

# Darlington School Site Improvement Plan 2017— 2019

## *Developing Expert Learners*

**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 and Resilience*



### DPS Beliefs about Learning

- All students can learn and are entitled to learn
- **Differentiated learning occurs when we plan and teach strategically to provide opportunities that connect with students and their learning dispositions**
- Students engage 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 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 an **explicit teaching cycle: gradual release of responsibility***

*At Darlington this means we:*

- **Make the purpose of the learning clear by using clear explanation about what and why we are learning**
- **Support students to become independent, adaptable and powerful learners by providing instruction, modelling, scaffolds, prompts, feedback and interventions**
- **Make the success criteria clear so that students can plan, monitor and assess their learning**
- **Employ a consistent language of learning**
- **Provide constructive feedback to ensure that students know how to work toward their next learning goal and to celebrate their learning**

**Expert Learners** need a deep understanding and knowledge of learning and its application. Our data tells us that we need to:

- Increase students levels of **comprehension** in fiction texts including poetry
- Increase students opportunities to apply their knowledge to **problem solve** and engage in higher order thinking and reasoning when solving numerical problems
- Build a **positive school community**
- Involve **students voice** in their learning

Therefore we:

- Explicitly teach comprehension strategies of fiction texts
- Analyse and plan using achievement data that identified students application of problem solving and comprehension strategies
- Maintain data walls and data monitoring processes to monitor whole school improvement
- **Have challenging and clear learning goals and intentions that progress learning, guide instructional decisions and develop positive learning dispositions**
- Implement consistent and rigorous approaches to improve attendance
- Students observe the learning and teaching and provide feedback on developing the next stages in their learning

<b>Priority: Comprehension of Fiction Texts</b>															
<b>Outcomes to be Achieved</b>	<b>Key Strategies to Achieve Outcomes</b>	<b>Progress Measures to be Used</b>													
<p>Students improve their comprehension of a variety of fiction texts including poetry</p>	<p>Students are exposed to at least 5 texts a day.</p> <p>Use rich texts</p> <p>Identify the learning outcomes in the English curriculum that focus on fiction texts at each year level and explicitly program for the teaching of these text types</p> <p>Creating challenging and clear learning goals and intentions that progress learning, guide instructional decisions and develop positive learning dispositions</p> <p>“Build the field” including the development of vocabulary  discuss experiences,  read a wide variety of fiction  use pictures and drawing to sequence fiction texts  use artefacts and other stimuli  listening to and questioning others</p> <p>Examine the social purpose, structure and language feature of fiction texts through deconstruction and modelling</p> <p>Develop students meta knowledge and language as it relates to fiction texts</p> <p>Explicitly teach comprehension strategies (gradual release model) that support the understanding of fiction texts – (eg Sheena Cameron and QAR)</p> <p>Students in the higher bands and not meeting DECD SEA are tracked and discussed each term at Performance Development meetings</p>	<p><b>NAPLAN Literacy</b>  % of students achieving SEA exceeds baseline Upper Bound ie</p> <table> <tr> <td>Yr 3 – 76%</td> <td>2017 – 63.6</td> </tr> <tr> <td>Yr 5 – 66.4%</td> <td>2017 – 85.7%</td> </tr> <tr> <td>Yr 7 – 69%</td> <td>2017 – 68.2%</td> </tr> </table> <p><b>NAPLAN Literacy</b>  % of students achieving in the higher bands exceeds baseline Upper Bound for Darlington school</p> <table> <tr> <td>Year 3 – 35.9%</td> </tr> <tr> <td>Year 5 – 44.8%</td> </tr> <tr> <td>Year 7 – 73.8%</td> </tr> </table> <p><b>Running Records</b>  % of students in Year 1 and 2 exceeds baseline Upper Bound</p> <table> <tr> <td>Year 1 – 58.1%</td> <td>- 2016 result 55.6%</td> </tr> <tr> <td>Year 2 – 45%</td> <td>- 2016 result 58.15</td> </tr> </table>	Yr 3 – 76%	2017 – 63.6	Yr 5 – 66.4%	2017 – 85.7%	Yr 7 – 69%	2017 – 68.2%	Year 3 – 35.9%	Year 5 – 44.8%	Year 7 – 73.8%	Year 1 – 58.1%	- 2016 result 55.6%	Year 2 – 45%	- 2016 result 58.15
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**Priority: Provision of mathematical problem solving activities with various entry points allowing for stretch thinking and reasoning to occur**

