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’.

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

VALUES: Love, Courage, Confidence, Creativity, Responsibility.

DARLINGTON SCHOOL
SITE IMPROVEMENT PLAN
2014 - 2016

Developing Expert Learners

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 2015: Comprehension

<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
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<tbody>
<tr>
<td>The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</td>
<td>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</td>
<td>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</td>
<td>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</td>
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Analysis of Running Record, NAPLAN and PAT-R data makes evident the priority to focus on comprehension. PAT-R data April 2013: 41% of students not at average scale score

Diagnosis determines the imperative to increase student capabilities in the areas of:
- Inferring
- Determining importance/value
- Making connections
- Visualising

Increase the knowledge, understanding and application of the 9 comprehension strategies so that 98% of students in years one to seven achieve or exceed PAT-R growth expectations according to ACER standards when tested as per the DPS testing schedule.

Increase the knowledge, understanding and application of the 9 comprehension strategies so that 98% of students below level 30 will show growth commensurate with that expected in their Broadband level when assessed according to DPS Running Record Policy.

The nine strategies of comprehension are informed by a consistent approach utilising constant language and resources in all classes.

The nine strategies of comprehension are taught across curriculum areas and both fiction & non-fiction texts are utilised.

Planning and differentiation for students is informed by PAT-R data.

Ongoing professional learning regarding teacher, SSO & volunteer capacity to implement agreed approaches is provided by the co-ordinator.

Provide regular opportunities for students to identify SMART targets that inform their learning progress

Audit to identify students who do not regularly read at home

Design opportunities for students identified through audit to read to a school based adult regularly* (see below)

PAT-R is implemented in week 6 term 4.

Student and teacher assessment against individual SMART targets: regular and ongoing. Audit regarding literacy strategies and skills developing as well as those that apply cross curriculum.

Assess progress to identified targets through assessments identified in the data schedule

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1 Sheena Cameron
2 Appendix 1
1) * The Literacy committee will ask classroom teachers to identify students who do not reach benchmarks. Running records data to be used by teachers when identifying those students.

2) Literacy Committee to promote parent and community involvement in helping children read by

- Newsletter items to invite parents to consider helping with reading.
- Arranging a Morning Tea for parents/community members interested in finding out more about how they could help with reading at school. (In consultation with Emily Roberts)
- Ask Aris to attend that meeting to give information to parents about processes of Police checks/RAN training
- Class teachers to approach parents/caregivers who they think might be interested in attending the above session.
- Emily Roberts to also attend Transition meetings with new parents to give information on how they could help with reading.

3) Suggest that if any child who attracts one to one support is absent the allocated SSO hears identified students read in that lesson.

4) Consider the concept of a daily whole school Literacy session in the future where all available staff are involved in facilitating in-class reading opportunities.

We will need more time to brainstorm ways to put our strategy into place and we understand that we will need to negotiate with staff about our ideas via Management.