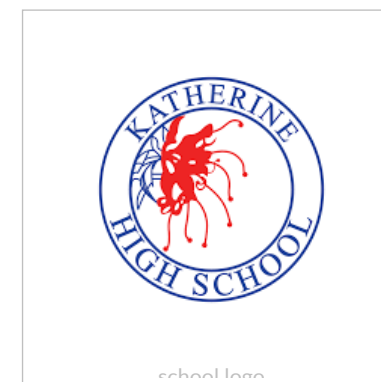


Katherine High School

School Priority

Either: select one priority from the current priorities in the Education NT Strategy; or develop one priority based on what your data is telling you; or continue with your 2020 ASIPS

Engage: Increase the number of students attending more than 80% (applies to preschool, Transition - Year 12)



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.

Katherine High School is a comprehensive high school, providing education for a diverse range of Year 7-12 students from more than 20 different communities. Katherine High School has historical significant financial deficit, low attendance rates and declining achievement against systemic and school-based assessments. The 2 highest ranked statements in the 2020 Perception Survey were; *My child has good friends that they care about* and *My child knows how to communicate safely and respectfully online*. The 2 lowest ranking statements in the 2020 Perception Survey were; *My child's learning needs are being met at this school* and *Student behaviour is well managed at this school*. A focus on E1 School Vision and Values and E4 Whole School Data Plan is aimed at building our capacity to meet the learning needs of all students and improve student behaviour through explicit teaching and connection to our school values.

In Term 3 of 2020, a Positive Behaviour Committee was established to plan whole school implementation in 2021. A LEaD Committee is being developed to support community consultation in order to develop a vision statement that reflects the community and guides future decision making. A focus on student data to inform curriculum and assessment decision making and monitor student progress must be an immediate focus to improve student outcomes. A key aspect of this will be building the capacity of staff to use data to identify student current skill-sets and differentiate curriculum and assessments accordingly.

Katherine High School acknowledges student engagement as the key to improved attendance and outcomes. In response to the 2019 Education Review, 2020 involved significant planning to implement a targeted improvement agenda in 2021. Extensive DoE support was provided and key partnerships were initiated with Agribusiness and RAAF. A focused Careers and VET program has been planned and subject selections and timetables will respond to the aspirations and needs of the current student population.



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	E1 - Shared vision and values					
Goals <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i>	<ol style="list-style-type: none"> Leaders and key stakeholders adhere to the shared vision and values to guide decision making that informs the school improvement agenda and places high expectations on staff and students The values are specifically described as learning behaviours and expectations which are explicitly taught, positively reinforced and exemplified through regular examples which are publicly celebrated as a school community. A shared language, based on the understanding that all students can achieve is used throughout the school community, including conversations about teaching and learning. Systemic and school-based data demonstrates improved student academic, behaviour and wellbeing outcomes 					
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 LEaD committee	Began 2020 Term 1, 2021	Community discussions	Internal - DoE, school based	AIEW, HLO, Stars, Clontarf Rod McLean - LEaD consultant COGSO	Principal Sharon Oldfield	Grant provided by LEaD
Engage Council, LEaD, key staff and students to determine the aspirations of the community and develop a Vision Statement	Term 1, 2021 Mid Term 2, 2021	Student & community engagement & consultation	Internal - DoE, school based	AIEW, HLO, Stars, Clontarf LEaD Consultants SLC Coordinator	Principal Sharon Oldfield	Year Coordinators AIEW HLO Stars
			Network			Clontarf Council and LEaD

2021 Annual School Improvement Plan

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>
Positive Behaviour Committee will work with staff and students to develop whole school processes and procedures and build the capacity of staff to explicitly teach positive behaviour through our school values	Term 1 2021 Term 4, 2021 and ongoing	Student & community engagement & consultation	Internal - DoE, school based	Jessica Wayland SWI	Conor Fennel, Positive Behaviour Coordinator	Positive Behaviour Team \$10 000 first year implementation budget focused on levelled rewards and creating visibility across the school and community
		Mentoring & coaching	Internal - DoE, office based	Jessica Wayland SWI	Conor Fennel, Positive Behaviour Coordinator	
		Focussed professional learning at staff meetings	Internal - DoE, office based	Jessica Wayland SWI	Conor Fennel, Positive Behaviour Coordinator	



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	E4 - Whole school data plan
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Goals <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i>	<ol style="list-style-type: none"> Leaders analyse data to inform decision making about school improvement and to monitor and evaluate the impact of improvement strategies; teachers analyse data to understand where their students are at, identify gaps in student learning and adjust teaching accordingly. Data is shared with students and families to set educational and career goals.
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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 baseline information about KHS data collection and analysis	Week 1, Term 1 2021	Focussed professional learning at staff meetings	Internal - DoE, school based	Jaylene Kellam-Stock	Principal Sharon Oldfield	
Establish data committee Committee conducts research/school visits	Week 2, Term 1, 2021 Week 4, Term 1, 2021	Collaborative inquiry / action research	Network	TBA	Principal Sharon Oldfield	PL budget - travel and accommodation for initial visit Skype for follow-up meetings
Develop an assessment schedule. Create assessment policy	Week 5, Term 1, 2021 Week 10, Term 1, 2021	Collaborative inquiry / action research	Internal - DoE, school based	Network / partner school Quality teaching and learning	Principal Sharon Oldfield	2 x half day release time for data committee

2021 Annual School Improvement Plan

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>
Set and decide on methods and timeline to monitor and review targets	Week 6, Term 1, 2021 Week 10, Term 1, 2021	Case management approach Collaborative inquiry / action research	Internal - DoE, school based	NIL	Principal Sharon Oldfield	1 x day release time for data committee
Professional learning – whole staff and faculty level, focused on analysing data to focus teaching and learning to improve student outcomes	Week1, Term 1, 2021 Ongoing	Workshops/conference/courses Focused professional learning at staff meetings and faculty meetings	Internal - DoE, office based Internal - DoE, school based	TBA	Principal Sharon Oldfield	

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	