

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 Numeracy 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>To foster a positive attitude towards maths and promote a growth mind set</p> <p>Improvement in Fluency and Fluency Plus</p>	<p>Increase the knowledge, understanding and application of Numeracy strategies, so that students in year 1-7 achieve the standardised increase in scale score when assessed using the PAT-M as per DPS data schedule</p> <p>All staff use consistent language / vocabulary relevant to Natural Maths methodology eg Mental Routines, Secret Code</p> <p>Increase teacher capacity and confidence in teaching numeracy through the Natural Maths pedagogy and Numeracy Focus project</p>	<p>Strengthen consistent pedagogy R-7 with particular focus on Natural Maths strategies by explicitly and consistently teaching problem solving using STAR</p> <p>Students surveyed to find out opinions / trends</p> <p>Wave 2 students continue to have targeted intervention that supports the development of automaticity and reasoning</p> <p>Implementation of “focus teachers” through partnership initiative</p> <p>Performance development processes to support improvement in numeracy teaching</p>	<p>Collection of PAT-M assessment data</p> <p>Analysis of PAT-M in regards to growth of achievement</p> <p>NAPLAN results for year 3,5,7</p> <p>Data collected through survey will indicate students shift in attitude towards Maths</p>

		<p>Provide professional learning opportunities that support Natural Math Strategies and the development of growth mindsets</p> <p>Provide staff with opportunities to share success stories and observe others</p> <p>Teachers use differentiated approaches and targeted intervention that supports each students individual needs</p> <p>Ensure students have access to programs such as Mathletics or similar to promote consistency around routines and exposure to strategies that develop comprehension and fluency of numeracy and promote engagement</p> <p>Provide opportunities for students to be actively involved in a variety of learning opportunities such as: Numeracy Week Maths Fun Day Playground / outside Maths Activities Date maths Clocks in classrooms set to international times</p>	<p>Analyse data to identify achievement of targets and adjust strategies accordingly</p>
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