Pedagogical agreements at Darlington School
Our mission to Develop Expert Learners means we employ the explicit teaching cycle. At Darlington:

- staff make clear the purpose of learning
- staff provide instruction, modelling, scaffolds, prompts, feedback and interventions to support students to become independent, adaptable and confident learners
- students understand success criteria and how to plan, monitor and assess their learning
- students and staff employ consistent language of learning
- staff use the Teaching for Effective Learning framework to guide their planning, practice and professional learning

‘I Do, We Do, You Do’.

Expert learners need deep understanding & knowledge of learning and its application. Our data shows an opportunity to increase students’ levels of comprehension in Literacy & Numeracy and families’ understanding of the significance of regular attendance. Therefore we:

- explicitly teach comprehension strategies and how students apply these across the curriculum and in varying situations
- analyse and plan using achievement data that identifies students’ application of comprehension strategies, as well as determining miscues and learning styles
- use the Australian Curriculum literacy strand; interpreting, analysing and evaluating, to plan and assess learning
- utilise a natural maths approach to promote deep numerical thinking
- implement consistent and rigorous approaches to improve attendance

**Comprehension**: the ability to understand the meaning or importance of something and the knowledge that is acquired as a result. Macquarie Dictionary Online, 2013.

VALUES: Respect, Responsibility, Resilience

VISION: At DPS contemporary practice will be implemented to provide a supportive, purposeful learning community. High expectations and quality learning opportunities will ensure the development of expert learners.

DPS BELIEFS about LEARNING:
- All students can, and are entitled to, learn
- Differentiated learning opportunities meet the needs of all students
- Students are engaged in their learning when they can connect with and recognise its purpose and when they are actively planning, monitoring and assessing their progress against known criteria
- Learning is relevant and purposeful when it is related to real life experiences and can be applied by the students in a variety of situations
- Students who are at school and on time have increased opportunity to learn successfully

DARLINGTON SCHOOL SITE IMPROVEMENT PLAN 2014 - 2016

Developing Expert Learners
### Darlington IELP Action Plan 2016:

#### Comprehension

<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</td>
<td>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</td>
<td>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</td>
<td>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</td>
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**Analysis of Running Record and Language and Literacy Level data makes evident the priority to focus on comprehension.**

**Diagnosis determines the imperative to increase student capabilities in the areas of:**

- Semantics
- Syntax and
- Graph phonics

(MSV: Meaning, Syntax, Visual)

Data analysed under student groups.

1. Literacy
2. Language-temp
3. Language-temp

IELP students to be able to decode and comprehend when reading as identified by an increase of X levels using running record data after X months at school.

- Language Students – 12 months
  - Years R – 3
  - 4 – 8 levels (1-2 per term)
  - Years 4 – 7
  - 12 levels (3 per term)
- Literacy students – 18 months
  - Years R-3
  - 4 – 8 levels (.6 – 1.3 per term)
  - Years 4-7
  - 12 levels (2 per term)

B/SSO’s listening to identified students¹ read each day using the same language and process throughout the classes using the Multi-lit PPP (prompt, praise, pause) strategy.

Critical feedback/success criteria targeting comprehension (oral, written) for goals.

Jolly phonics/jolly grammar.

B/SSO’s working with targeted students on sight words.

**Interventions**

- Student specific
- Family education through workshops, parent meetings etc

Running records² the agreed way of doing them by all classroom teachers.

Evaluate progress implementing regular and ongoing assessments using the jolly phonics program.

Language and literacy levels recorded in week 8 for every student.

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¹ Students identified through data that shows they are not reading at home

² Running record captured (at least) once per term
### Darlington IELP Action Plan 2015:

#### Comprehension

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<td><strong>Analysis of Running Record and Language and Literacy Level data makes evident the priority to focus on <em>comprehension.</em></strong></td>
<td>Continue to consolidate our literacy comprehension plan from 2014.</td>
<td>Consistent use of - 1. Rubrics for genres to question and identify why no movement forward on levels 2. B/SSOs to work together to progress students 3. parent interviews</td>
<td>Growth Target Analysis (Rubrics analysis to measure growth)</td>
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| Diagnosis determines the imperative to increase student capabilities in the areas of:  
  - Semantics  
  - Syntax and  
  - Graph phonics | New targets using the Language and Literacy Levels.  
Language students 12 months  
4 levels (1 per term)  
Literacy students 18 months  
4 levels (.6 per term) | Information sessions on reading and home routines for parents. | Wellbeing rubric.  
Improved behaviours that support learning. |
| **Wellbeing**  
Parents understand the importance of students arriving on time, coming to school, homework, home routines, supporting their children at home with their learning. | More of our students have support with their learning at home. | | |