



Darwin Middle School

2022 Annual School Improvement Plan

Focus for Improvement in 2022

NAPLAN data clearly demonstrates that Darwin Middle School (DMS) performance in Writing, Reading, and Numeracy is well above the National Minimum Standard as well as the Australian mean. Compared to the performance of schools around the country with similar Index of Community Socio-Educational Advantage (ICSEA) scores, it is clear **there is room for improvement** (source: My School website, NAPLAN results, DMS comparison to students with similar backgrounds).

The School Review Summary 2019 recommended “developing a process to broaden the **analysis of school data**...and ensure that through summarising, displaying, and communicating, there is a common view of student progress and achievement across the school community” and it also recommended developing “further opportunities for staff...to use data...to determine starting points for learning. Further consideration should be paid...around **differentiation using a variety of pedagogical practices.**”

The 2021 Student Survey noted a 34% negative point change for the question, “My teacher understands how I learn,” and the 2021 Staff Survey noted a 9% negative point change for “Our school has a clear vision and direction for school improvement,” and a 14% negative point change for “I have a performance development plan that is supported by the school.” The school survey indicators are all linked and are fundamental to improving school performance.

During 2020 and 2021, the school offered professional development to help teachers to understand available data (e.g., NAPLAN, ACER /PAT, and A to E grades) and many teachers have become familiar with data. Further training is needed to draw deeper meaning from the data, to develop targeted and differentiated teaching strategies for individual students.

It is essential for improvement that the school (and its teachers) understand **which, students need help, why they need help and that teachers have a tool kit of skills** aligned to the Australian Curriculum Assessment and Reporting Authority (ACARA) scope and sequence, to enable them to develop Units of Work (UoW), lesson plans and resources that are targeted and differentiated for individual students. Literacy and Numeracy is a whole of school focus and is not solely the domain and responsibility of Math and English staff. While Math and English may take a lead role, **students need to be literate and numerate in a range of disciplines to access future pathways.** All subject teachers need to be able to analyse data for planning and measuring student success. Similarly, all staff need to have current methodologies for targeting and differentiating learning strategies for students.

Professional Growth Plans (PGPs) for all teachers (new and experienced) are therefore **essential**, to ensure the ability to provide targeted and differentiated learning is commonplace within the school (across all subject areas), that teachers are comfortable with analysing and interpreting available data for planning, and that currency in teaching pedagogy, for improvement, is maintained across the school.

The number of students who commenced vocational education and training (VET) and who completed a 5 unit of competency skill set was **86.6% (26 of 30 students)**. There is room for improvement in competency completion rate.

It is also **imperative** that the **NT Inquiry Cycle** of Assess, Set Goals, Plan, Act, Review, and Adjust, **is embedded into the school's practice**, via the DMS Curriculum Assistant Principal and Faculty Seniors Curriculum Team, to ensure ongoing, school improvement, quality teaching, and pedagogical currency (best practice).

The Annual School Improvement Plan is key in meeting the school's **mission**, “To provide a challenging, innovative and vibrant learning environment that fosters individual talents and supports students in reaching their highest potential”.

2022 Annual School Improvement Plan

Goal/s

To improve student outcomes in English and Mathematics through strengthened instruction

To increase opportunities for pathways (types of successful transitions) beyond Darwin Middle School

To embed a school Annual Professional Learning Plan (APLP) and individual Professional Growth Plans into the school's processes.

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Signature Strategy and Actions

1. Signature Strategy	R1 - Triangulation of data
Problem of Practice	If we embed in our teaching practice, the rigorous review and analysis of student data in English and Maths, then we will see an improvement in student learning as measured by A to E comparative to NAPLAN and PAT data.
Implementation Outcomes	<p>All our teachers will be confident and know how to access all the relevant data available, know when to deep dive into different forms of data, how to interpret the data, and compare the data for analysis.</p> <p>Teacher will be able to analyse and compare a range of data inclusive of A to E data, and will also include NAPLAN, ACER (PAT), School Survey, Attendance and Transitioning delve data in their class data stories.</p> <p>Teachers will have a clear idea of which students, and why students, are “D” students or E, or not assessed. They will know if students are having difficulties in all subjects, or just their specific subject. They will have a data informed view of the underlying reasons (e.g., attendance issues, EALD issues, or other).</p> <p>Teachers can describe their student’s needs based on class data stories and request extra resources using evidence. This in turn will help the school to build business cases for extra funding or resources when/if required. In faculties, conversations about student needs are commonplace and teacher observations are supported by evidence.</p> <p>Teachers analyse data for “C” and “B” students, and determine the support needed for students to bridge the gap between and students of similar backgrounds in other Australian schools (as measured by NAPLAN comparative ICSEA data).</p>
Student outcomes	<ul style="list-style-type: none"> • In 2021 the percentage of students achieving a D grade in Writing was 10.49%, in 2022 this will improve by a minimum of 4%. • In 2021 the percentage of students achieving a D grade in Numbers and Algebra was 12.29 %, in 2022 this will improve by a minimum of 4%. • There will be an improvement of 30% in the 2022 student survey statement, My teachers understand how I learn. • In 2021 the number of VET participants who commenced and achieved 5 units of competency completion was 86.6%. In 2022 this will improve to 90%. In addition, as full qualifications will be available for the first time in 2022 a target of a 65% certification achievement rate has been set.

