

ONE
SCHOOL

OUR
AGREED
APPROACH

YOUR
CHILD;
OUR
FOCUS

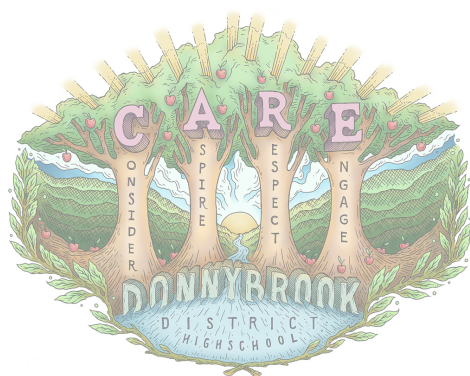


Donnybrook District High School

The Rationale

Through the school's ongoing self reflection processes and in the development of our 2020-2022 Business Plan, a need to focus greater attention on the progress of our students in Numeracy, Reading, Spelling, Grammar and Punctuation became evident, predominantly in Years 3-7, where students are particularly vulnerable. A deep examination of all the available data, revealed a need to ensure there is a consistent approach to teaching and learning from Kindergarten to Year 10.

The 2020-2022 Business Plan, 'Your Child; Our Focus' addresses these areas and to support its implementation over the three years, an Agreed Approach has been developed and documented to guide our work. Importantly we all agree that evidence based practice will support the progress of our students and our teaching practice must reflect that of our colleagues throughout the school.



Vision

At Donnybrook District High School, we know that the success of our students relies on using evidence based practices, explicit teaching and consistency in approach.

All students have the right to the best education we can provide and, as educators, we need to continue to reflect and grow to better our approach.

Milestones

- Professional Learning evidenced in operational and PM planning addressing identified needs and targeting specific students.
- Differentiated learning and teaching adjustments for students working below or above year level expectations are evident in all classrooms and in planning documentation.
- Students on Targeted Intervention Plans are monitored at regular intervals, to support student progress.
- Education assistants are part of case conferences to develop goals and activities and provide individualised support.
- Students identification and referral processes are being reviewed regularly with targeted Literacy and Numeracy programs and practices put in place for students at educational risk, including those with poor attendance.
- In Year 9 NAPLAN testing, the progress and achievement of the year 7s from this class will be high.
- High achieving students demonstrate higher than expected progress in standardised testing.
- Visible support systems in place including timetabled Professional Learning, collaborative meetings, mentoring, peer coaching and classroom observations across K-10.
- Regular implementation of student feedback evident in all classrooms.
- Parents and Carers seeking alternative schools to meet their children's needs decreases over the three year period.
- PLC Peer observation cycle targets focus areas identified through data collection.
- PLC Action Learning Models show evidence of reflection on progress.
- A school wide leadership model is developed, promoted and used with staff and students.
- Evidence of explicit teaching of school behavioural expectations in all classroom learning areas.
- Teachers observed explicitly teaching school behaviour expectations.

INTERVENTION AND DIFFERENTIATION

2020 - 2022

PLAN AND TARGET ACCORDING TO NEED

1

Teaching and Learning plans linked to school planning.

Use data to identify students who need extension or remediation.

Follow intervention flowchart to ensure support occurs early (see appendix).

Use our Performance Management process to target Professional Learning requirements.

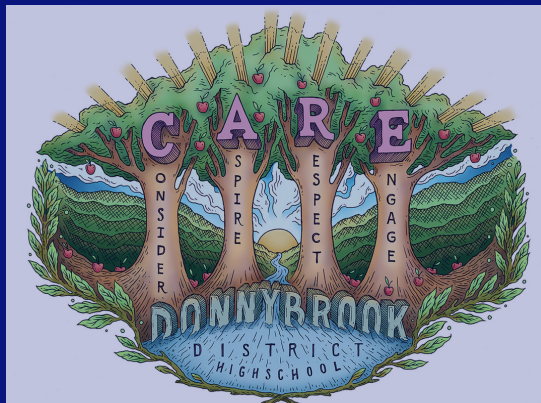
ADAPTATION OF EXISTING PROGRAMS

2

Ensure our lessons are engaging and invoke curiosity in our students.

Ensure vulnerable students receive the required intervention to support their progress.

Use classroom observation to provide explicit feedback and support classroom practice.



COLLABORATION

2020 - 2022

CONSISTENCY OF APPROACH

1

Utilise whole school programs in Literacy and Numeracy.

Develop handover documents annually.

Regularly seek feedback from students to check for understanding.

PROFESSIONAL LEARNING COMMUNITIES (PLCs)

2

Analyse data to inform planning.

Use teachers skill sets and strengths to build expertise.

Plan programs and develop common assessment tasks.

Moderate collaboratively to ensure accurate reporting.

SCHOOL COMMUNITY WELLBEING

3

Create and implement a whole school well-being plan.

PBS - explicitly teach and model expectations .

Ensure attendance is monitored accurately and plan to improve overall attendance rate.

ASSESSMENT

4

Adhere to the whole school assessment plan (see appendix).

Handover data is used to inform planning.

Ratify judgements with PLCs, networks, assessment pointers and judging standards.

