

Katherine High School

Annual Performance Report to the School Community

2018



Inclusion – Respect – Effort - Resilience

Our School

Vision: *Our challenge is to make young and developing adults independent in their learning through teaching that is characterized by passion, relationships and the pursuit of knowledge and that in our relationship between students, teachers and our community, we reflect trust, honesty and respect.*

Our Priorities – 2018 to 2020

- **Engage:** Increase the number of students attending more than 80% by 15%.
- **Grow:** Improve student's two year gain in NAPLAN writing in Years 7 and 9 by at least 10%.
- **Quality Teaching:** Build on embedded quality practice in improving learning outcomes for all students through development and communication of an explicit improvement agenda of high expectations for student engagement and outcomes. This agenda will outline improvements in student performance and include clear targets with accompanying timelines which will be monitored and tracked.
- **Quality Mentoring:** Ensure that staff wellbeing is supported through mentoring, role clarity, staff professional learning plans based on AITSL Standards and that this is linked to an ongoing feedback cycle from teacher observations.
- **Clear Pathways:** Within the Pathways Program, every student has an Individual Learning Plan where progress towards targets is monitored and the program is systematically evaluated for its effectiveness in producing desired improvements in student learning and performance.



General information

Katherine High School (KHS) is a comprehensive high school located on Grevillea Road, Katherine East. The original buildings were completed in 1989, with additions in the early 1990's, 2007 and in 2010 a Sports Science Centre was added. KHS is a modern, attractive facility set on spacious grounds. It has excellent physical facilities, including tennis and netball courts, a large air conditioned gymnasium and undercover outdoor basketball court, as well as limited computer laboratories. There are specialist learning areas for Art, Hospitality, Technology, Science and Music.

The school serves a region larger than the state of Victoria and caters to a diverse socio-economic clientele from a range of backgrounds, including the defences forces (RAAF), rural, public sector, business families, traditional and urban indigenous students. The school currently has an indigenous population of 61% and a similar percentage identify as LBOTE students (their core language is not English). The school places emphasis on the rights of teachers to teach and students to learn with a strong commitment to social justice and the use of restorative justice practices to underpin student management practices. There is a strong focus on quality teaching, extracurricular activities linked to attendance, active discouragement of truancy through a range of re-engagement programs, and an active presence by staff in the school yard during class breaks.

KHS offers a range of special programs to students to be responsive to all student needs. Indigenous students receive support through the Clontarf Foundation and the Stars program. A range of VET programs are offered to students in Years 10-12 and students enjoy participation in a range of extracurricular sport programs, including support from major football codes. The Pathways Program places a strong emphasis on Numeracy and Literacy, and preparation for work. This program, established in Term 3 of 2017, has over 110 students currently enrolled. The Flexible Learning Centre falls under the Katherine High School Umbrella and offers quality educational opportunities for students who have been highly disengaged with education.

The school competes annually in the Battle of the Bands. The natural environment in the Katherine region also lends itself to Outdoor Education, a highly successful and well supported program. A range of excursion, both local, interstate and overseas are offered. Trips to New Zealand and Vietnam are offered bi-annually, while a group of students travel annually to Canberra. Specialist academic programs are also offered, including extension classes, school ready classes and special intensive classes. The academic achievements of students are also well celebrated throughout the school, with many students receiving scholarships through local universities. For the last three years, near to a 100% achievement rate has been reached for students undertaking Year 12 studies.

KHS is a very complex school, with many unique features. On the one hand, there is a strong and large academically focused group of students, while on the other, over 20% of the student body operate well below national averages across a range of diagnostic tests, including NAPLAN and Pat-R and Pat-M. KHS has a well-developed School Improvement Plan that sets out strategically a range of strategies to address key issues faced by the school.



Our Staff

All 48 teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers. Three members of staff have doctorate degrees in Education and associated areas, while at least twelve members of staff have Masters Degrees in a range of specialist fields. Seven members of staff (including Clontarf and Stars) identify as Aboriginal and Torres Strait. Currently two members of staff are fluent Japanese speakers. In 2018, Katherine high School's total staff composition was 77, 21 less overall staff in comparison to 2017.

Key staff and school Representative chair

The School Council meets monthly and takes an active interest in the educational program. The School Council is very supportive of staff and the vision of the school. Student Leadership Committee members are active participants in the Council meetings, and always give a monthly report. 2-3 members of the teaching staff also are represented on the Council.

Positions	Name(s)		
School [Chair/Board] Chair	Elke Stegemann		
Principal	Daniel Murtas	Phone:	(08)89738200
Assistant Principals	Dr Stephen Hill, Natalie Bondfield Gina Walker		
Administration/Business Manager	Kate MacFarlane		
Highly Accomplished/Lead Teachers	Dominie Monfries-Purins		

School Representative Body Member List 2018

School [Council/Board] Positions	Name(s)
Chairperson	Elke Stegemann
Secretary	Kylie Ousey
Treasurer	Janet Schultz
	Kerrie Mott
	Chris Eieremann
	Marnie Hopkins
	Tracey Wilson
	Julia Knight
	Rebecca Osmotherley
	Veronica Wilson

Our Students

Over 57% of our students identify as Aboriginal or Torres Strait Islanders. This percentage of students is likely to further increase in 2019 due to two factors – the increasing popularity of the Pathways Education program and the closure of three major boarding facilities across the Territory.

Of the above group, approximately half come from urban backgrounds and many of these students are well represented both in terms of attendance and in the mainstream school program.

43% of the student body identify as non-aboriginal and even within this group there is considerable diversity, with students drawn from a number of South East Asian countries (either first or second

generation). In addition, the school attracts a small number of RAAF based students who move in and out of the school on an annual basis dependent on the postings of their parents.

Over 60% of our students identify as LBOTE, a factor unique amongst schools in the Territory. Attendance, on average, is around the 67% mark. When this figure is sub divided, there are distinct groups, such as urban non-indigenous, that have an attendance rate around the 90% mark. There is also a growing number of urban aboriginal students with similar attendance rates.

Attendance at the school is encouraged in a number of ways. Special awards are given out twice per term, and both Stars and Clontarf provide special recognition to students with the highest attendance rates on an annual basis. Text messages are sent home daily to check on absenteeism. Police, truancy and our Home Liaison Officer actively visit communities as a team to follow up on truancy.

