

Katherine High School

Education NT Strategy – School Priorities

Select two Education NT Strategy school priorities and one accompanying priority that the school will focus its efforts on.

These priorities will remain the focus for improvement across the four years of the EIA.

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

Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition - Year 9)

Achieve: Increase the number of Year 12 completions.



School Vision

- In 2021, Katherine High School Executive Team will collaborate with the School Council, LEaD Committee, families, carers and students to develop a school vision statement that reflects the aspirations of the Katherine School community and guides future decision making.

School Values

- Respect
- Resilience
- Effort
- Inclusion

Focus for Improvement in 2021-2022

The decision to create a 2 Year Strategic Plan is based on the following factors; a review was conducted in February 2018 but there is not a current Strategic Plan and the recommendations are not applicable to our current context, a school review will occur in 2021 and inform future strategic planning, a broad and rapid improvement agenda is being implemented in 2021 and the impact of initiatives will need to be analysed to determine future strategies, NT strategic plan ends in 2022, a new CE may bring a new direction to the work of NT schools.

Focus for improvement

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. Over the past 4 years, Katherine High School has experienced a high turnover of staff at all levels.

Katherine High School acknowledges student engagement as the key to improved attendance and student outcomes. In response to the 2019 Education Review, 2020 involved significant planning to implement a targeted and rapid 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.

Currently, Katherine High School does not have a Strategic Plan, Operational Plans or a Vision Statement and school values are not embedded. In Term 3, 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.

Limited data is collected and used to inform decision making at all levels of the school. 2020 has begun this process at a whole school level, and has influenced the sequence of this Strategic Plan. A focus on student data to inform curriculum and assessment decision making and monitoring student progress must be an immediate focus to improve student outcomes.

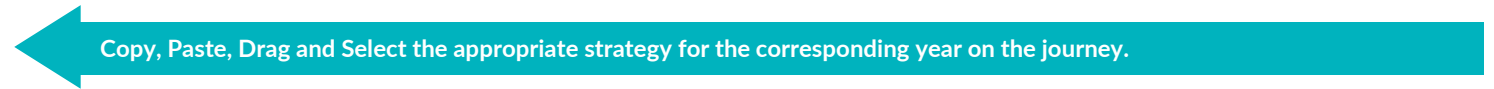
A key aspect of this will be upskilling staff to use data to identify student current skill-sets and differentiate curriculum and assessments accordingly.

Appendix A shows the data we will be using to measure the impact of new initiatives and strategies.

2019 Education Review Recommendations

- Review effectiveness of current engagement programs – KFLEC, Pathways, VET, Transition to Work
- Develop an exemplary careers program
- Develop a subject planning pathway for students in Years 10-12 based on career counselling and data
- Implement a timetable to increase efficiencies and offer subjects that align to student interests and aspirations
- Maximise class sizes
- Develop an efficient staffing profile that meets the interests, needs and aspirations of students
- Audit current attendance strategies

Mapping the Improvement Journey



2021	2022	2023	2024
E1 - Shared vision and values			
E4 - Whole school data plan			
	E3 - Whole school curriculum and assessment plan		
	E2 - An orderly learning environment		

Select SSIP Signature Strategy, Actions and Implementation Outcomes

Year(s) of focus:	E1 - Shared vision and values		
Goals <i>What are the changes you expect to observe in behaviour and practice if the strategy has been successfully implemented?</i>	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. A shared language, based on the understanding that all students can achieve is used throughout the school community, including conversations about teaching and learning. 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. Systemic and school-based data demonstrates improved student academic, behaviour and wellbeing outcomes		
Active Ingredients	Implementation activities	Changes in behaviour and student outcomes over time: what will you read, see and hear?	
<i>Use your school review recommendation and the relevant School Improvement Guide or Elaborations to describe the 'active Ingredients' of your plan.</i>	Strategies to support Implementation	Implementation Outcomes	Student Outcomes
A known clear vision statement and values reflects the needs and aspirations of the Katherine High School community and guides decision making	Establish and engage LeAD Committee Engage School Council, LEaD committee and student Council to develop a communication strategy that will inform a vision statement that reflects the aspirations of the community	Short term Council and LEaD have a plan to obtain community voice to inform the vision statement Positive Behaviour Committee has an Operational Plan and strategic approach to whole school implementation Whole school reward system is implemented	Short term SLC and SRC have a plan to obtain student voice to inform the vision statement. Students can identify the school values and know they are a whole school focus with direct links to Stars and Clontarf values