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Actions	When	Strategies	Who			Resources
Create a data story checklist -template that teachers can use to identify class and individual data stories.	Term 1	Modelling effective practices	Internal - DoE, school based		School Coordinator (Brenda Elferink)	Within existing school budget
Curriculum Team (Seniors) create data stories for each 'D' & 'E' students aligned with transitioning delve data and EALD data.	Term1	Modelling effective practices	Internal - DoE, school based	With assistance from Quality Teaching and Learning (QTL).	AP Curriculum (Brian Manning) with faculty seniors	Within existing department and school budget
Ensure English/Humanities, Maths/Science, interested teachers from other subject areas know how to access and deep dive into all the different data sources.	Term 2	Modelling effective practices	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget
		Choose an item.	Choose an item.			

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Actions	When	Strategies	Who			Resources
Data story discussions are a set agenda item at every English/Humanities and Maths/Science faculty meeting to ensure that teachers use evidence as the basis for their strategic planning discussions about UoW, Assessment Task, Lesson Plans & Resources.	Term 2	Modelling effective practices	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget
Analyse data to determine which students will be the focus of 'C' to 'B' strategy.	Term 2	Collaborative inquiry / action research	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget
Faculty workshops to plan for 'C' to 'B' supports for students.	Term 2	Collaborative inquiry / action research	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	

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Actions	When	Strategies	Who			Resources
<p>'C' to 'B' discussion are a set agenda item at every English/Humanities and Maths/Science faculty meeting to ensure that teachers use evidence as the basis for their strategic planning discussions about UoW, Assessment Task, Lesson Plans & Resources.</p>	Term2	Collaborative inquiry / action research	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	<p>Within existing school budget</p> <p>Within existing school budget</p>

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Signature Strategy and Actions (Where applicable)

2. Signature Strategy	R5 - Targeted and strategic differentiation
Problem of Practice	<p>If we enhance the use of targeted and strategic differentiation to cater for individual student needs, we will see an improvement in student learning in English and Maths, learning as measured by A to E comparative to NAPLAN and PAT data.</p> <p>If we enhance the use of targeted and strategic differentiation to cater for individual student pathways, we will then see an improvement in student learning as measured by achievement of VET competencies and certifications.</p>
Implementation Outcomes	<p>Teachers review, assess their data stories every term and respond with targeted and strategic differentiation strategies planning, designing, and creating: Units of Work, Assessment Tasks, Lesson Plans, and resources.</p> <p>Teachers use Learning Intentions and Success Criteria for each lesson are differentiated for different learners.</p> <p>In all faculties, conversations about targeted and differentiated learning strategies are regularly held, supported by evidence, and shared with other teachers. Evaluations and successful strategies are shared and showcased across curriculum areas and faculties, during faculty meetings.</p> <p>Teachers review the existing Units of Work, Assessment Tasks, Lesson Plans and Resources collaboratively on an ongoing basis and updated in Curriculum HQ.</p> <p>Teachers embrace the nexus between data and targeted and strategic learning pedagogies and actively pursue improved outcomes with their students and seek feedback from their students.</p>
Student outcomes	<ul style="list-style-type: none"> • In 2021 the percentage of students achieving a D grade in Writing was 10.49%, in 2022 this will improve by a minimum of 4%. • In 2021 the percentage of students achieving a D grade in Numbers and Algebra was 12.29 %, in 2022 this will improve by a minimum of 4%. • There will be an improvement of 30% in the 2022 student survey statement, <i>My teachers understand how I learn</i>. • In 2021 the number of VET participants who commenced and achieved 5 units of competency completion was 86.6%. In 2022 this will improve to 90%. In addition, as full qualifications will be available for the first time in 2022 a target of a 65% certification achievement rate has been set.