	2017				2018			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Year 7	67	63.7%	113	74.5%	69	59.9%	114	72.5%
Year 8	68	60.0%	108	69.3%	73	49.7%	113	63.3%
Year 9	56	46.5%	105	64.3%	67	51.4%	107	63.4%
Year 10	77	44.4%	124	59.2%	56	38.5%	107	60.3%
Year 11	44	48.7%	95	66.0%	76	37.4%	116	51.5%
Year 12	13	64.7%	55	73.7%	19	54.5%	65	67.4%
Katherine High School	326	53.5%	600	67.2%	358	47.9%	623	62.7%

Our Community

Classified as remote, Katherine is located some 320 km south of Darwin. The major supporting industry for the town is the local RAAF base at Tindall, with over a \$1B being spent annually over the next decade to expand the base. Tourism is the next major business, followed by mining and agriculture.

The community makeup is broadly reflective of the school. Engagement between the school and the community occurs in a number of ways; school media including the newsletter and social media, major celebrations including graduation and parent interviews and meet and greet functions are examples.

In addition, the school participates in a range of community events, ranging from art exhibitions to the local show. A variety of community representatives are also invited into the school, ranging from local service groups such as the Territory Police, through to artists in residence and visiting entertainers and representatives of the local aboriginal communities.

Community functions sponsored and promoted by the schools, such as graduation and awards evenings, are well attended by all segments of the community. Further effort in this area is being planned across the next three year period.

Principal's Report

2018 has been an eventful year at Katherine high school. After being appointed Principal in Semester 2, the school's improvement agenda has been a real focus throughout the year to further lift the standard of education and community involvement and perception at Katherine High School. I am very pleased with the exciting direction the school is on to provide outstanding opportunities for all students and to be responsive to their need to achieve excellence in their education.

Our whole school community have had agency in developing our new school values of Inclusion, Respect, Effort and Resilience and what these values mean in different schooling situations. Whole school expectations and programs have been aligned to these values, enabling the school to see better student engagement, wellbeing and academic achievement at school.

This year our students have excelled in their subjects as we have had our highest number of Year 12 NTCET completions in years. 56 students gained an NTCET and 17 of these 56 students are of Aboriginal or Torres Strait Islander background. 28 students of the 56 students achieved an ATAR and many students achieved an outstanding ATAR score over 90, as demonstrated in previous years. Many of our Year 12 students have set career pathways, some in trades such as cabinet making, child care and construction and some after university such as doctors, bio chemists, and lawyers. Our Year 12 class of 2018 are inspirational young people and have set a positive standard for our students in 2019.

I am also very proud of all of the students at this school for the highlights and memories they have created at Katherine High School in 2018. Their daily interactions, happy smiles and active participation are constant. Some outstanding student achievements this year include; students who finished the Alice Springs Marathon and had impressed so much they now have the opportunity to run in the Boston, London and New York marathons. Other students were selected to represent Australia for Muay Thai, reached national age champion for Archery and represented Australia in London for the Mounted Horse games. A Year 11 student won the Simpson Prize and represented Katherine High School with Pride in Belgium and London, while another student won the ANZAC Spirit award and represented Katherine High School in Belgium and France. These are just some of the more impressive individual awards our amazing students have achieved. Of course we have again had many students represent the Northern Territory in various sports and academic activities as well as outstanding team events and school excursions and camps.

I congratulate the passionate and dedicated staff at Katherine High School, including the staff from our Clontarf and Stars Academies and our Flexible Learning Centre for making many of these opportunities happen. Katherine High School staff go above and beyond their duties to provide the best education possible and connect with community and other agencies to enhance the learning opportunities for students in Katherine.

Dan Murtas
Principal



Our Priorities

Our Priorities – 2018 to 2020

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- **Clear Pathways:** Within the Pathways Program, every student has an Individual Learning Plan where progress towards targets is monitored and the program is systematically evaluated for its effectiveness in producing desired improvements in student learning and performance.

A comprehensive Strategic School Improvement Plan for the period 2018-20 has been developed by staff and the school community and endorsed by the School Council. This plan aims to build on the significant gains made in 2018 and specifically focuses on areas aligned to the goals of the NTDoE as well as to areas for improvement identified in the school review (while still retaining and building the many great achievements of the school).

Significant for 2018 was the continuing growth in NAPLAN results for students in the top 2 bands. Across all areas tested. Achievement rates at Year 12 continue to be high, with an almost 100% success rate across the last 3 years. In 2018 we celebrated 56 out of the 57 Year 12 students completing year 12 and gaining their NTCET certificate, while 28 out of the 56 students achieved an ATAR Score. A proud achievement for the school was the 17 indigenous students who completed year 12 in 2018.

A leadership group for school improvement was also formed in 2018. This group, known as the 'Futures Committee' works on a flat leadership model and through the cycle of inquiry process to obtain a sharp and narrow focus. The group have identified 5 key priorities that will impact significantly in making Katherine High School a safe and orderly environment that promotes quality teaching and learning. These priorities are:

1. Improving the processes and educational opportunities for students with special needs.
2. Developing the school 'pathways' program
3. Developing school wide positive behaviour and student wellbeing
4. Developing school leadership
5. Improving staff morale and wellbeing

The group have determined 5 week actions that contribute to an overarching goal. The groups reports in 5 week cycles and have made very quick progress in further achieving school improvement outcomes.

The work of the 'Futures Committee' took precedence over the annual School Improvement Plan priorities for the second semester in 2018. The deliverables, actions taken to address the deliverables and the impact of the work are detailed below in the final progress report for 2018. The report is presented below and further work to enhance these priorities will be a focus for 2019. This work will also be included in the 2019 Annual School Improvement plan as a targeted strategy for school improvement. The next steps for 2019 include improving the rigor in teaching and learning across both the middle years and senior years of schooling to enhance quality teaching and learning at Katherine High School. This addition will be detailed in the 'Futures' report and priority areas will be developed using the cycle of inquiry model to scan the data, prioritise focus areas for teaching and learning, plan, act and review the impact of the work.



