



## School Priority: Increase the number of Year 12 completions

The Darwin High School Annual School Improvement Plan has been informed by:

- A review of the Darwin High School (DHS) 2020 Annual School Improvement Plan (ASIP)
- The DHS Strategic Plan 2020-23 and its focus areas: Excellence, Future Learning and Wellbeing
- Recommendations from the DHS 2019 School Review including:
  1. create a data plan that incorporates the full range of school data, builds leadership and staff literacy skills and develops the school's understanding of the needs of priority groups of learners
  2. refine agreed policy and procedures for managing student behaviour, including clear roles and responsibilities and provide support to staff to enable a consistent application of policies and procedures
- Results of the annual School Survey
- School suspension data

## Signature Strategy 1: Engage



### *E4: Whole School Data Plan*

- Upskill all faculty leaders to facilitate and inform data led professional growth plans (PGPs) by the end of 2021 so that effective teaching and learning differentiation and accommodations can be made to improve all student outcomes
- By the end of Term 3, develop a data plan that identifies and schedules school data so that leadership and the board can monitor and evaluate strategic improvement priorities by the end of Term 3, 2021

## Key Actions

- Develop whole school data plan and schedule for leadership and the school board to use to monitor and evaluate strategic plan initiatives
- Implement class data profiles for every child in a class to inform teaching and learning
- Implement class data profile professional development at faculty level that includes: Pivot survey data and teaching and learning data informed PGPs



## Signature Strategy 2: Engage



### *E6: Orderly Learning Environment*

- Develop and implement a School Wide Positive Behaviour (SWPB) policy and procedures by the end of 2021 so that students feel safe at school, that they feel there is an adult who cares about them and that staff and students feel behaviour is well managed
- Work with an external consultant to identify data sets to measure the impact of SWPB by the end of 2021

### Key Actions

- Establish a cross-faculty positive behaviour team to develop an action to plan to manage the development of the SWPB policy and procedures
- Develop data measures to monitor implementation
- Engage external coach to mentor DHS through SWPB planning and implementation
- Professional development for leadership and the Positive Behaviour Team to support staff and promote positive behaviour across the school
- Professional development for all staff on policy, processes, expectations and use of data to monitor behaviour

## Other Strategy / Focus Area: NTCET Completions



### *NTCET Completions*

- All teachers can identify students who are 'at risk' of not completing their NTCET through tracking Year 10, 11 and 12 class selections and transition
- Provide students with a range of support to increase / maintain NTCET completion rates by the end of 2021

### Key Actions

- All SIEU and Year 10, 11 and 12 class enrolments to be checked to identify risks of non-completion for students
- Develop and implement process for information sharing for 'at risk' students to improve student outcomes
- SIEU, Year 10 and 11 classes to be monitored with traffic lights at five week intervals to identify support or pathways needed
- All Year 12 parents of students with multiple waivers to attend a meeting with Assistant Principal and Year Coordinator to establish a contract and to monitor student progress throughout the year
- Investigate and develop whole school process for Community Studies B conversions to minimise impact on staff wellbeing and maximise student completions