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Actions	When	Strategies	Who			Resources
Professional Development (PD) sessions are arranged for staff to access that focus on how to achieve targeted and differentiation strategies for middle school, based on a data story.	Term 2	Focussed professional learning at staff meetings	Internal - DoE, office based	QTL/Student Wellbeing and Inclusion (SWI)	School Coordinator (Brenda Elferink)	Within Department and School budget
PD to demonstrate how to include strategies in Units of Work, Assessment Tasks, Lesson Plans, (including learning intentions and success criteria) and Resources	Term 2	Focussed professional learning at staff meetings	Internal - DoE, office based	QTL/SWI	School Coordinator (Brenda Elferink)	Within Department and School budget
Curriculum Team (Seniors) case manage each 'D' and 'E' across all subjects – not just English & Maths.	Terms 1,2,3 & 4	Case management approach	Internal - DoE, school based	QTL/SWI	AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget
A class observation program is developed to help teachers to apply targeted and strategic differentiation strategies.	Term 3 & 4	Observation & feedback	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget

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Actions	When	Strategies	Who			Resources
<p>Provide opportunities at faculty meetings for teaching staff to discuss and showcase successful targeted and differentiated teaching strategies.</p> <p>Quarterly Reviews by faculties of Units of Work, Assessment Tasks, Lesson Plans, (including learning intentions and success criteria) and Resources</p>		Mentoring & coaching	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget
		Focussed professional learning at staff meetings	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget
<p>Student feedback is collated and analysed via the student survey question "Teachers understand how I learn".</p> <p>Full qualifications offered to VET students over 12 months allowing greater achievement of completed competencies</p>		Student & community engagement & consultation	Internal - DoE, office based		AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget
		Specialist expertise support	External partner		AP Vocational Education & Training (Sue Neal)	Within existing school budget

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Actions	When	Strategies	Who			Resources
and the possibility for certification achievement		Choose an item.	Choose an item.			

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Signature Strategy and Actions (Where applicable)

3. Signature Strategy	E6 - Annual performance and professional growth plan
Problem of Practice	If we develop whole school professional growth plan then will we embed professional development practices in annual cycle, then we will align school improvement and resources to improve student outcomes
Implementation Outcomes	<p>Teachers will feel a level of comfort with change as new technologies are introduced that they are expected to use in their practice.</p> <p>Teachers will have a clear understanding of the minimum professional development required they need to undertake to meet the goals of the school ASIP.</p> <p>Teachers will know that the goals of the ASIP are their goals to meet as part of their area of practice and that this achievement is valued and measured at the school and department level. Subsequently, teaching practice aligned with our signature strategies, each year will become a shared goal and expectation, and result in improved practice for our students.</p> <p>Teachers will know that DMS values and is actively engaged in leaderships development and career progression as well as school improvement.</p> <p>Teachers will engage in Professional Development that supports strategic decisions made by the School Board, as part of the three – four- year Strategic Business Plans and future vision for the school. This will prepare the school for new programs and initiatives as they are introduced.</p>
Student outcomes	<p>Students will experience constantly improving and updating of teaching practices aligned to identified areas of needed school improvement with each four-year Explicit Improvement Agenda.</p> <p>Students as consequence are more engaged and we see a positive change in the next student survey (2022) against the lowest ranking response for 2021 –My teacher understands how I learn.</p>

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Actions	When	Strategies	Who			Resources
Write a (ppt) guide to explain the purpose and intent of Professional Learning at the school	Term 2	Targeted professional growth plans	Internal - DoE, school based		AP Curriculum (Brian Manning) with school coordinator (Brenda Elferink)	Within existing school budget
		Choose an item.	Choose an item.			
		Choose an item.	Choose an item.			
<p>A school wide <i>Annual Professional Learning Plan (APLP)</i> is developed by the curriculum team. It includes:</p> <ul style="list-style-type: none"> • ASIP PD • Leadership Development PD • Strategic BusinessPlan PD & • PD for new technology (Compass & Microsoft Teams) 	Term 2	Targeted professional growth plans	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget

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Actions	When	Strategies	Who			Resources
A professional development budget is created matched with the school's APLP .	Term 2	Targeted professional growth plans	Internal - DoE, school based		AP Curriculum (Brian Manning) with Business Manager (Chris Dossantos)	Within existing school budget
Each staff member submits Performance Growth Plan, after discussion with faculty senior. <ul style="list-style-type: none"> ASIP related PD Other PD (Classroom or Leadership) 	Term 2	Targeted professional growth plans	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget
Teacher and Faculty Senior reviews PGP twice a year	Term 4 (2022) & Term 2 (2023)	Targeted professional growth plans	Internal - DoE, school based		AP Curriculum (Brian Manning) with faculty seniors	Within existing school budget
		Choose an item.	Choose an item.			
		Choose an item.	Choose an item.			



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

<p><i>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?</i></p> <p>Refer to Implementation and Student Outcomes Section</p>	Date	Status	Comments/Evidence
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	
		Select from drop down list	

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Endorsement (can be completed by mid-Term 1 2022)



Principal

Senior Director
School Improvement and
Leadership



Chair
School Representative Body

2022 Annual School Improvement Plan

Attachment A

Data tables and graphs where applicable