Katherine High School Sprint (Cycle 3) progress report- 1/12/2018

Goal: *'Katherine High School is a safe and orderly environment that promotes quality teaching and learning'*

Action completed	Progress towards completion	No progress	Limited Progress
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FOCUS PRIORITIES	ACTIONS	PROGRESS	MEASURE SUCCESS AND REVIEW FOR NEXT CYCLE
1. Students with Additional Needs (SwAN)	• Recruited ST1 Trained SWaN teacher (Lindsay Abbot)	Completed	Students identified for inclusion in NCCD data EAP's reviewed – review dates recorded and priorities set to ensure they are up to date and collaboratively developed with teachers and families.
	• Develop a response to intervention plan with SwAN Team and Katherine Regional Office support.	In Action: Package being developed and support for teachers to write EAP's. Application underway for school dog for SEN group and shared between schools	
	• KHS NCCD data collection has been collected, analysed and verified.	Completed 12/8/2018- 280 students registered in NCCD	
	• Facilitate staff meeting on SwAN/D Pedagogical Model.	Completed PD at KHS GSM 26/5/18	
	• Conduct gap analysis around best practice for EAP development, implementation and management in contrast with current practice at KHS. (To be completed once intervention plan / package written)	- Conducting SET network at KHS RE-Transitioning year 6-7 EAP's (week 3) - SEN Tutor role clarity completed- working on EAP goals	

	<ul style="list-style-type: none"> Set standing item re-visiting and updating SWAN profiles at the commencement of each term. 	In Action: Conducting PD at KHS GSM week 3: 'Updating student profiles'	
	<ul style="list-style-type: none"> Hire another 1 – 2 SWAN tutors. 	Completed- Tutor commenced 3 rd April	
FOCUS PRIORITIES	ACTIONS	PROGRESS	MEASURE SUCCESS AND REVIEW FOR NEXT CYCLE
2. School Wide Behaviour and Wellbeing	<ul style="list-style-type: none"> Team/ officer from Darwin to survey school using the School Wide Evaluation Tool (SET) 	Completed: results collated and analysed. Staff provided data statement and co-constructing next steps	Completed SET with data analysed and recommendations provided
	<ul style="list-style-type: none"> Establish a School Wide and Wellbeing Team at KHS 	Completed – school council rep and student leadership representation confirmed	All policies collated for review
	<ul style="list-style-type: none"> Collate and analyse behaviour data 	Ongoing as data recording systems not consistent across the school	School community engaged in school values discussion and options of how to acknowledge and celebrate cultures – invite sent in School news-letter requesting feedback.
	<ul style="list-style-type: none"> Set timelines for Professional Development 	In Action: Professional Development day focussed on Poverty, de-escalation and behaviour management and effects of trauma on development and learning. Restorative Justice implementation and training planned for term 3	
	<ul style="list-style-type: none"> Gather all policies, plans, flowcharts, systems used by different teachers 	Completed: Documents and policies analysed for next steps- development of new behaviour management system – one flow chart and one minor/major behaviour chart to be referred to from term 3	Timeline agreed on and presented to leadership team to implement School Wide Behaviour process.

		<ul style="list-style-type: none"> Assistant Principal MY to resend info to all staff re who they can refer behaviour to in their year levels and clarify processes 	Time line set to engage with community with agreed upon strategy to consult around a Reconciliation Action Plan – consultation between Assistant Principal PW and Youth Plus
	<ul style="list-style-type: none"> Share ideas and select a strategy to gather community voice on the values currently in place and if there is a need to update these – includes students, parents, teachers, support agencies 	School values have been identified and endorsed by school council: Inclusion, Respect, Effort, Resilience	
	<ul style="list-style-type: none"> Collate and share strategies to acknowledge the cultures/origins of the students of Katherine High School with SLC and student leaders 	In Action: Murals and branding addressing student origin and culture investigated.	
	<ul style="list-style-type: none"> Youth+ and KHS engage in initial planning session for RAP 	Head of Youth Plus has met with Principal to discuss timeline Meeting held with Reconciliation Australia Assistant Principal PW to meet with Head of Youth Plus 22 June	
	<ul style="list-style-type: none"> SEL implementation through proposed strategy to KHS community. Strategy focuses on SEL/ reconnection activities run after lunch each day for 20 mins before lesson 5. Focus SEL lessons to run after assembly each week in year level groups. 	Assistant Principal MY to develop the proposal to take to students, staff and community.	
	<p>Follow process to establish succinct meanings for the 4 new school values.</p> <ul style="list-style-type: none"> House leaders to be handed sheets with values listed and the challenge will be to have as many students and teachers in those house participate in feedback – all contributions will be used to create a word cloud for each value – to be displayed in the school 		

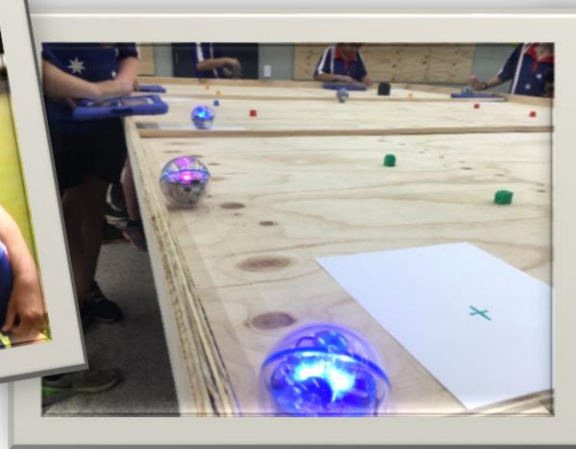
	<ul style="list-style-type: none"> Parents will be asked to participate through writing on whiteboards. Posters at parent information evening. A separate art competition will ask for art work that communicates the four values 		
FOCUS PRIORITIES	ACTIONS	PROGRESS	MEASURE SUCCESS AND REVIEW FOR NEXT CYCLE
3. Pathways Program	<ul style="list-style-type: none"> Pathways leaders to work with Youth Plus (Dale) 	<p>Completed: Partnership formed (met week 1 T2)</p> <p>In Action: ongoing work RE pathways structure.</p>	<p>Clarity in purpose and direction for the Pathways Program communicated with all relevant parties through newsletter and visually in staffrooms</p> <p>Recruitment for teacher and tutor induction and training commenced</p> <p>Data collection will have commenced – officer engaged and students identified. Tools for assessment agreed upon.</p>
	<ul style="list-style-type: none"> Establish clear direction and vision of Pathways including clarity around roles and responsibilities (also incorporating Stars & Clontarf) 	<p>Pathways Team came up with the following at a workshop in late 2017 and recently reaffirmed:</p> <p><i>A flexible learning space to successfully reengage students into education by offering access to project based learning, work ready skills and certificates.</i></p> <p><i>Students and adults working together towards achieving in key focus areas of Literacy, Numeracy, Social and Emotional Learning, Life Skills and Employability skills.</i></p> <p>Other actions:</p> <ul style="list-style-type: none"> Moved from X block to W block Leader from the Employment Pathways Team in Darwin to come to KHS and work with teachers on the Pathways curriculum 	

