

Darwin Middle School

Explicit Improvement Agenda Cycle: 2020-2024



Darwin Middle School is an urban independent public middle school (Years 7 to 9) with an enrolment of 740 students (2022). 34% of our students are EAL/D identified, with 41% having a Language Background other than English. 5% of our students identify as Aboriginal and/or Torres Strait Islander. 10% of our students have an identified disability according to the NCCD data. Attendance is 84% Year to Date (as of Term 4 Week 5), and while high, is below the longer-term average and the regional goal of 87%. The school has an active parent community and board which contribute to the school direction. School Survey participation was 32% for Parents, 53% for Students and 58% for Staff. The school is scheduled for a School Review in 2023.

Darwin Region Regional Goal/s:

Strengthening Instruction		Engagement	
<p>Goal: To increase student achievement and growth in Reading</p>	<p>Target 1: In 2021 the average number of students achieving C or above in Reading was 79%, in 2023 we will lift this by a minimum of 3%</p> <p>Target 2: In 2021 the proportion of students achieving NMS in Reading was 88%, in 2023 we will lift this by a minimum of 3%</p>	<p>Goal: <i>Increase engagement in school for all students in the Darwin Region</i></p>	<p>Target 1: Increase regional average attendance rate returning to a minimum of 2021 attendance levels or above</p> <p>Target 2: In 2021 School Survey student wellbeing theme positive response rate was 65%, in 2023 we will lift this to a minimum of 72%</p> <p>Target 3: In 2021 School Survey student teacher student relationship theme positive response rate was 73%, in 2023 we will lift this to a minimum of 80%</p>
<p>To increase student achievement and growth in Mathematics (Number and Algebra)</p>	<p>Target 1: In 2021 the average number of students achieving C or above in Number and Algebra was 76%, in 2023 we will lift this by a minimum of 3%</p> <p>Target 2: In 2021 the proportion of students achieving NMS in Mathematics was 87%, in 2023 we will lift this by a minimum of 3%</p>		

Focus for Improvement in 2023

Summarise the data that informed the development of the goal (on following page) and identification of improvement strategies for 2023 to provide a clear rationale for change.

Darwin Middle School is approaching the end of its school improvement cycle, with a school review scheduled for 2023. Our school review in 2019 drove many of our improvement goals, with a focus on the following recommendations:

- 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”
- 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.”.

Our learning data indicated that our continued focus on these areas is showing improvement across the board, especially with our 2022 signature strategies of Triangulation of Data (R1) and Targeted and Strategic Differentiation (R5). Our NAPLAN data clearly demonstrates that Darwin Middle School (DMS) performance in Writing is well above the NT mean and the above Australian mean. In 2022, we increased the positive gap between our Year 9 Mean scores and the Australian Mean in Writing (2021 gap of 5.88, 2022 gap of 15.89). Reading and Numeracy scores, while still above the Australian Mean, did not see a widening of this gap, indicating areas for us to continue to work on. NAPLAN data also indicates that while overall our cohort is high achieving, there is a small group of students who are below (at the NMS) and well below (below the NMS) in their learning. For 2022 Year 7 students, that cohort is 13% of the student cohort, or 28 students.

Overall, while our school survey responses have indicated improved scores across the board. However, our lower scores from students were in response to the following questions:

- My teacher supports me to understand my learning data
- My teacher understands how I learn
- There is an adult at the school who cares about me and knows me well

Based on the above data we will continue our focus on R5, Targeted and Strategic Differentiation. We will continue to build staff knowledge and expertise for teachers on the triangulation of data to establish the learning needs and progress of students and designing effective learning programs, but now focus on strengthening instructional practices through the R5 signature strategy. While the focus of our work will be on Reading and Numeracy, we will look to build our instructional practices across the school in all faculty areas as we believe that use of these skills across domains accelerates growth. To help facilitate this, the school will also work on relaunching and reinvigorating our Instructional Model to build a common language of teaching and learning. With these focuses, we will see an improvement in our A-E grades, with more students in the B and C area.

In addition to our instructional work, we will also continue our focus on our engagement programs. We will continue to develop and implement our student voice governance model and consolidate our wellbeing program. We will also continue to strengthen our flexible pathways program to cater for the students identified through our learning data as requiring additional learning support. Through these actions we will see more connected and engaged students.

Consider a limited word count- 200-250 words only.



Analyse evidence of students' learning considering overall school the performance; the needs of identified priority groups; evidence of improvement or regression over time; and in the case of standardised tests such as PAT and NAPLAN measures of growth across schooling to determine a student outcome goal you will pursue in 2023 aligning it to a strengthening instruction focus.

GOAL 1: STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS

Strengthen instruction in Reading and Viewing, and Number and Algebra, as shown in our A to E data.

