



Executive Summary

Commendations, Affirmations & Recommendations

Commendations

Darwin High School is to be commended for:

- Outstanding academic achievement.
- The range of inclusive pathways students are afforded to complete their NTCET.
- The strong sense of ownership, belonging and celebration of diversity.
- High levels of trust in the school from families.
- The school's commitment to celebrating academic, vocational, and artistic achievement.
- The collegial nature of the faculty teams as a source of collaboration, professional learning, and support.
- The highly functional, attractive, and welcoming school environment.
- Processes to track all Year 12 students and provide support towards completion of their NTCET and the outstanding completion rates.
- The comprehensive and coherent plan for curriculum implementation as detailed in the Darwin High School Assessment Policy.
- Ensuring continuity of learning for students from years 10-12 through alignment of curriculum planning.
- Provisions to enable highly differentiated approaches within the Secondary Intensive English Unit that are tailored to the broad range of English language learning needs of students who have recently arrived in Australia.
- Effective consultation and communication regarding the adjustments and special provisions being implemented for students with additional needs.
- The establishment of the Inspiring Stem+ Programme in partnership with the construction company Laing O'Rourke.

Affirmations

Darwin High School is to be affirmed for:

- The clarity of messaging within the current Strategic Plan and recent ASIPs to focus school efforts on the pursuit of improved student learning and engagement and teaching practices.
- A professional learning plan that demonstrates a deliberate approach to professional learning aligned to the Annual School Improvement Plan.
- The clarity of the 2024 data schedule that provides transparency of the range of data collected, source, timings, and communication.
- The recent expansion in the range of student pathways that cater for the range of learning needs and interests of students.
- The collaborative development of the School-Wide Instructional Model, documenting the evidence-informed teaching practices to be implemented by all teachers.
- The establishment of the Centre for Skills and Training that is enabling flexible and supportive pathways for students to undertake school-based apprenticeships and complete their NTCET.
- Faculty level conferencing to inform the starting points of learning for Year 10 students.
- The systematic identification of students who require adjustments to equitably access learning.
- Providing opportunities for staff to take on a range of leadership responsibilities, and the support that leaders in acting roles receive from individual school executive.
- The collaborative practice, professional collegiality and mutual support demonstrated within faculty teams.

Recommendations

- Developing a comprehensive implementation plan for the school's School-Wide Instructional Model that:
 - builds commitment to continuous improvement;
 - enables an appropriate level of consultation with stakeholders;
 - achieves consistent, contextualised application of pedagogies across all learning areas; and
 - respects developmentally appropriate pedagogies suited to teaching and learning across all the year levels.
- Continue to refine and embed the School-Wide Positive Behaviour approach to ensure clarity about the expected in-class, playground and support responses and behaviour management, ensuring practices that:
 - prioritise student needs and wellbeing;
 - are considerate of staff wellbeing; and
 - build collective efficacy for students and staff.
- Develop and document a systematic approach to observation, feedback, mentoring and coaching that:
 - enhances whole school approaches to curriculum planning;
 - builds teaching capability across the 5 pillars of the school's instructional model;
 - supports consistency of practice in the implementation of school-wide positive behaviour approaches; and
 - incorporates routines for induction of beginning teachers and teachers who are new to the school.
- Build the current school data schedule into a comprehensive plan that provides:
 - a strategic overview of the extent and purpose of data collection;
 - clarity about the purpose and use of data to inform starting points for teaching and learning and monitor progress;
 - processes that enable systematic evaluation of identified whole-school data over time; and
 - processes for capacity building of teachers to access and evaluate identified data to inform teaching and student support.