		<ul style="list-style-type: none"> - Breakfast club: Trialling for 5 weeks (T2) - Working with DoE Middle Years Leader to develop curriculum- backward map - Certificate 4 training and assessment to be completed by teachers through Youth + - VET: 4 students completing Cert 1 bakery - Cert 1 Automotive for Pathways students organised - 4 students in pathways on track to graduate with year 12 certificate - Artist in Residence to commence works on culturally branding pathways block - Pathways students to have 'SAIS' reports- change from 'Accelerus' - Pathways students to lead whole school NAIDOC Week activities - MOU's developing with Key stakeholders for workforce training- e.g. Nitmiluk Tours 	
	<ul style="list-style-type: none"> • Use multiple measures of data (both quantitative & qualitative) to: 	In Progress: Learning snapshot conducted and analysed. Need more students tested.	
	<ul style="list-style-type: none"> - Inform entry/exit into Pathways 	Enrolment Processes: entry, exit and transitions; Stephen, Mav and Elspeth are working on documentation to clarify procedures. Draft document has been taken to Exec team for changes.	
	<ul style="list-style-type: none"> - Establish 6 class cohorts to be regularly reviewed according to changing needs 	Completed: 6 classes allows for lower numbers- greater differentiation	
	<ul style="list-style-type: none"> - Inform differentiated planning 	Needs of students met through differentiated class/ curriculum	

	<ul style="list-style-type: none"> Share <i>good news</i> stories about Pathways (using multiple media sources) Establish regular tutor training times – 1 hour per week with emphasis on their classroom roles, how to tutor groups, reading, etc 	<p>In Action: Facebook. Newsletter and website used to share good news Perception building through work of True North Communications.</p> <p>Tutor training (Gina and Elspeth have started putting this into place for whole school approach; Pathways tutors are already receiving weekly PL)</p>	
	Organisation of Taster classes (getting community in and engaging community as well as creating opportunities for students) – Pathways Sub Committee (and others) are working on plans to have these up and running for Term 4	VET Coordinator has developed a plan for Transition to Work (Core Class) and has had this endorsed by KHS Leadership team to start organising qualified staff and work areas.	
	<ul style="list-style-type: none"> What does pathways mean? Student voice (this will be included in student profiling to some extent) Operation by principles on common ground/ working agreements Using a strengths-based approach in profiling that values and builds on the knowledge students have (particularly culture and language) 		
FOCUS PRIORITIES	ACTIONS	PROGRESS	MEASURE SUCCESS AND REVIEW FOR NEXT CYCLE
4. Leadership	<ul style="list-style-type: none"> Establish clarity of roles of leaders at all levels and revisit process for collaboration and communication across teams 	Survey has been sent to year level coordinators to establish their current responsibilities.	Clear roles and responsibilities of all leaders, teams and students

			are developed and communicated to all staff through newsletter and visibly in staffrooms. Contract signed for students to participate in Learning Commission and initial contact made with Change Makers to plan involvement.
	<ul style="list-style-type: none"> KHS Student Learning Commission continue to have an active role in the NTLC KHS Futures group (involved with 5 week plan) to lead actions across the school Leadership sub-committee to run activity at GSM to gain feedback from staff to outline the need and what the leadership positions need to focus on. Team explain the new/ draft flat leadership model to staff and outline how the Leadership structure works in terms of capacity building, collaboration, decision making and communication. 	<p>Completed: KHS LC formed and working on project to implement student led conferences.</p> <p>Completed: Meetings set and sub groups formed and implementing actions.</p> <p>Staff undertook activity and provided feedback for team to analyse and work with to further develop the LS structure.</p>	
	<ul style="list-style-type: none"> KHS Leadership structure to develop in catering for the needs of all students and transitioning of students from primary school and remote schools to KHS programs. 	Business case for multi-campus has been sent to CE for feedback and approval. CE and SDSIL Katherine have endorsed the business case. Head of the Katherine Flexible Learning Centre to be based at KHS as ST4 Assistant Principal Programs and Wellbeing. KFLEC and Callistemon House to be managed by KHS.	
FOCUS PRIORITIES	ACTIONS	PROGRESS	MEASURE SUCCESS AND REVIEW FOR NEXT CYCLE
5. Staff Morale	<ul style="list-style-type: none"> Research and select a strategy to gather staff voice in regards to staff morale and ways to reinvigorate and foster a positive and supportive work place (survey) 	Completed: Staff survey completed at GSM Term 1. Results shared with all staff – data statements/common themes identified and suggestions for actions put forward by staff. Next step to set action plan to address identified issues.	Staff voice will have been collated through survey monkey.

		<ul style="list-style-type: none"> The same survey that was completed in term 2 will be administered term 4 to measure impact 	On line assessment tool selected to support staff wellbeing
	<ul style="list-style-type: none"> Research on-line assessment tool and whole school strategy to address staff well-being 	In Action: NESLI Wellbeing school kit has been identified as an option. Group has received feedback from other schools who implemented the kit and all feedback has been great. Team to investigate set up and costs.	
	<ul style="list-style-type: none"> Implement staff duress system for when safety is compromised. 	<ul style="list-style-type: none"> Cost for Little Green Button program (safety alert tool) form CSM is \$300. This has been endorsed by Executive Team to purchase and implement 	
	<ul style="list-style-type: none"> Regular check-ins at GSMs using an app/online tool will be utilised to measure wellbeing Social club to meet to discuss role in continuing with Friday gatherings 	<ul style="list-style-type: none"> ---- Social club met to coordinate regular staff celebrations and morning teas. 	



