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’.

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: 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.

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
# Darlington School Numeracy Action Plan 2015: Comprehension

## Priorities:
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.

## Targets:
Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.

## Strategies:
The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets.

## Evaluation Measures:
The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies.

### Analysis of NAPLAN and PAT M data 2014 makes evident that students respond more accurately to questions that test fluency.

Diagnosis determines the imperative to increase student capabilities in the areas of:

- Problem solving
- Application of strategies

Students require opportunities to apply their knowledge in situations that require higher order thinking in order to develop deep numerical understanding - Comprehension.

### Increase the knowledge, understanding and application of Numeracy strategies, so that each student in Year one to seven achieve at or above the standardised increase in scale score when assessed using the PAT M test in week 6 term 4.

- Consistently implement the Natural Maths Strategies:
  - Specific Vocabulary –scaffolding terminology
  - Mental Routines
  - Problematised Situations
  - Anchor Charts
  - Reflective Journals
  - Strategic Learning

- Staff use consistent language/vocabulary, R-7 across classrooms.

- Provide regular opportunities for students to identify SMART targets that inform their numeracy learning progress, especially across curriculum.

- Implement professional learning opportunities that respond to the teacher skills audit completed in Term 1

- Wave 2 students R-7 to work with Intervention Teacher/SSO (2-7 Teacher /R-1 SSO) to

### PAT M assessment data collected Term 4

- Analysis of PATM in regards to growth of students achievement.

- NAPLAN results for Yrs 3,5,7

- Analyse data to identify achievement of targets and adjust strategies accordingly.

- Early years group to implement a numeracy information sheet on Reception students to be passed on to Year 1 teachers.
increase automaticity and reasoning, in semester two.

Ensure the Maths kits/resources in every classroom are complete and up-to-date with materials & tools for numeracy according to students needs.

Ensure all relevant software/apps/internet activities (inc. Natural Maths Strategies) are available on the image for the IWB and on student access.

The minor actions that are suggested that staff – teachers, SSOs, leaders – may do so that learners are supported at classroom level to achieve the Targets

Ensure students have access to Studyladder (or similar programmes) for routines and exposure to techniques to develop comprehension of numeracy activities online.

Formalise Buddy class activities to include a numeracy focus when working together.

Teachers use differentiated approaches that includes peer learning.

Parents and the community are involved by informing them of Numeracy approaches (Natural Maths Strategies) by having workshops – adjoining GSC times

Promote Natural Maths approach through Special Events: eg Acqu Night