Outcomes to be Achieved	Key Strategies to Achieve Outcomes	Progress Measures to be Used
<p>All classes will provide problem solving opportunities with various entry points that allow for stretch thinking and reasoning to occur.</p> <p>All students have the opportunity to explain their reasoning using appropriate mathematical language</p>	<p>All classes use the Back to Front Maths Assessment rubric as the foundation to ensure consistency across the site.</p> <p>Students in the higher bands and not meeting DECD SEA are tracked and discussed each term at Performance Development meetings</p> <p>Creating challenging and clear learning goals and intentions that progress learning, guide instructional decisions and develop positive learning dispositions</p> <p>Ask purposeful questions to assess and advance students reasoning and sense making about important number ideas and relationships</p> <p>Explicitly teach and develop strong number sense through structured sequential learning building on students' knowledge and understanding of number systems and gradual release model</p> <p>Designing the learning so that it is rich and challenging to spark students' interest and connects to learning.</p> <p>Providing challenging mathematical tasks to students with multiple exit and entry points – (transforming tasks)</p> <p>Provide opportunities for students to collaborate in productive problem solving to develop persistence, confidence and the ability to justify their thinking</p> <p>Use a range of questions types (BitL) that probe and challenge thinking and reasoning to support students to reflect on their thinking</p> <p>Explicitly teach and develop mathematical vocabulary and language skills</p> <p>Teachers observing teachers and undertaking instructional rounds to view others including problem solving and reasoning in their maths program</p>	<p><b>NAPLAN Numeracy</b>                      % of students achieving SEA exceeds baseline Upper Bound ie                      Yr 3 – 65.7%                      Yr 5 – 61.0%                      Yr 7 – 63.6%</p> <p><b>NAPLAN Numeracy</b>                      % of students achieving in the higher bands exceeds baseline Upper Bound for Darlington school                      Yr 3 – 25%                      Yr 5 – 17.9%                      Yr 7 – 22.8%</p> <p>Measure the effect size for growth of 2018 PAT M maths data.</p> <p>Analysis of students work samples to identify and moderate problem solving and reasoning tasks undertaken by others</p> <p>Review student portfolios to moderate problem solving and reasoning task</p>

<b>Priority: Building positive school communities</b>		
<b>Outcomes to be Achieved</b>	<b>Key Strategies to Achieve Outcomes</b>	<b>Progress Measures to be Used</b>
<p>Respectful relationships between the school, students, families and community are further developed</p> <p>A coordinated and consistent approach to social emotional education and student well-being is implemented</p>	<p>Kids Matter materials are used to survey families, the community, students and staff to identify strategies and processes to build positive school communities</p> <p>All staff undertake Kids Matter training component on Positive School Communities sessions 1-4</p> <p>Work with families and students to define what an expert learner does and looks like</p> <p>Ongoing profession development of staff in Play is the Way (PITW) methodology, language and games</p> <p>All staff are using PITW visual aids to discuss behaviours with students ie lanyards, posters</p> <p>100% of classes have taught the Child Protection Curriculum in 2018</p> <p>100% of classes have weekly Play is the Way sessions</p> <p>Create and trial a wellbeing scope and sequence for implementation R to 7 of co-curricular PITW and Child Protection Curriculum</p>	<p>5% improvement in attendance of students</p> <p>Increase in staff, students and parents sense of belonging and connectedness to the school through Kidsmatter end of component 1 survey</p> <p>An expert learner is defined by the school community</p> <p>Language of Play is the Way is evident in classrooms and the school yard</p> <p>Decrease in yard and class behaviour data</p> <p>% of classes have taught the Child Protection Curriculum in 2018</p> <p>% of classes have weekly Play is the Way sessions.</p>

**Priority: Student voice developed to support effective learning and to improve learner dispositions through growth mindset, resilience and executive functions**

Outcomes to be Achieved	Key Strategies to Achieve Outcomes	Progress Measures to be Used
<p><b>Students as learning designers</b> Students share what they already know, can do and understand about why challenge is important for learning.</p> <p><b>Students as researchers</b> Students are able identify and articulate what helps them to learn, to challenge then and to stretch their thinking and learning</p> <p><b>Students as evaluators</b> Students provide feedback to teachers about what helps them learn through instructional rounds</p>	<p>Students observe the teaching and learning and provide feedback on how students are challenged within the maths lesson</p> <p>Students observe the teaching and learning and describe the ‘expert teacher’ pedagogical practices – learning intentions, success criteria, feedback - used in the classroom</p> <p>Students review their own learning data and can identify where they need to move to next</p> <p>Student Voice in Learning team hypothesise what challenge looks like in the classroom and how this can help their</p> <p>Students and teachers trained to undertake Instructional rounds</p> <p>Students are trained as evaluators and observe the learning and teaching and their feedback is used to improve the teaching and learning</p>	<p>Students indicate through TfEL review process the importance of learning dispositions with a focus on application and challenge within the learning</p> <p>Students show a growth mindset and positive learner disposition in students surveys – currently 79% of students have Growth mindset Learner dispositions – varies Application 52% Self perception 82% Response to difficulty 75% Response to new things 80% Challenges – 29%</p>