

# Improvement Plan for Settlers Farm Campus R-7

2019 to 2021

## Vision statement

Settlers Farm Campus as a community works together to inspire our students to develop respectful relationships, be resilient and maximise their potential.



Government  
of South Australia  
Department for Education

# Plan summary

Goals	Targets	Challenge of practice	Success criteria
Increase student achievement to, at or above SEA in reading from Reception to Year 7		If we focus on building a common understanding of the simple view of reading (word recognition x language comprehension = reading comprehension), specifically phonics and vocabulary, we will see an improvement in students achieving at or above SEA for reading	<p>When we conference with students they will articulate their reading goals and talk about their next steps in learning.</p> <p>When we listen to students read we will hear them apply a range of decoding strategies on unfamiliar words.</p> <p>When we talk to students about their reading we will hear them utilise a growing vocabulary and explain meaning in context when discussing texts and responding to questions.</p>
	<p>Reception - 85% of students to achieve benchmark of 18/23 in PASM testing    65% of students to reach benchmark of level 31 on stage 2 of LAMS assessment</p> <p>Year 1 - 80% of students to reach benchmark of 28 in term 3 phonics screening check    70% of students to achieve SEA in running records</p> <p>Year 2 - 75% of students to reach benchmark of 28 in term 3 phonics screening check    70% of students to achieve SEA in running records</p> <p>Year 3 - 65% of students to achieve SEA in running records    75% of students to achieve at or above SEA in PVT</p> <p>Rt testing including 45% of students in the high band.</p>		



# Improvement plan for Settlers Farm Campus R-7 2019 to 2021

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Text will reduce in size the more you type. Exceeding the optimal limits will result in illegible text size electronically and in-print.
- Complete steps **1 to 3** during term 4 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan (steps 1-3) on your school website.
- Work through **step 4** (improve practice and monitor impact) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (Review and evaluate) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning - Review and evaluate section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.
- Note that each text box has a specific optimal character limit. Character limit includes words, punctuation, bullet points and spaces.
- Be careful when copying from other documents, and remove any paragraph spaces from lists and bullet points as that will reduce text size.
- Steps 1-3 will auto-populate as you type in text, meaning text will carry over across multiple pages and sections.

For further information and advice, contact:

Review, Improvement and Accountability

Phone: 8226 1284

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# Step 1

Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.



Goal	Targets	
Goal 1 Increase student achievement to, at or above SEA in reading from Reception to Year 7	2019	
	2020	
	2021	<p>Reception - 85% of students to achieve benchmark of 18/22 in PLOM testing 65% of students to reach benchmark of level 31 on stage 2 of LARS assessment</p> <p>Year 1 - 75% of students to reach benchmark of 28 in term 3 phonics screening check 70% of students to achieve SEA in running records</p> <p>Year 2 - 75% of students to achieve SEA in running records 75% of students to achieve at or above SEA in PAT R testing including 45% of students in the high bands</p> <p>Year 3 - 65% of students to achieve SEA in running records 75% of students to achieve at or above SEA in PAT R testing including 50% of students in the high bands</p> <p>Year 4 - 80% of students achieve at or above SEA for PAT R including 60% of students in the high bands</p> <p>Year 5 - 80% of students achieve at or above SEA for PAT R including 60% of students in the high bands</p> <p>Year 6 - 80% of students achieve at or above SEA for PAT R including 60% of students in the high bands</p> <p>Year 7 - 80% of students achieve at or above SEA for PAT R including 70% of students in the high bands</p> <p>100% of students to achieve 12 months growth in PAT R testing 100% of students to achieve 12 months growth in Decodable/IR/BAS assessments using site benchmarks 100% of AIS students to achieve 12 months growth in PAT R and Running Records/ BAS assessments</p>
Goal 2	2019	
	2020	
	2021	
Goal 3	2019	
	2020	
	2021	



# Step 2

Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.



Challenge of practice	Success criteria
<p>Goal 1</p> <p>If we focus on building a common understanding of the simple view of reading (word recognition x language comprehension = reading comprehension), specifically phonics and vocabulary, we will see an improvement in students achieving at or above SEA for reading</p>	<p>When we conference with students they will articulate their reading goals and talk about their next steps in learning.</p> <p>When we listen to students read we will hear them apply a range of decoding strategies on unfamiliar words.</p> <p>When we talk to students about their reading we will hear them utilise a growing vocabulary and explain meaning in context when discussing texts and responding to questions.</p>
Goal 2	
Goal 3	

# Step 3

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.



