing via onsite PD Shared planning and moderation with co teachers and senior leader Identified students participate in Literacy group with a focus on explicit instruction in paragraph and passage structure Maintain and increase the number of students achieving a NAPLAN Writing Criteria Score of 2 and above in Year 3 and Year 5 in Sentence Structure, Paragraph Structure & Text Structure. Maintain and increase the number of students achieving a NAPLAN Writing Criteria Score of 2 and above in Years 2 – Years 6 in Sentence Structure, Paragraph Structure & Text Structure in Writing Moderation.</p>
Equity & Excellence: SA Curriculum Focus Area Continuation: Mathematics	<p>SA Curriculum Implementation Focus Area Continuation: Mathematics & Specialist Areas Classroom Teachers: Stages of Learning Mathematical Concepts Specialist Teachers: Specialist Subject Areas</p> <p>Learners will plan for Mathematics with a focus on the Acquisition & Fluency Stages of Learning Mathematical Concepts. All staff will use the SA Curriculum: Mathematics and specialist subject areas for planning and assessing.</p>	<p>Classroom teachers planning with the SA Curriculum: Mathematics. Planning to have a focus on the Acquisition and Fluency stages of Learning Mathematical Concepts. Specialist Teachers to plan with SA Curriculum in their specialist area Year 1 Numeracy Check: DfE Funded Years 2 & 4 Numeracy 'Maths Masters' Group of High Band students with a Focus on Generalisation stage of learning mathematical focus concepts. 1x lesson per week in Term 2 and Term 3.</p>	<p>Teacher confidence with the structure of the SA curriculum and the understanding of Knowledge, Capabilities and Dispositions. Teachers planning, teaching and assessing in line with the SA Curriculum in Mathematics (classroom teachers) and HASS, Science, HPE & LOTE (specialist teachers) Teacher confidence in planning, teaching and assessing with the Stages of Learning Mathematical Concepts in mind. Identified students participate in Numeracy 'Maths Masters' group with a focus on the Generalisation stage of learning mathematical concepts involving explicit instruction of problem-solving strategies involving multiple steps.</p>
Equity & Excellence: Reading	<p>Reading – Stay the Course!</p> <p>Learners build reading skills using an evidence-based approach grounded in the Science of Reading, explicitly teaching decoding, fluency, and comprehension.</p>	<p>January LGU Conference: \$2000 Decoding Half Day TRT for Year 1 & 2 classes for start of year testing – 3 TRT Days - \$1932 Phonics Screen Pre-Check – Senior Leader Phonics Check – DfE funded Reading Eggs: \$4500 Decodable Reader Replacement - \$2500 Fluency Dibels ORF Testing 1/2 day per year 2 teacher Term 1 and 4 4x TRT Days \$2656 (DfE Funded) Comprehension Literacy Pro: \$ 7000 Cars and Stars: \$4300 Targeted Intervention 4x Year 1 MiniLit Groups: \$32500 2x Year 3 – 5 MacqLit groups: \$16250</p>	<p>Students achieve benchmarks for decoding, fluency & comprehension Staff access continued professional learning in Reading via LGU conference and onsite PD Community Engagement with Road to Reading Evening Year 1: Phonics Check: 74 % Year 2 Dibels ORF: Maintain or Increase Year 2 PAT R: SEA: 78% (35/45 students) HB: 11% (5/45students above SS115) Year 3 PAT R: SEA: 76% (35/46 students) HB: 25% (11/46 students above 117) Year 4 PAT R: SEA:83% (students) HB: 25% (15/58 students above 127) Year 5 PAT R: SEA: 85% (44/52students) HB: 30% (16/52 students above 132) Year 6 PAT R: SEA 80%: (37/46 students) HB: 30% (14/46 students above 135)</p>