Secondary School Achievement

2018 Stage 1 – Compulsory Requirements										
	A	B	C	D	E	N	P	Total	% C or Above	% Below C
Numeracy S1	1	5	25	12	21	3	0	67	46.36	53.64
Numeracy S2	2	3	42	4	9	3	0	63	74.6	25.4
Literacy S1	6	18	38	7	8	0	1	78	79.5	20.5
Literacy S2	8	11	28	30	3	0	0	80	58.75	41.25
PLP S1	10	15	25	7	10	1	1	69	72.46	27.54
PLP S2	0	4	7	5	1	9	0	26	42.3	57.7

The 2019 Annual School Improvement Plan has addressed strategies to improve the interest in the PLP subject as well as the completion of C grades and above. Strategies have also been included to improve compulsory literacy and numeracy stage 1 subject area results.

Stage 2 Grade Distribution %						
Grade	2016		2017		2018	
	NO.OF RESULTS	% SCHOOL	NO.OF RESULTS	% SCHOOL	NO.OF RESULTS	% SCHOOL
A+	3	1.04	0	0	2	0.85
A	9	3.13	5	2.33	4	1.71
A-	25	8.68	15	6.98	13	5.56
B+	27	9.38	24	11.16	20	8.55
B	36	12.5	33	15.35	25	10.68
B-	37	12.85	40	18.6	29	12.39
C+	32	11.11	29	13.49	31	13.25
C	76	26.39	47	21.86	69	29.49
C-	22	7.64	7	3.26	29	12.39
D+	10	3.47	6	2.79	3	1.28
D	5	1.85	6	2.08	5	2.14
D-	2	0.74	1	0.35	3	1.28
E+	2	0.74	3	1.04	0	0
E	0	0	101	0.35	0	0
E-	0	0	0	0	01	0.43
N	0	0	0	0	00	0

SACE Completers			
	Would not have completed without VET	Completers that also studied VET	Number of School based apprenticeship or Traineeship
2018	10	25	1
2017	12	19	4
2016	7	10	3
2015	3	8	4
2014	7	11	5
2013	12	22	3
2012	15	20	1
2011	8	25	3

VET Units of Competency Completed 2018		
Certificate Level	Students with completed Units	Total number of units
Cert 1	18	122
Cert 2	17	145
Cert 3	11	37
Cert 4+	7	7
Total	53	311

VET Units of Competency Completed 2017		
Certificate Level	Students with completed Units	Total number of units
Cert 1	23	78
Cert 2	47	282
Cert 3	4	23
Total	74	383

Year 12 Completers					
	Potential Completers	Completers	Percentage	ATAR Achieved	ATAR 80.00-100.00
2018	57	56	96.63	28	10
2017	48	48	100		
2016	66	66	100		



NAPLAN

2018		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 7	Reading	86	74%	53	62%
	Writing	92	79%	33	36%
	Spelling	92	79%	58	63%
	Grammar	92	79%	49	53%
	Numeracy	86	74%	67	78%
Year 9	Reading	72	62%	38	53%
	Writing	74	63%	17	23%
	Spelling	75	64%	39	52%
	Grammar	75	64%	44	59%
	Numeracy	65	56%	50	77%