<p>Problem of Practice</p> <p><i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i></p>	<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, as measured by A to E comparative to NAPLAN and PAT data.</p>		
<p>Aligned <u>Signature Strategy</u></p> <p>https://elearn.ntschoools.net/leading-school-improvement/set-goals/signature-strategies</p> <p><i>Which signature strategy will support you to plan for the changes in practice you expect to see?</i></p>	<p>R5. Targeted and Strategic Differentiation</p> <p>And (optional) R1. Triangulation of Data</p>		
<p>Implementation Outcomes</p> <p><i>What are the changes you expect to observe in practice if the strategy is being successfully implemented?</i></p> <p><i>Refer to signature Strategy Improvement Guides.</i></p>	<p>Educators</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.</p> <p>Teachers will be able to effectively plan high quality learning programs and assessments that allow students to access learning at their point of need.</p> <p>Teachers can choose effective pedagogical approaches, backed by data</p>	<p>Students</p> <p>Can articulate their stage of learning and the next steps they need to take.</p> <p>Able to select learning activities that align to their own understanding of their learning.</p>	<p>Families/ Community</p> <p>Families will have a clear understanding of where their child is on their learning journey.</p> <p>Families and the community can speak to teachers and their child about their child's learning.</p>

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	and research, to target the learning needs of their students.		
Student Improvement Targets <i>What are the measurable changes you expect to achieve in student outcomes, if the strategy is being successfully implemented? How are the targets reflective of the diverse cohorts at your school?</i>	Year 7	Year 8	Year 9
	In 2022 while in Year 6, this cohort recorded the following results: R&V: 8.78% D, 35.61% B N&A: 11.22% D, 23.41% B In 2023, this will improve to: R&V: 5% D, 38% B N&A: 8% D, 27% B	In 2022 while in Year 7, this cohort recorded the following results: R&V: 9.46% D, 34.32% N&A: 8.11% D, 33.78%B In 2023, this will improve to: R&V: 7% D, 38% B N&A: 5% D, 38% B	In 2022 while in Year 8, this cohort recorded the following results: R&V: 12.2% D, 28.46% B N&A: 13.41% D, 31.11% B In 2023, this will improve to: R&V: 8% D, 32% B N&A: 10% D, 34% B
	Within our annual student survey, there will be an improvement of 0.2 (on a scale of 0 to 5) in the following statements: <ul style="list-style-type: none"> • My teacher supports me to understand my learning data • My teacher supports me to set my own learning goals • My teacher understands how I learn 		

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.

Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the implementation of 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>
PD to embed differentiation into the planning and clarifying phases of the QAAC cycle, with implementation and review within faculty meetings. Teachers will improve in their design of more open-ended tasks that allow students different points of access to learning.	Term 1	Focussed professional learning at staff meetings	Internal - DoE, school based		Assistant Principal	2 x Whole School Staff Meetings
		Other (please specify)	Internal - DoE, office based	QTL Team, linked with faculty leaders	Assistant Principal	
		Choose an item.	Choose an item.			
Continued focus on the understanding and use of data - using multiple data sources to support judgements. Supporting teachers to use qualitative	Term 1	Leadership development	Network	Faculty Leaders to continue development of data interrogation skills – link to DoE expert staff	Assistant Principal	5 Days Relief Teachers for Faculty leaders

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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the implementation of 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>
data along with quantitative data.		Modelling effective practices	Internal - DoE, school based			
		Choose an item.	Choose an item.			
Use of a 'case management' approach to support shift of D to C and C to B with a focus on supports for Reading, Writing and Numeracy. Two components: Use of Data Sets (Data Walls) and Case Management Meetings. Use of this approach will better focus teacher use of data to enable students to progress their learning at the expected rate.	Term 1 - Design Term 2 - Use	Leadership development	Internal - DoE, school based	Development of Faculty leaders in this approach	Assistant Principal	\$3,000 for data tools – to be confirmed.
		Case management approach	Internal - DoE, school based		Assistant Principal	\$3,000 for relief teachers to cover possible case management meetings
		Mentoring & coaching	Internal - DoE, school based	AP to mentor faculty leaders within this approach – ensuring fidelity and effectiveness of the approach	Assistant Principal	

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Actions	When	Strategies	Who			Resources
<p><i>Outline what the school will do to lead to the desired changes of behaviours and/or practices aligned to the implementation of the Signature Strategy.</i></p>	<p><i>Outline the start and end date for implementing the action.</i></p>	<p><i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i></p>	<p><i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i></p>	<p><i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i></p>	<p><i>Who is the contact in your school leading this action?</i></p>	<p><i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i></p>
<p>Continued Development of a DMS Observational Triad Model from Term 1 & 2, shifting from an IM focus to identified pedagogical strategies</p> <p>Teachers conducting peer observation focused on the implementation of their case management strategies within their classrooms.</p>	<p>Term 3</p>	<p>Focused professional learning at staff meetings</p>	<p>Internal - DoE, school based</p>		<p>Assistant Principal (Curriculum)</p>	
		<p>Observation & feedback</p>	<p>Internal - DoE, school based</p>			
		<p>Choose an item.</p>	<p>Choose an item.</p>			