	<p>Positive Behaviour Committee will develop whole school processes and upskills staff to embed our school values</p>	<p>Medium term - A vision statement has been created, refined and approved and promoted Teachers are building proficiency in explicitly teaching positive behaviours</p>	<p>Medium term - Students know the school vision statement and understands it is focused on their outcomes Students are demonstrating positive behaviours and can identify the links to our school values</p>
	<p>Monitoring Vision statement underpins decisions and future direction Key stakeholders know the KHS Vision and can say how KHS is working towards achieving it Data is collected about Positive Behaviour rewards, RTC referrals, suspensions and the Australian Perception survey</p>	<p>Long Term - The vision statement is known by all key stakeholders and informs decision making School values are well embedded and known by all key-stakeholders</p>	<p>Long Term - Students know the school vision and can say how KHS is working towards achieving it Students increasingly demonstrate school values.</p>

Select SSIP Signature Strategy, Actions and Implementation Outcomes

Year(s) of focus:	E4 - Whole school data plan
Goals What are the changes you expect to observe in behaviour and practice if the strategy has been successfully implemented?	Leaders analyse data to inform decision making about school improvement and to monitor and evaluate the impact of improvement strategies; leaders provide professional development opportunities to enhance staff skills in analysing, interpreting and using data; 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.

Active Ingredients	Implementation activities	Changes in behaviour and student outcomes over time: what will you read, see and hear?	
Use you school review recommendation and the relevant School Improvement Guide or Elaborations to describe the 'active Ingredients' of your plan.	Strategies to support Implementation	Implementation Outcomes	Student Outcomes
Range of data sets systematically collected and used to set and monitor improvement targets	Establish baseline information about KHS data collection and analysis Establish data committee Committee conducts research/school visits Create assessment policy Develop an assessment schedule for all levels of data collection, analysis, Set, monitor and review targets Allocate resources Professional learning – whole staff and faculty level	<p>Short term –</p> <ul style="list-style-type: none"> • Staff and the community know that data is the focus for improvement. • Baseline data is collected and analysed, establishing the “why” for this focus area • Committee assigned responsibilities. • School visits for committee is planned • Committee decides which data to analyse and for what purposes • An assessment and analysis schedule is created 	<p>Short term</p> <ul style="list-style-type: none"> • Students know that the school has a focus on data to cater for the needs of all students and improve student outcomes
		<p>Medium term –</p> <p>Committee analyses data to inform whole school focus areas</p> <p>Professional learning and data analysis conversations are occurring through GSM and focused faculty meetings</p>	<p>Medium term –</p> <p>Students know how their data supports their school-based opportunities and career pathway</p> <p>Students can identify the learning intention and success criteria.</p> <p>Students can identify their learning goal(s) and what they need to do to achieve it.</p> <p>Set targets are achieved</p>

	Monitoring Data walls Focused Professional discussion Student outcomes Perception survey Targets	Long Term - <ul style="list-style-type: none"> • Data is regularly analysed and discussed at whole school and faculty levels to inform decision making • leaders/teachers use data to inform planning and monitor progress. • Data demonstrates improved student outcomes 	Long Term - Student outcome data improves
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Select SSIP Signature Strategy, Actions and Implementation Outcomes

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy. (Refer to page 20-26 of 'Putting evidence to work: a school's guide to implementation' for further guidance)

Year(s) of focus:	E3 - Whole school curriculum and assessment plan
Goals <i>What are the changes you expect to observe in behaviour and practice if the strategy has been successfully implemented?</i>	Leaders ensure the curriculum and assessment plan focuses on the development of cross-curricular priorities, general capabilities and local relevance. Curriculum and assessment plans show evidence of understanding that the Australian curriculum is a continuum of learning and that students can be anywhere along this continuum. This is demonstrated through: <ul style="list-style-type: none"> ➤ A known scope and sequence of what content and skills are taught and how students are assessed. ➤ The scope and sequence includes differentiation and scaffolding of curriculum and assessment. ➤ The scope and sequence identifies the integration of literacy and numeracy teaching ➤ All students are assessed on what they have had the opportunity to learn. ➤ Assessment tasks are designed to measure student progress with accuracy and this informs reporting to students, parents/carers.

Active Ingredients	Implementation activities	Changes in behaviour and student outcomes over time: what will you read, see and hear?	
<i>Use you school review recommendation and the relevant School Improvement Guide or Elaborations to describe the 'active Ingredients' of your plan.</i>	Strategies to support Implementation	Implementation Outcomes	Student Outcomes
A relevant scope and sequence and assessment cater for the diverse needs and interests of students to improve outcomes	Provide PL and school visits for Senior Teacher Curriculum Leaders to inform the development of a whole school curriculum and assessment plan Senior Teachers work collaboratively with their faculty and the Executive Team to develop a whole school curriculum plan Data obtained through the focus on “E4 Whole School Data Plan” informs scaffolding and differentiation in the scope and sequences PL provided to all staff – NT Principles of Teaching, Learning and Assessment Senior teachers work with their faculties to build teacher capacity, linked to the E3 goals	Short term - Senior Teachers, Curriculum understand and build on the results of “E4 Whole School Data Plan” Senior Teachers, Curriculum have participated in PL and linked with schools who have successfully implemented E3 and feedback to Executive Team and Faculties	Short term - Students know that KHS is focused on developing a scope and sequence that captures local relevance and assessments that allow them to demonstrate progress
		Medium term - Faculty and staff meetings are focused on developing scope and sequences and assessments that align to the goals of E3 Meetings involve focused discussions and decisions that reflect the Principles of Teaching, Learning and Assessment	Medium term - Students can explain the progress they have made, based on assessments
	Monitoring Whole School Curriculum and Assessment Plan is written Whole School Curriculum and Assessment Plan is reviewed	Long Term - A scope and sequence is embedded and provides; clear sequence of learning, differentiation and scaffolding, assessments that provide accurate information on	Long Term - Students increase engagement in lessons and school Students can explain the progress they have made, based on a range of assessment types