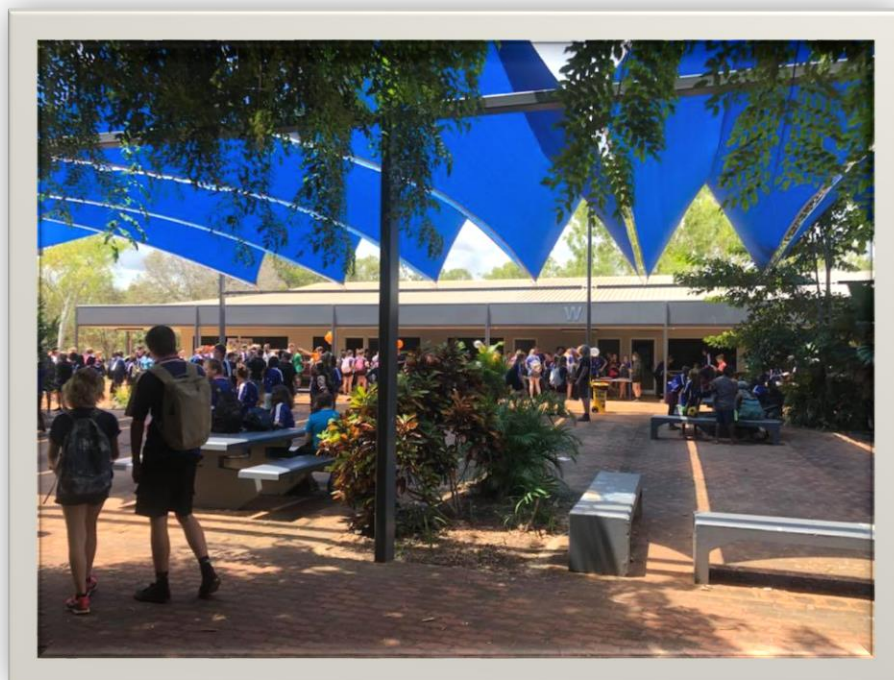
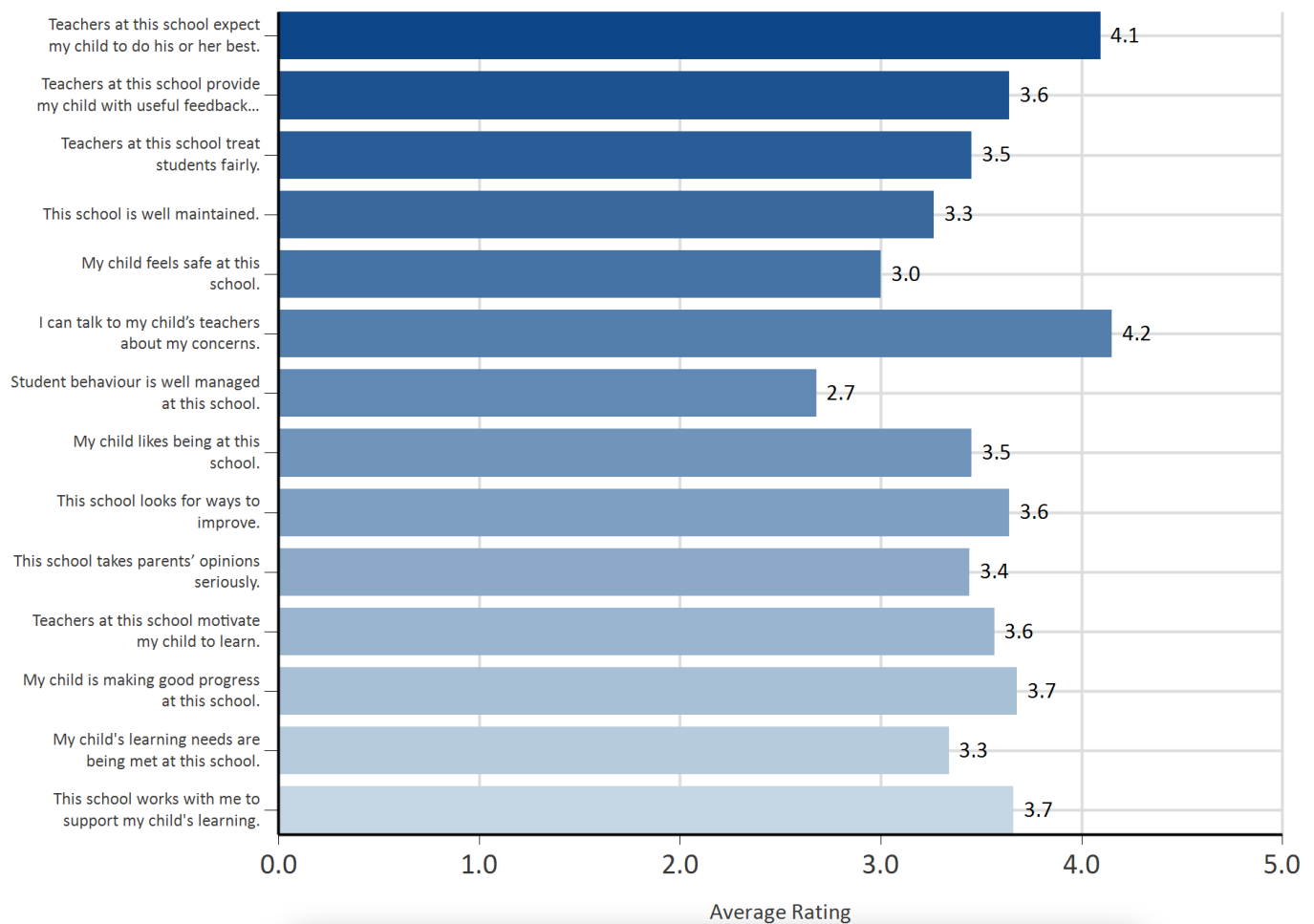
There is a strong focus on the improvement of writing across the school. Improvement strategies have been implemented and these strategies will continue in 2019 to improve the 2 year gain in writing from years 7-9. There is also a strong focus on NAPLAN participation rate for Year 9 students.

Katherine High School will also celebrate the percentage of students who reach the top 2 bands in NAPLAN and will set improvement targets using this data.

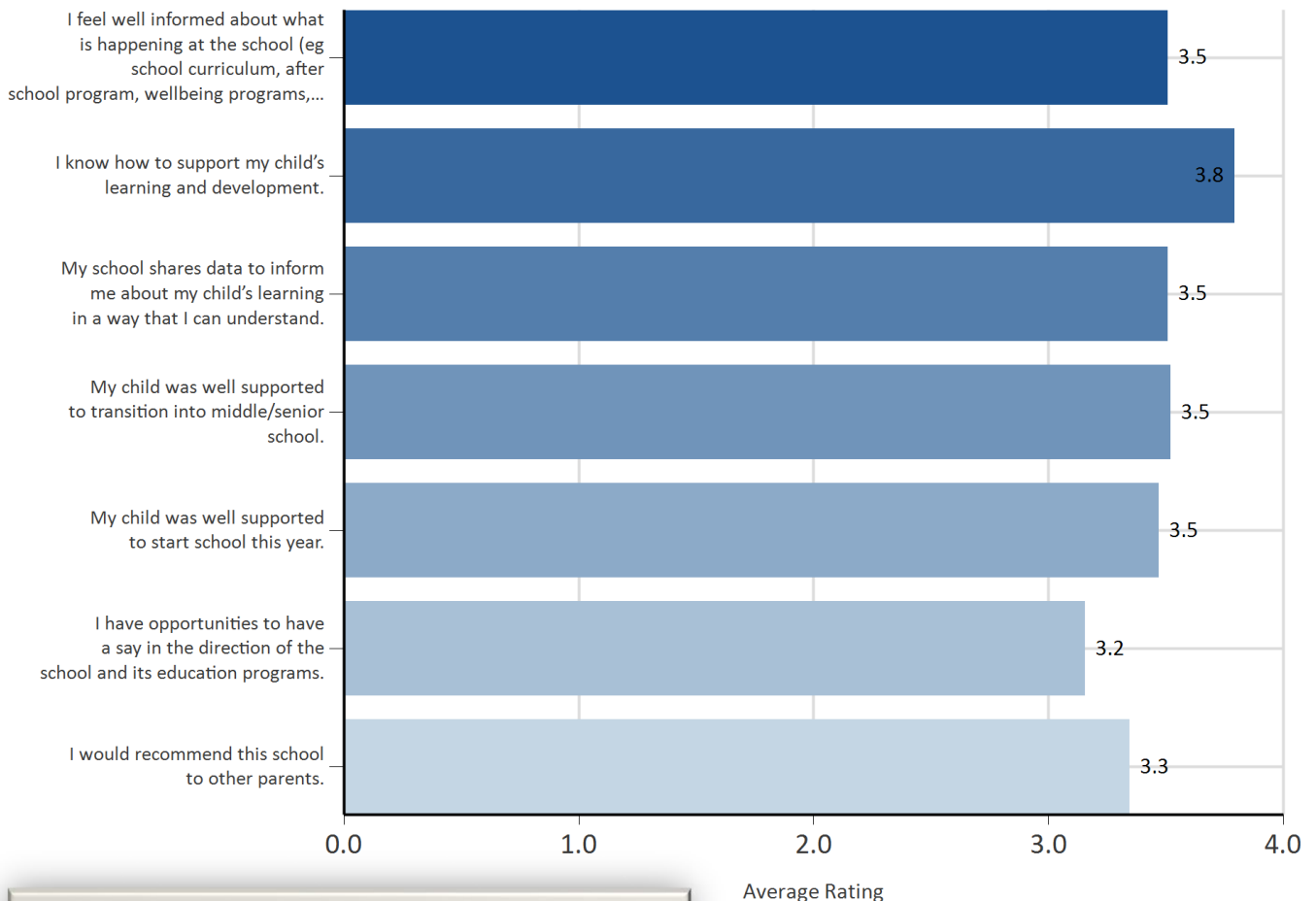
2017		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 7	Reading	80	73%	60	75%
	Writing	85	77%	46	54%
	Spelling	86	78%	67	78%
	Grammar	86	78%	57	66%
	Numeracy	83	75%	75	90%
Year 9	Reading	70	66%	50	71%
	Writing	66	62%	33	50%
	Spelling	68	64%	52	76%
	Grammar	68	64%	44	65%
	Numeracy	67	63%	58	87%

