

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.*

BEHAVIOUR EDUCATION

Through a collaborative inquiry develop and implement a new behaviour education policy, that is consistent with our beliefs and methodologies regarding behaviour education.

Ensure there is an understanding of practices, pedagogy and consistency in delivering this policy across the school

BEHAVIOUR EDUCATION

Reduction of 5-10% incidents of time outs, inappropriate classroom behaviour and reported bullying.

Increase of 5-10% of student well being in regards to feeling safe and happy at school.

These new policies and practises are introduced in Term 2, 2016 and are well embedded by the end of Term 4, 2016.

All students understand why behaviour codes exist as part of Civics and Citizenship and why ours contains the elements it does

Attendance posters created by students and placed around school with a message that changes every 5 weeks to keep them fresh.

Larger presence on report – showing days present / days absent/ late / unexplained and a message reiterating the importance of attending

Sort whole school data with exempted students counted and without to compare results and see how this skews outcomes

BEHAVIOUR EDUCATION

Have a system in place where new students are given an induction by the counsellor to support them in learning about and accepting our codes of practice.

Displays of values and behaviour code prominently in classrooms and yard.

Behaviour management data is given to class teachers each term as a spread sheet and used to assess how strategies are used and plan for reporting and future behaviour management planning

Anti – Bullying Policy is introduced and accepted * seek student and community agreement to ensure consistency of practice and understanding

Teachers dedicate 45 minutes per week to PITW learning opportunities, but language is embedded through all areas of the curriculum everyday

Phones for yard duty.

BEHAVIOUR EDUCATION

EDSAS behaviour records

Children using the language of the new values

Reduction in bullying and harassment as a result of better understanding as identified through EDSAS data analysis

Client Opinion Surveys reflect an increase in positive comments regarding feeling safe and happy at school.

Review new Time Out policy end of term1, 2017.