	<p>(Ongoing and formally at the end of 2022)</p> <p>The Whole School Curriculum and Assessment Plan is adjusted to reflect new and changing senior secondary subjects</p> <p>Senior Years Team reports improvement in Stage 1 and 2 assessment accuracy</p> <p>Reporting to key stakeholders is accurate and reflects what students have had the opportunity to learn</p> <p>Start of unit assessments are used to identify and plan for student needs</p> <p>Perceptions surveys demonstrate an improvement in the areas identified in Appendix A</p>	<p>progress and the explicit teaching of Cross-Curricula priorities and General Capabilities</p>	
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Select SSIP Signature Strategy, Actions and Implementation Outcomes

Year(s) of focus:	E2 - An orderly learning environment
<p>Goals</p> <p><i>What are the changes you expect to observe in behaviour and practice if the strategy has been successfully implemented?</i></p>	<p><i>The assumption of the focus work for E2 is that E1 – Shared Vision and Values is being successfully implemented. The highlighted sections identify the new work that would be the focus to achieve the goals.</i></p> <p>Leaders use data to allocate physical and human resources to maximise student learning, behaviour and wellbeing.</p> <p>Leaders and teachers understand that student success is dependent on student-teacher relationships and actively work towards achieving this. A Behaviour Plan for students and consistent expectations for adults is highly visible and widely and regularly communicated. This plan is a result of consultation between staff and students and includes a consistent set of strategies to promote positive behaviour, defines 'positive learning behaviours', includes clear rules and expected norms around students' behaviour and clear strategies to promote appropriate behaviour – including agreed responses and consequences for inappropriate student behaviour.</p> <p>Leaders and staff speak with pride about the school and demonstrate care for student learning.</p>

Active Ingredients	Implementation activities	Changes in behaviour and student outcomes over time: what will you read, see and hear?	
<i>Use you school review recommendation and the relevant School Improvement Guide or Elaborations to describe the 'active Ingredients' of your plan.</i>	Strategies to support Implementation	Implementation Outcomes	Student Outcomes
Behaviour expectations for adults and students, including agreed responses and consequences for inappropriate student behaviour are visible and known.	Positive Behaviour Committee continues to build on E1, Shared Vision and Values Teacher Profiling Leaders participate in refresher PL. Teacher Profiling processes enable teachers to build positive working relationships with students	<p>Short term - Teacher Profiling Leaders have completed refresher PL and shared with all staff Teacher Profiling Leaders have had the opportunity to profile all teachers in the Positive Behaviour Committee and each other</p>	<p>Short term - Students know KHS staff will be working collaboratively with them to develop expected norms around staff and student behaviour, including agreed responses and consequences for inappropriate student behaviour.</p>
	Year Coordinators and Pastoral Care Teachers work collaboratively with students to develop shared agreements that align to the E2 goals. Agreements are reviewed and agreed to by students and teachers Strategies are implemented to regularly and widely promote these agreements to all key stakeholders	<p>Medium term - Teachers and some other staff are requesting profiling and feedback to improve their practice and build positive relationships with students Staff engage in positive discussions about student learning and potential Behaviour expectations for adults and students, including agreed responses and consequences for inappropriate student behaviour has been developed</p>	<p>Medium term - Students have agreed to the behaviour expectations for adults and students. They know the responses to positive and inappropriate behaviours</p>

	<p>Monitoring Agreements between staff and students have been made, reviewed and finalised. Agreements are visible and well known Data is collected about Staff profiling, Positive Behaviour rewards, RTC referrals, suspensions and the Australian Perception survey</p>	<p>Long Term - Staff profiling is well embedded across the school to improve teacher-student relationships Behaviour expectations for adults and students, including agreed responses and consequences for inappropriate student behaviour are visible and known. Leaders and staff speak with pride about the school and demonstrate care for student learning.</p>	<p>Long Term - All students can identify at least one teacher who knows them well, invests in and cares about their learning. All students can identify at least one teacher who knows them well and cares about their wellbeing.</p>
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