School Survey Results

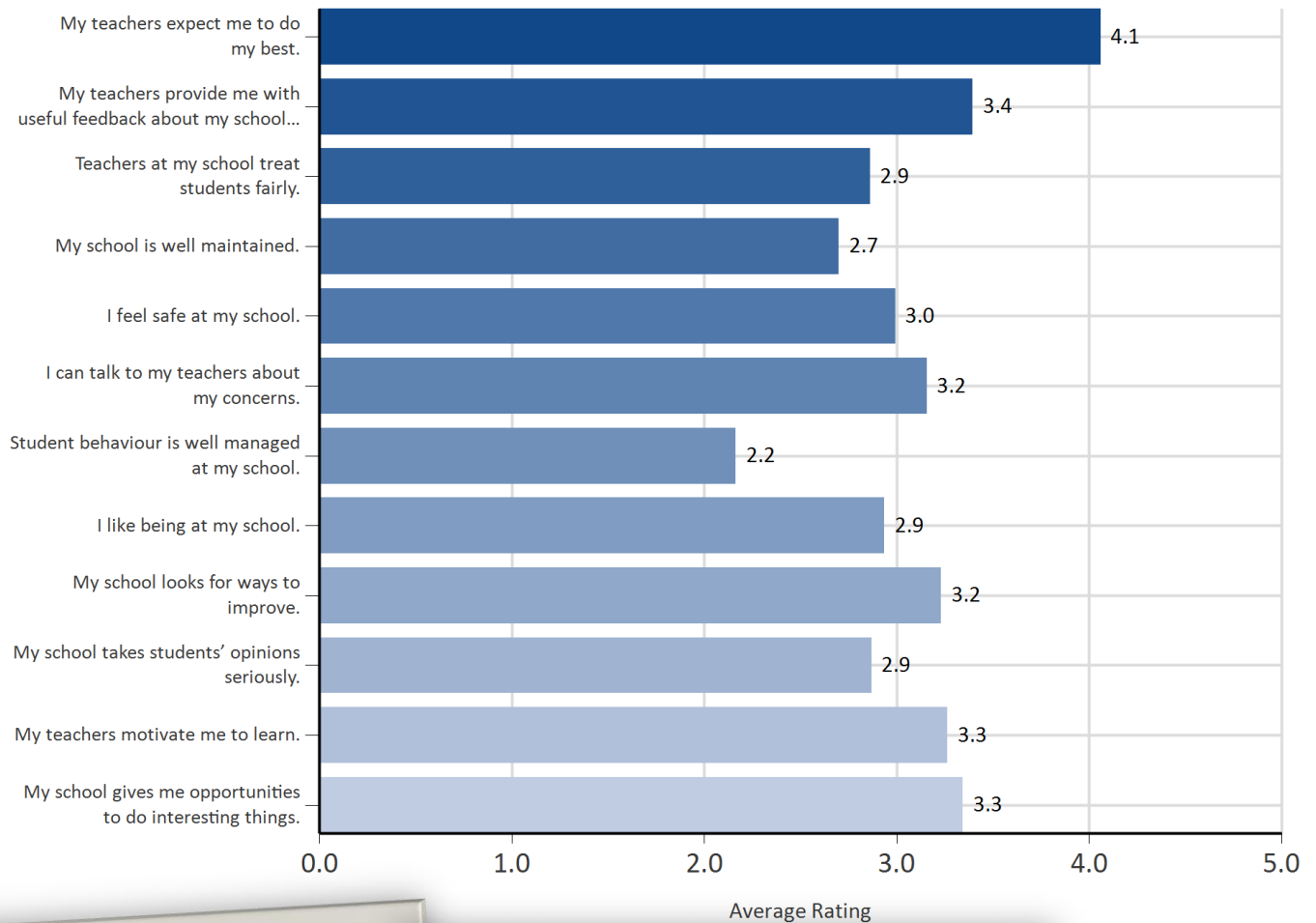
2018 Parent Survey- National Questions



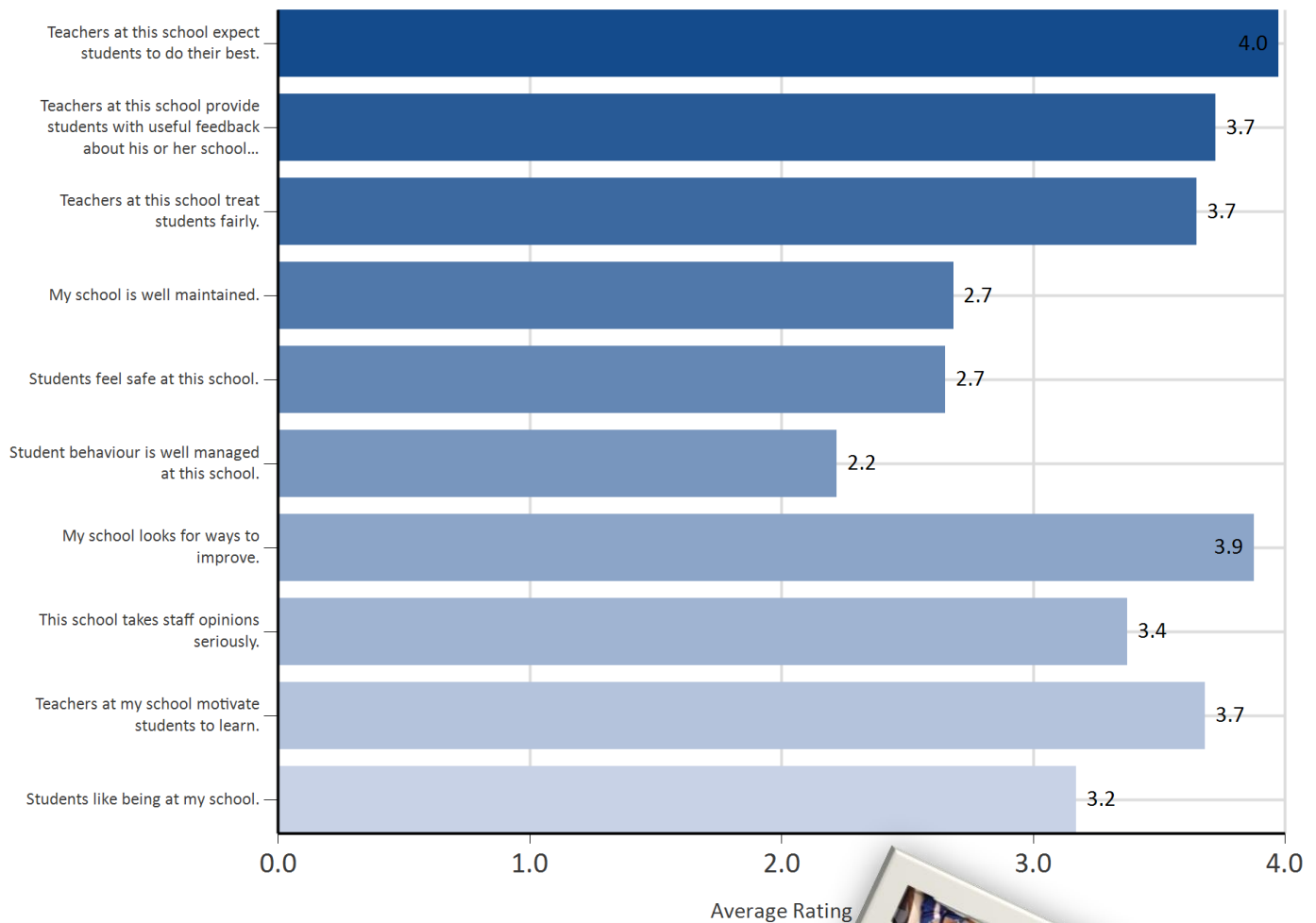
2018 Parent Survey- NT Secondary School Questions



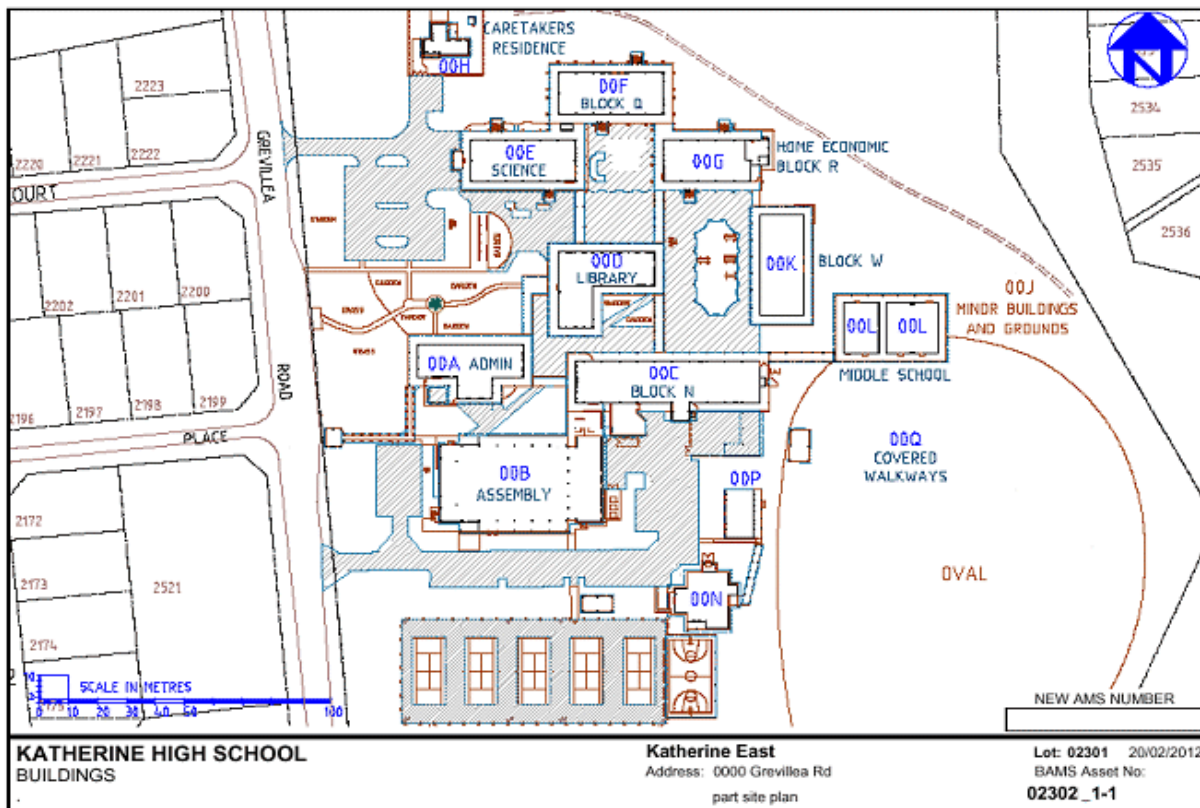
2018 Student Survey- National Questions



2018 Staff Survey- National Questions



School Assets



Audited Financial Statements

The school has undertaken a complete audit and was found to comply with all financial requirements.