**Goal 1:** Increase student achievement to, at or above SEA in reading from Reception to Year 7

## Challenge of practice:

If we focus on building a common understanding of the simple view of reading (word recognition x language comprehension = reading comprehension), specifically phonics and vocabulary, we will see an improvement in students achieving at or above SEA for reading

Actions	Timeline	Roles and responsibilities	Resources
1) Professional Development Leaders will provide targeted professional development for staff, to build a common understanding of the components of quality reading instruction, incorporating evidence based teaching strategies.	PFD Wk 11 T1 and ongoing	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>- Work with consultants to oversee professional development and strategic planning.</li> <li>- Run 5 week sprints with staff targeting specific areas of need.</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>- PLC leaders support with planning and implementing 5 week sprints</li> </ul> <p><b>Consultants</b></p> <ul style="list-style-type: none"> <li>- PPD with Bill Hansberry to focus on simple view of reading and morphology.</li> <li>- Speech Pathologist to work with whole site and individual teachers providing professional development, co-plan teaching programs and share intervention strategies.</li> </ul>	<p>Consultant - Bill Hansberry Leadership as part of PLC structure Orbis Instructional Leadership PD for curriculum leaders</p> <p>LGU Speech Pathologist AET and EALD Teachers</p>
2) Consistent approach to teaching Teachers and leaders will implement consistent reading pedagogy and lesson structures based on shared school commitments.	Term 1 wk 6-11 and ongoing Terms 2-4	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>- Manage PLC and support with building teacher capacity.</li> <li>- Develop clear agreements for school English agreement outlining structure of a lesson and literacy block components.</li> <li>- Refine PDP processes to include data around data and pedagogy, formal observations, and instructional coaching</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>- Consult on school agreements surrounding lesson structures, pedagogy, and literacy 'block' components</li> </ul> <p><b>Consultants</b></p> <ul style="list-style-type: none"> <li>- Bill Hansberry: Provide professional development for staff around quality reading instruction and high impact literacy</li> <li>- PLC leaders: mentor team members and provide additional support when needed</li> <li>- LGU: support staff with PP and specific resources.</li> </ul>	<p>LGU Speech Pathologist Curriculum Leaders Teacher release for data discussions 'Extra' teacher for R-2 differentiated groups PLC and PLC release for 5 week sprints including AET and EALD teachers Release for student reading assessments SSO support Curriculum resources e.g. literacy progressions, best advice series, decodable texts</p>
3) Phonics Teachers will use triangulated phonics data to identify student need and deliver targeted instruction based on the Jolly Phonics and Grammar scope and sequence.	Term 1-4	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>- Oversee implementation of Jolly Phonics scope and sequence in classrooms.</li> <li>- Meet with teachers to discuss student data and assist with planning differentiated instruction.</li> <li>- Extra teacher to be funded for R-2 cohorts to support with differentiated grouping for purpose within phonics instruction.</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>- PLC leaders: share information and guide learning related to phonics instruction for teaching team.</li> <li>- PLC leaders: mentor team members and provide additional support when needed</li> </ul> <p><b>Consultants</b></p> <ul style="list-style-type: none"> <li>- LGU: to support year 3/4 with building capacity to deliver systematic synthetic phonics program and provide supports for wave 2 and 3 students.</li> <li>- Speech pathologist: working with R-2 teachers in identifying and supporting wave 2 and 3 students.</li> </ul>	<p>LGU Speech Pathologist Curriculum Leaders Teacher release for data discussions 'Extra' teacher for R-2 differentiated groups PLC and PLC release for 5 week sprints including AET and EALD teachers Release for student reading assessments SSO support Curriculum resources e.g. literacy progressions, best advice series, decodable texts</p>