Analyse evidence of students' engagement and learning considering: overall school the performance; the needs of identified priority groups; evidence of improvement or regression over time, and school surveys and parent and student voice determine a student outcome goal you will pursue in 2023 aligned to [NT Education Engagement Strategy2022-2031](https://elearn.ntschoos.net/leading-system-improvement/strategies/education-engagement-strategy-2022-2031) (https://elearn.ntschoos.net/leading-system-improvement/strategies/education-engagement-strategy-2022-2031)

GOAL 2: ENGAGEMENT

Strengthening our engagement of students in their schooling by providing opportunities for student voice, multiple learning pathways and support when transitioning into and out of middle school.

Problem of Practice

Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.

If we create a safe and inclusive school environment, whereby all students have the opportunity to achieve, then we will see an increase in attendance and engagement across all years.

If we foster a culture that promotes learning through activating student voice and agency for all and increases student empowerment, we will see an improvement in student wellbeing and students having a better understanding of what good learning looks like at Darwin Middle School.

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 VETiS competencies and certifications.

Key Action

What key action will you undertake to assist you in achieving your engagement goal?

Develop and implement a student voice governance model, structuring and resourcing the model to include voice from formal structures (such as SRC) and informal activities.

Consolidate our DMS Wellbeing program as a school wide approach to build our students sense of belonging and strengthen student and teacher relationships.

Continue to strengthen our Flexible Pathways Program to cater for students who are disengaged, have low attendance or are not equipped to be successful in the general education program.

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Implementation Outcomes	Staff	Students	Families/ Community
<p><i>What are the changes you expect to see in practice and/ or behaviours of staff, students and community?</i></p>	<p>Staff understand the importance of wellbeing to learning and feel supported to implement strategies to support this.</p> <p>Increase differentiated approaches to effectively manage student behaviours in all learning areas.</p> <p>Staff have the skills and confidence to support students through challenging situations.</p> <p>Use of extra support staff to assist teachers in managing student behaviours.</p>	<p>Show an increase in engagement in lessons.</p> <p>Students feel more connected to the school and the community.</p> <p>Students demonstrate the school's values and contribute to the classroom expectations and routines.</p> <p>Students feel positive about being engaged in programs that increase employability skills and link to future employment.</p>	<p>Increased family participation in events that promote alternate pathways (eg. VETiS forum).</p> <p>Increased participation in special events that build connection between school and families.</p>
<p>Student Improvement Targets</p> <p><i>What are the measurable changes you expect to achieve in student engagement? How are the targets reflective of the diverse cohorts at your school?</i></p>	<p>Increase attendance rate to 87%.</p> <p>In 2022, School Survey results indicated 73% (agree & strongly agree) of Students surveyed has an adult at school that cares about them and knows them well, in 2023 we will lift this to a minimum of 80%.</p> <p>For students identified and enrolled into flexible pathways, track student wellbeing and engagement using school survey questions over 2023.</p> <p>In 2022 the number of VETiS participants who commenced and achieved 5 units of competency completion was 75%. In 2023 this will improve to 85%.</p>		

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Select <u>one</u> of the following goals and actions which most align to your school goal for engagement:			
1. <input type="checkbox"/> Education is a partnership: Families and education services work together to ensure all children and students get the best start to learn and are supported and encouraged to continue their learning journey.	2. <input type="checkbox"/> The right people: Positive, energetic, culturally responsive and skilled educators motivate children and young people to engage in learning and experience success.	3. <input type="checkbox"/> Meaningful learning: Children participate regularly in early years programs, remain engaged through the stages of schooling and achieve success in their education.	4. <input type="checkbox"/> Wellbeing and inclusion: Inclusive education supports the physical and mental wellbeing and diversity of all children and young people.
1.1 Build on current work to implement models of local decision making focused on improvement and ensuring everyone has a say in key decisions on how the education service operates.	Choose an item.	Choose an item.	Choose an item.

Actions	When	Strategies	Who			Resources
Outline what the school will do to lead to the desired changes of behaviours and/or practices.	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.
Formal Representation on School Committees, designed is to facilitate student participation in decisions that impact the whole school.	Term 1	Student & community engagement & consultation	Internal - DoE, school based		AP	
		Leadership development	Internal - DoE, school based	Development of SRC members	AP	
		Choose an item.	Choose an item.			

