

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.*

VALUES: *Respect, Responsibility, Resilience*

DARLINGTON SCHOOL SITE IMPROVEMENT PLAN 2014 - 2016

Developing 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

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.*

Darlington IELP Action Plan 2016:

Comprehension

<p>Priorities:</p> <p>The <i>two</i> or <i>three</i> key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</p>	<p>Targets:</p> <p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p>	<p>Strategies:</p> <p>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</p>	<p>Evaluation Measures:</p> <p>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</p>
<p>Analysis of Running Record and Language and Literacy Level data makes evident the priority to focus on <i>comprehension</i>.</p> <p>Diagnosis determines the imperative to increase student capabilities in the areas of :</p> <ul style="list-style-type: none"> • Semantics • Syntax and • Graph phonics <p>(MSV: Meaning, Syntax, Visual)</p> <p>Data analysed under student groups.</p> <ol style="list-style-type: none"> 1. Literacy 2. Language-perm 3. Language-temp 	<p>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.</p> <p>Language Students – 12 months Years R – 3 4 – 8 levels (1-2 per term) Years 4 – 7 12 levels (3 per term)</p> <p>Literacy students – 18 months Years R-3 4 – 8 levels (.6 – 1.3 per term) Years 4-7 12 levels (2 per term)</p> <p>Language-temp R-3 1 level per term 4-7 2 levels per term</p>	<p>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.</p> <p>Interventions</p> <ul style="list-style-type: none"> • Student specific • Family education through workshops, parent meetings etc 	<p>Running records² the agreed way of doing them by all classroom teachers.</p> <p>Evaluate progress implementing regular and ongoing assessments using the jolly phonics program.</p> <p>Language and literacy levels recorded in week 8 for every student.</p>

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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<p>Analysis of Running Record and Language and Literacy Level data makes evident the priority to focus on <i>comprehension</i>.</p> <p>Diagnosis determines the imperative to increase student capabilities in the areas of :</p> <ul style="list-style-type: none"> • Semantics • Syntax and • Graph phonics <p>Wellbeing Parents understand the importance of students arriving on time, coming to school, homework, home routines, supporting their children at home with their learning.</p>	<p>Continue to consolidate our literacy comprehension plan from 2014.</p> <p>New targets using the Language and Literacy Levels.</p> <p>Language students 12 months 4 levels (1 per term)</p> <p>Literacy students 18 months 4 levels (.6 per term)</p> <p>More of our students have support with their learning at home.</p>	<p>Consistent use of -</p> <ol style="list-style-type: none"> 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 <p>Information sessions on reading and home routines for parents.</p>	<p>Growth Target Analysis (Rubrics analysis to measure growth)</p> <p>Wellbeing rubric. Improved behaviours that support learning.</p>

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