# Step 3 cont.

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

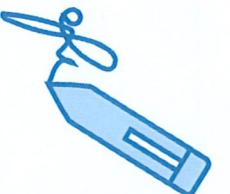


## Goal 1 continued:

Actions	Timeline	Roles and responsibilities	Resources
4) Vocabulary Leaders will work with PLCs R-7 to develop a clearer understanding of the components of language comprehension with a specific focus on vocabulary.	Term 2-4 following PFD in Term 1	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>- Develop clear and concise targets with PLC leaders to build teacher capacity during learning sprints.</li> <li>- Mentor teachers and act in an instructional coaching role for staff development.</li> <li>- Provide professional development for staff in area of vocabulary.</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>- PLC leaders share information and guide learning related to vocabulary instruction for teaching team.</li> <li>- PLC leaders mentor team members and provide additional support when needed</li> </ul> <p><b>Consultants</b></p> <ul style="list-style-type: none"> <li>- Speech Pathologist: Provide professional development for staff in area of morphology to support work on vocabulary.</li> <li>- Speech Pathologists working with R-2 teachers in identifying and supporting wave 2 and 3 students.</li> <li>- LGU working with staff 3-7 to identify assessments and provide support with research based learning and pedagogy</li> </ul>	<p>LGU</p> <p>Speech Pathologist</p> <p>Curriculum Leaders</p> <p>Teacher release for data discussions</p> <p>Extra teacher for R-2 differentiated groups</p> <p>UPIC and PLC release for 5 week sprints including AET and EAUD teachers</p> <p>Release for student reading assessments</p> <p>SSO support</p> <p>Curriculum resources e.g. literacy progressions, best advice series, decodable texts</p>
5) Using data to set goals Teachers will use their knowledge of how students learn to read and data from agreed assessments to provide feedback and set reading goals with students.	Term 1-4	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>- Develop clear and concise targets with PLC leaders to build teacher capacity during learning sprints.</li> <li>- Identify and track AETs students to ensure reading growth is being made and intervention/ stretch is being accessed</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>- Collect relevant data following school's assessment schedule and agreed upon practices</li> <li>- PLC leaders mentor team members and provide additional support when needed</li> <li>- Provide clear and concise feedback for students regarding their reading development</li> <li>- Support students with identifying reading goals</li> <li>- Identify and track AETs students to ensure reading growth is being made and intervention/ stretch is being accessed</li> </ul> <p><b>Consultants</b></p> <ul style="list-style-type: none"> <li>- Bill Handberry: Provide professional development for staff in area of morphology to support work on vocabulary.</li> <li>- Speech Pathologists working with R-2 teachers in identifying and supporting wave 2 and 3 students.</li> </ul>	<p>LGU</p> <p>Speech Pathologist</p> <p>Curriculum Leaders</p> <p>Teacher release for data discussions</p> <p>Extra teacher for R-2 differentiated groups</p> <p>UPIC and PLC release for 5 week sprints including AET and EAUD teachers</p> <p>Release for student reading assessments</p> <p>SSO support</p> <p>Curriculum resources e.g. literacy progressions, best advice series, decodable texts</p>
6) Intervention and Stretch Teachers will use formative and summative assessment to identify student specific learning needs and provide differentiated and intentional reading instruction.	Term 1-4	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>- Work with teachers in analysing student results from agreed summative assessments.</li> <li>- Build teacher capacity in assessment practices and planning for next steps.</li> <li>- Meet with teachers to discuss student data and assist with planning differentiated instruction.</li> <li>- Track wave 3 students and identify specific strategies to monitor for growth.</li> </ul> <p><b>Teachers/SSOs</b></p> <ul style="list-style-type: none"> <li>- Provide targeted intervention with support from curriculum leaders.</li> <li>- All AETs students identified reading below benchmark to be provided with targeted reading intervention</li> </ul> <p><b>Consultants</b></p> <ul style="list-style-type: none"> <li>- Speech Pathologist: working with R-2 teachers in identifying and supporting wave 2 and 3 students</li> </ul>	<p>LGU</p> <p>Speech Pathologist</p> <p>Curriculum Leaders</p> <p>Teacher release for data discussions</p> <p>Extra teacher for R-2 differentiated groups</p> <p>UPIC and PLC release for 5 week sprints including AET and EAUD teachers</p> <p>Release for student reading assessments</p> <p>SSO Support</p> <p>Curriculum resources e.g. literacy progressions, best advice series, decodable texts</p>
Total financial resources allocated		<p>PLSM and Phonological Awareness - \$8,251</p> <p>PLC release (reading and analysis) - \$61,452</p> <p>Reading data chart release - \$6,528</p> <p>Consultant fees - \$4,500</p> <p>Total - \$183,487</p>	
Success criteria	<p>When we conference with students they will articulate their reading goals and talk about their next steps in learning.</p> <p>When we listen to students read we will hear them apply a range of decoding strategies on unfamiliar words.</p> <p>When we talk to students about their reading we will hear them utilise a growing vocabulary and explain meaning in context when discussing texts and responding to questions.</p>		



# Approvals



Approved by principal

Name

Leanne Trevarthen *LT*

Date

2/2/21

Approved by governing council chairperson

Name

Kelly Maynard *KM*

Date

2/2/21

Approved by education director

Name

Date