EXPLICIT TEACHING

2020 - 2022

LESSON INTENTION

1

WALT: We Are Learning To.

WILF: What I'm Looking For.

Include:

- Concepts: what students are learning.
- Skills: how students will demonstrate their understanding.
- Context: what students will be using the skill for.

WARM UP

2

Fast paced, purposeful, delivered to the whole class and aimed to revise previously learnt skills or concepts.

Include differentiation within the warm up.

30% support/40% benchmark /30% extension.

Includes:

Recite: read or identify information.

Recall: remember information without reading it.

Apply: use information to solve a problem.

GRADUAL RELEASE

TEACHER MODELLING
- I DO
GUIDED PRACTICE
- WE DO
INDEPENDENT PRACTICE
- YOU DO

3

I do:

Self talk the skill and concept, by breaking it down into easy to remember steps.

We do:

Teacher to guide students through the steps as a whole class, small groups or individually.

You do:

Students individually practice skills or concepts.

LEARNING REVIEW

4

Revise the skills or concepts taught during the lesson.

May include activities such as an exit pass, whole class marking, individual questioning, student self-talk or a quiz.

Once a skill or concept has been taught, it is moved into the next warm up to ensure students are frequently using and practicing each skill.

THIS IS WHAT OUR LESSONS LOOK LIKE

EXPLICIT TEACHING

Lesson intention

- Define concept or skill
 - State purpose and goal of the lesson
- WALT (We Are Learning To...)
WILF (What I'm Looking For...)

Warm up

- A quick, focused session
- Activate some prior knowledge or skills
 - Revise or make connections to previous work

Teacher modelling

- Define the concept or skill to be taught
- Clearly model or explain the skill or strategy
- Break down the steps involved
- "Think-alouds" - teacher should talk through all the steps involved

I do

Guided practice

- Students have a go as they work through class examples
- Prompts and scaffolds are provided to help students "have a go!"
- Teacher checks for understanding and provides feedback throughout

We do

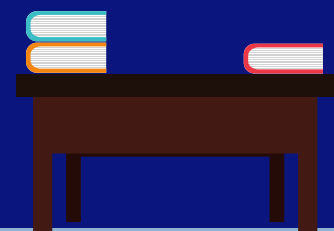
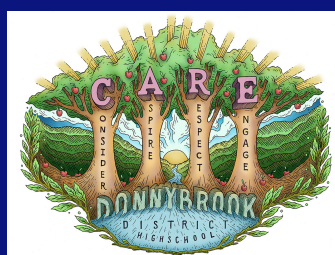
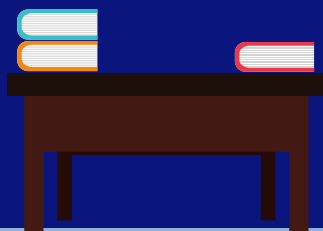
Independent practice

- Independent work - individual students perform the strategy/skill that was modelled.
- Teacher checks for understanding and provides feedback

You do

Learning review

- Teacher checks that all students learn the skill or strategy
- Refer back to Learning intention - was it achieved?
- Teachers may use a plenary to check for understanding



YOUR CHILD; OUR FOCUS

WALT

WE ARE LEARNING TO...

WILF

WHAT I'M LOOKING FOR...