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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to lead to the desired changes of behaviours and/or practices.</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>
Student Action Teams (SAT) – project-based learning approach to student raised issues	Term 2	Leadership development	Internal - DoE, school based	Development of protocols and ways of working for the SAT's	AP (Wellbeing)	
		Student & community engagement & consultation	Internal - DoE, school based		AP (Wellbeing)	
		Choose an item.	Choose an item.			
Consolidation of DMS Wellbeing Program across the school	Term 1 – Term 4	Focussed professional learning at staff meetings	Internal - DoE, school based		AP (Wellbeing)	
		Mentoring & coaching	Internal - DoE, school based	Mentoring and Coaching for identified teachers	AP (Wellbeing)	
		Observation & feedback	Internal - DoE, school based	Learning Walks during Wellbeing lessons	AP (Wellbeing)	

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Actions	When	Strategies	Who			Resources
<p><i>Outline what the school will do to lead to the desired changes of behaviours and/or practices.</i></p>	<p><i>Outline the start and end date for implementing the action.</i></p>	<p><i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i></p>	<p><i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i></p>	<p><i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i></p>	<p><i>Who is the contact in your school leading this action?</i></p>	<p><i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i></p>
<p>Continue to strengthen our transition support programs by developing deeper links with our feeder primary schools, our local community and Darwin High School.</p>	<p>Term 1- Term 4</p>	<p>Focussed professional learning at staff meetings</p>	<p>Internal - DoE, school based</p>	<p>Combined PL sessions with DHS staff to develop</p>	<p>Assistant Principal (Curriculum)</p>	
		<p>Other (please specify)</p>	<p>Network</p>	<p>Continue to work with the Darwin City Schools Network to collect and share transition data</p>	<p>Assistant Principal (Wellbeing)</p>	
		<p>Choose an item.</p>	<p>Choose an item.</p>			

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 develop a three- four year Explicit Improvement Agenda (EIA) or identified other area for improvement.

1. Other Strategy /Focus Area	Explicit Improvement Agenda	Goal: E5 – Instructional Model (Revitalising)
Problem of Practice <i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i>	If we revitalise our whole school instructional model, then we will embed a shared language about effective teacher practice to better support our other improvement goals.	
Implementation Outcomes <i>What are the changes you expect to observe in practice if the strategy is being successfully implemented?</i>	Teachers have a shared language of instruction within the school. Teachers are able to clearly articulate and demonstrate what high quality teaching and learning looks like at Darwin Middle School.	
Student Improvement Targets <i>What are the measurable changes you expect to achieve in student learning outcomes?</i>	<ul style="list-style-type: none"> • There will be an improvement of 6% in the 2022 student survey statements: <ul style="list-style-type: none"> ○ My teachers understand how I learn ○ My teachers challenge me to think 	

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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to lead to the desired changes of behaviours and/ or practices.</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>
Whole staff Professional Learning sessions, reviewing the current IM and next steps	Term 1	Specialist expertise support	Internal - DoE, office based	Use of DoE E5 Module 1b	Assistant Principal	1 x Whole School PD Day
		Focussed professional learning at staff meetings	Internal - DoE, school based	Delivery of 1b Module by Faculty leaders		
		Choose an item.	Choose an item.			
From feedback at staff PL session, staff to develop PLP's focused on areas of need. School to develop specific and targeted micro-learning activities for identified gaps of knowledge from PLPs.	Term 2	Mentoring & coaching	Internal - DoE, school based	Led by Faculty Leaders	Assistant Principal	1 x Whole School PD Day (same as above)
		Targeted professional growth plans	Internal - DoE, school based			
		Choose an item.	Choose an item.			
Faculty leaders to conduct regular learning walks to	Term 2	Leadership development	Internal - DoE, office based	Development of Learning Walk protocols	Assistant Principal	

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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to lead to the desired changes of behaviours and/ or practices.</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>
gather data and conversation starters around the IM		Observation & feedback	Choose an item.			
		Choose an item.	Choose an item.			
Development of a DMS Observational Triad Model. Teachers conducting peer observation focused on the implementation of their identified IM learning from the PLP.	Term 1	Specialist expertise support	Network	Linking with other triad using schools to develop effective model	Assistant Principal	Relief Teachers for Faculty Leaders to visit other schools and for planning time.
	Term 2	Observation & feedback	Internal - DoE, school based		Assistant Principal	
		Choose an item.	Choose an item.			

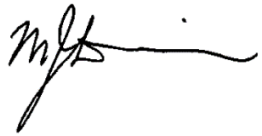


Act / Review and Adjust (to be completed at the end of each semester)

<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 Outcomes and Student Improvement Target sections</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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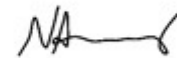
Endorsement (to be completed by mid-Term 1, 2023)



Principal



Tim Morgan
Acting Senior Director
Education – Darwin Region



Chair
School Representative Body

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Attachment A

Data tables and graphs where applicable: