

Darwin High School



School Priority

Achieve: Increase the number of Year 12 completions

Focus for Improvement in 2021

This section outlines the information that informed the improvement priorities and strategies of the school for 2020 and provides a rationale for change.

Darwin High School's (DHS) Annual School Improvement Plan (ASIP) has been informed by:

- A review of DHS's 2020 ASIP.
- The DHS Strategic Plan 2020-2023 that has NTCET as its core priority and three key focus areas: Excellence, Future Learning and Wellbeing.
- Recommendations from DHS 2019 School Review, specifically:
 - Create a data plan that incorporates the full range of school data; builds leadership and staff data literacy skills; and develops the school's understanding of the needs of priority groups of learners.
 - Refine agreed policy and procedures for managing student behaviour, including clear roles and responsibilities. Provide support to staff to enable a consistent application of policies and procedures.
- Results of the School Survey, in particular:
 - A 22% reduction in students who agreed "there is an adult at my school who cares about me and know me well" from 2019 to 2020 survey.
 - A 36% reduction in staff who agreed "student behaviour is well managed at this school from 2019 to 2020 survey.
 - Only 49% of students agreed "student behaviour is well managed at this school" – the 2nd lowest ranking questions for students in the 2020 survey.
 - Only 50% of students agreed "my teacher understands how I learn" in the 2020 survey.
- School suspension data:
 - 2019 – total 43 suspensions of 35 individuals. 6 individuals had multiple (more than one) suspensions.
 - 2020 (to date) – total 71 suspensions of 45 individuals. 16 individuals had multiple (more than one) suspensions.

Signature Strategy and Actions

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the Signature Strategy.

1. Signature Strategy		E4 - Whole school data plan			
Goals <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i>		<ul style="list-style-type: none"> To upskill all Faculty Leaders to facilitate and inform data led PGP's 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. 			
Actions	When	Strategies	Who		Resources
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action? Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Continue the established Data Team to support the implementation of class data profiles for every child in a class to inform learning and teaching	End Semester 1	Collaborative inquiry / action research	Internal - DoE, school based		Annette Pedersen Data Profile template and supporting documents. Compass A-E data and eDash Meet min once month
		Choose an item.	Choose an item.		
Implement class data profile PD at Faculty Level that includes: <ul style="list-style-type: none"> Pivot feedback data Teaching and learning data informed PGP's 	Ongoing	Leadership development	Internal - DoE, school based		Executive Faculty Leaders Data Team ERT funding access Professional Learning Budget, Pivot
		Targeted professional growth plans	Internal - DoE, school based		
		Specialist expertise support	Internal - DoE, office based		

Actions	When	Strategies	Who			Resources
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? <i>Refer to the Guide for explanatory notes.</i>	Where will the expertise be found? <i>Refer to the Guide for explanatory notes.</i>	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
<p>Develop whole school Data Plan for Leadership and Board to use to monitor and evaluate Strategic Plan initiatives. The Data Plan will:</p> <ul style="list-style-type: none"> Identify data sets for key groups (teachers, leadership, board and community) Assign responsibilities for collecting, analysing and communicating data. Provide whole of year schedule for data collection, analysis and communication. Data schedule is embedded in Board, Leadership and Executive meeting agendas. 	Plan development T1	Specialist expertise support	Internal - DoE, office based	DoE Reporting & Performance Capability Team	Principal, Director Strategic Initiatives	eDash BIC SACE Board SAIS Student Tracking System Compass School Survey SAMS Pivot OARS (PAT data at the question level)
	Consultation T2	Collaborative inquiry / action research	Internal - DoE, school based		Principal, Director Strategic Initiatives	
	Implementation T3					

Signature Strategy and Actions (where applicable)

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy.

2. Signature Strategy		E2 - An orderly learning environment				
Goals <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i>		<ul style="list-style-type: none"> To 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 managed well. To work with external consultant to identify data sets to measure the impact of SWPB by end of 2021. 				
Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement the Signature Strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Establish a cross-faculty Positive Behaviour Team to develop an Action Plan to: <ul style="list-style-type: none"> Manage the development of supporting policy / procedure documents Identify staff PD needs Develop communication plan for students, staff and parents. Develop data measures to monitor implementation. Continue to assess and refine policy implementation 	Term 1	Leadership development	Internal - DoE, school based		Yashodara & Trish	PB Team to meet min once month.
	Team ongoing	Collaborative inquiry / action research	Internal - DoE, school based		Yashodara, Director Strategic Initiatives, Communications Officer	ERT time
			Choose an item.	Choose an item.		

Actions	When	Strategies	Who			Resources
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
Engage external coach to mentor DHS through SWPB planning and implementation to provide feedback / check-in.	Ongoing	Choose an item.	Choose an item.			Consultant fees \$10K (include shared travel cost with other schools)
		Specialist expertise support	External partner	Louise O'Kelly	Principal	
		Choose an item.	Choose an item.			
PD for Leadership and Positive Behaviour Team to support staff and promote positive behaviour across the school.	Ongoing	Collaborative Inquiry / action research	Internal - DoE, school based		Louise O'Kelly	Professional reading (e.g. Leading with Dignity)
PD for staff on policy, processes, expectations and use of data to monitor behaviour.	Ongoing	Observation & feedback	Network	Centralian Middle School Palmerston College	SWPB Team	School visits - \$5K
		Focused professional learning at staff meetings	Internal - DoE, school based	Professional Learning days for whole staff. Day 1 2021; possible pupil free day Semester 1. Activate student voice (vox pops etc)	Executive, Yashodara, Louise O'Kelly	Specific PD e.g. Trauma Informed Practice, Cultural Safety

Other Strategy, Focus Area and Actions (where applicable)

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the strategy.

3. Other Strategy/Focus Area		NTCET Completion				
Goals What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?		<ul style="list-style-type: none"> All teachers can identify students who are 'at risk' of not completing NTCET through tracking Year's 10, 11 and 12 class selections and transition so that the students can be provided with a range of support to increase NTCET completion by the end of 2021. 				
Actions	When	Strategy	Who			Resources
Outline what the school will do to support the strategy/focus area.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
All SIEU, 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 about 'at risk' students to improve student outcomes.	Subject Selection time and weeks 1-3 Term 1 and 3.	Case management approach	Internal - DoE, school based		Assistant Principals and Year Coordinators	Web preferences Waivers Attendance data
	Semester 1	Collaborative Inquiry / action research	Internal - DoE, school based		Leadership Team, Assistant Principal T&L, NTCET Coordinator	Results Traffic lights Enrolments Compass Chronicles
		Choose an item.		Choose an item.		

2021 Annual School Improvement Plan

Actions	When	Strategy	Who			Resources
Outline what the school will do to support the strategy/focus area.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
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.	T4 2020/T1 2021	Case management approach	Internal - DoE, school based		Assistant Principal Year 12 and Coordinator	Compass, SOL
		Choose an item.	Choose an item.			
		Choose an item.	Choose an item.			
SIEU, Year 10 and 11 classes to be monitored with traffic lights at 5 week intervals to identify support or pathways needed.	SIEU, Years 10, 11 and 12 - every 5 weeks	Case management approach	Internal - DoE, school based		Assistant Principal and Year Coordinator	Traffic light data Attendance data
		Choose an item.	Choose an item.			
		Choose an item.	Choose an item.			
Investigate and develop whole school processes for Community Studies B conversions to minimise impact on staff wellbeing and maximise student completions.	T1 2021	Collaborative inquiry / action research	Internal - DoE, office based	DoE Teaching and Learning 10-12 team	Yashodara Assistant Principal T&L	Historical conversions data

Act/Review and Adjust (to be completed at the end of each semester)

Are you on track? Are the changes in practice and student outcomes you expected to observe occurring? How do you know? What will you do differently if this is not what you expect to see?

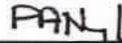
	Six month review (end of Semester 1)		12 month review (end of Semester 2)	
Goals (refer to Goals' section)	Status	Comments/Evidence	Status	Comments/Evidence
Goal 1	Select from drop down list		Select from drop down list	
Goal 2	Select from drop down list		Select from drop down list	
Goal 3	Select from drop down list		Select from drop down list	
Goal 4	Select from drop down list		Select from drop down list	

Endorsement (can be completed by mid-Term 1 2021)

DTIS 2021



Principal
Jill Hazeldine



Senior Director
School Improvement and Leadership
Paul Nyhuis



Chair
Darwin High School Board
Peter Anderson