ASSESSMENT SCHEDULE

		Assessment	Term 1	Term 2	Term 3	Term 4
Kindergarten	Literacy	Early Years Pre-Literacy Screen Subtest 1 - Syllable Segmentation				
		Early Years Pre-Literacy Screen Subtest 2 - Verbalisation of Initial Phoneme				
		Early Years Pre-Literacy Screen Subtest 3 - Blending				
		Early Years Pre-Literacy Screen Subtest 4a - Alphabet Sound Recognition				
		Early Years Pre-Literacy Screen Subtest 4b - Alphabet Sound Recognition				
		Early Years Pre-Literacy Screen Subtest 5a - Alphabet Sound Recall & Formation				
		Early Years Pre-Literacy Screen Subtest 5b - Alphabet Sound Recall & Formation				
	Numeracy	Kindy Mathematics Assessment				
Pre Primary		On Entry				
	Writing	Brightpath Recount				
		Phonic Sight Word Sequence Placement Screening				
	Literacy	The Early Reading Profile - Stage 1				
		Foundation Pre-Literacy Screen Subtest 1b - Blending				
		Foundation Pre-Literacy Screen Subtest 2 - Alphabet Sound Knowledge				
		Foundation Pre-Literacy Screen Subtest 3 - Segmentaton of CVC Words				
		Foundation Pre-Literacy Screen Subtest 4 - Alphabet Sound Recall & Formation				
		Running Record with Decodable Text				
		PM Benchmark Reading Assessment				
	Maths	TPT Maths Assessment				
Year 1	Writing	Brightpath Cold Diagnostic Writing Task	Recount	Descriptive	Persuasive	Narrative
		Brightpath Hot Summative Writing Task	Recount	Descriptive	Persuasive	Narrative
	Spelling	PLD Phonics Placement Test				
		South Australian Spelling Test				
	Reading	WARL	Initial	Lists 1 & 2	Lists 3 & 4	Lists 5 & 6
		PM Benchmark Reading Assessment	SAER only		SAER only	
	Maths	TPT Math Assessment				
Year 2	Writing	Brightpath Cold Diagnostic Writing Task	Recount	Informational	Persuasive	Narrative
		Brightpath Hot Summative Writing Task	Recount	Informational	Persuasive	Narrative
	Spelling	PLD Phonics Placement Test				
		South Australian Spelling Test				
	Reading	WARL	Initial	Lists 1 & 2	Lists 3 & 4	Lists 5 & 6
		PM Benchmark Reading Assessment	SAER only		SAER only	
	Maths	TPT Math Assessment				
Year 3		NAPLAN				
	Writing	Brightpath Cold Diagnostic Writing Task	Recount/Narrative	Informational	Persuasive	
		Brightpath Hot Summative Writing Task	Recount/Narrative	Informational	Persuasive	
	Spelling	PLD Phonics Placement Test				
		South Australian Spelling Test				
	Reading	WARP	Initial	Passages 1 & 2	Passages 3 & 4	Passages 5 & 6
		PM Benchmark Reading Assessment	SAER only		SAER only	
	Maths	TPT Maths Assessment				
Year 4	Writing	Brightpath Cold Diagnostic Writing Task	Narrative	Informational	Persuasive	
		Brightpath Hot Summative Writing Task	Narrative	Informational	Persuasive	
	Spelling	PLD Phonics Placement Test				
		South Australian Spelling Test				
	Reading	WARP	Initial	Passages 1 & 2	Passages 3 & 4	Passages 5 & 6
		PM Benchmark Reading Assessment/Probe	SAER only		SAER only	
	Maths	TPT Maths Assessment				
Year 5		NAPLAN				
	Writing	Brightpath Cold Diagnostic Writing Task	Narrative	Informational	Persuasive	
		Brightpath Hot Summative Writing Task	Narrative	Informational	Persuasive	
	Spelling	PLD Phonics Placement Test				
		South Australian Spelling Test				
	Reading	WARP	Initial	Passages 1 & 2	Passages 3 & 4	Passages 5 & 6
		PM Benchmark Reading Assessment/Probe	SAER only		SAER only	
	Maths	TPT Mathematics				
Year 6						
	Writing	Brightpath Cold Diagnostic Writing Task	Narrative	Informational	Persuasive	
		Brightpath Hot Summative Writing Task	Narrative	Informational	Persuasive	
	Spelling	PAT Grammar and Punctuation				
		PLD Phonics Placement Test				
	Reading	South Australian Spelling Test				
		WARP	Initial	Passages 1 & 2	Passages 3 & 4	Passages 5 & 6
		PM Benchmark Reading Assessment/Probe	SAER only		SAER only	
Year 7 -10	Maths	PAT Reading				
		TPT Mathematics				
	Science	PAT Maths				
		Tests/Exams				
	HASS	PAT Science				
		Tests/Exams				
	Writing	Tests/Exams				
		PAT Grammar and Punctuation				
	Spelling	Diana Rigg				

INTERVENTION FLOW CHART

The information below is to be used by classroom teachers when identifying concerns regarding a student in their classroom. Concerns may be in regard to; learning difficulties, learning disabilities, behaviour concerns, emotional concerns, physical issues, attendance issues or matters around child safety.

If the concern is urgent or the student is in immediate danger, go straight to Administration level.

Classroom Teacher:

- Review and reflect on classroom practices and strategies
- Monitor student progress
- Contact parent/conduct parent meetings
- Read handover documents
- Read student file
- Conduct discussions with PLC leaders
- Seek support from the classroom Education Assistant

Academic

- Conduct peer observations
- Read all academic records in student file (IEPs and Formal Reports)
- Consult SAIS data, NAPLAN data or OLNA data
- Develop Individual Education Plan in SEN reporting platform

Behaviour

- Conduct peer observations
- Read all behaviour records (BMP, Case Conference Notes)
- Reflect on application of Tier 1 strategies
- Discuss concerns with PBS team and seek support with Tier 2 intervention

Welfare

- Conduct discussion with school chaplain
- Read student file (Case Conference Notes, Psychologist Reports)
- Implement strategies from Be You and consult Be You team

IF CONCERN CONTINUES

Administration:

- Raise concerns with Deputy Principal
- Deputy Principal conducts classroom observations
- Discuss with school psychologist and chaplain (in consultation with Deputy Principal)
- Case Conferences
- Request Education Assistant Support

Academic

- Conduct further academic testing
- Implement intervention strategies (eg. MiniLit, MacqLit)
- Seek support and guidance from outside agencies:
 - SSEN: Disability
 - SSEN: Sensory

Behaviour

- Seek support from PBS mentor from Greater Bunbury Engagement Centre
- Provide support to classroom teacher regarding Tier 2 and Tier 3 intervention
- Seek support and guidance from outside agencies:
 - SSEN: Behaviour and Engagement

Welfare

- Seek support from Be You school mentor
- Seek support and guidance from outside agencies:
 - SSEN: Medical and Mental Health