

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 School **Literacy** 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, NAPLAN and PAT-R 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"> • Inferring • Summarising • Synthesising • Making connections • Visualising 	<p>95% of students in Years 1-7 will achieve or exceed PAT-R growth expectations according to DECD SEA standards when tested as per the DPS testing schedule.</p> <p>95% of students below level 30 will show growth commensurate with that expected in their Broadband level when assessed according to DPS Running Record Policy².</p>	<p>The nine strategies of comprehension are informed by a consistent approach¹ utilising constant language and resources in all classes.</p> <p>The nine strategies of comprehension are taught across curriculum areas and both fiction & non-fiction texts are utilised.</p> <p>Planning and differentiation for students is informed by strategic data analysis.</p> <p>Increase number of volunteers to enable daily reading to adult by students who do not read regularly at home.</p> <p>Allocate Flinders students to classes. Liaise with Flinders Uni Jennie-Marie and Gaye.</p> <p>Emily Roberts to run session 24/02/16 for Flinders 2nd Year students who will hear reading</p>	<p>Survey 2016 staff to ensure understanding of and consistency in use of Comprehension strategies. Term 1</p> <p>Teachers provide evidence of differentiated practice that meets the needs of each learner in their PD meetings</p> <p>Assess progress through assessments identified in the DPS data schedule²</p> <p>Review the impact of Flinders involvement at DPS end of Term 2 through staff feedback</p>

¹ Sheena Cameron

² Appendix 1

		<p>Ongoing professional learning regarding teacher, SSO & volunteer capacity to implement agreed approaches is provided by the co-ordinator.</p> <p>Implement Reading Eggs/Express program 2016 – 2018</p> <p>Liz Raman to liaise with Lyn D'Sylva</p> <p>Investigate Literacy Pro Program and organise information sharing with all staff Sue Brown to organise and arrange through Management</p> <p>Raise parents' awareness of the importance of students reading regularly at home by distributing the "Ten Minutes a Day" brochure to every family in week 2, term one</p> <p>Brochure to be sent home Term 1 Week 2. Sue and Ljubinka to organise.</p>	<p>Observe, discuss and survey teachers/ SSO's to gauge how effective the PD has been, what they need more of, how they can be supported.</p> <p>Data analysis – running records, PAT-R, Premiers Reading challenge to ascertain if more students are reading more often, for enjoyment, increasing their ability (in both comprehension and fluency)</p> <p>Discussion or surveys with parents around the importance of reading at home to ascertain how many parents are more aware, implementing something at home</p>
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