

2020 Annual Report

Annual Performance Report to the School Community 2020



Acronyms	Full form
AIEW	Aboriginal and Islander Education Worker
HLO	Home Liaison Officer
LEaD	Local Engagement and Decision Making (Committee)
PBiS	Positive Behaviour in Schools
NTCET	Northern Territory Certificate of Education and Training
NTSDE	Northern Territory School of Distance Education
SEA	Socio-Educational Advantage (index)
SLC	Student Leadership Council (Year 12)
SRC	Student Representative Council (Year 7-11)
VET	Vocational Education and Training

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{Questions and prompts in italics are intended as a scaffold and should be deleted as appropriate}

School overview

Our school

Katherine High School provides education for students in Years 7-12 from more than 25 different communities and a region larger than the state of Victoria. Our focus is on continuing to improve student engagement, attendance and behaviour through high quality teaching and the provision of a range of learning programs that align to student interests, needs and individual pathways.

Student engagement is supported by the development of a Positive Behaviour in Schools (PBIS) Committee, consisting of staff and students who represent the range of programs offered in our school. This committee is instrumental in ensuring our values – Resilience, Effort, Inclusion and Respect become embedded within our school community.

Our staff

The Katherine High School staff is made up of people from a broad range cultural backgrounds and years of service to education. We have 5 Aboriginal staff members.

During 2020 Khs had on average 75 staff members including :

- 1 x Principal and 3 x Assistant Principals
- 42 teaching staff
- 15 administration staff.

All teaching staff met the professional standards for teachers in the Northern Territory, including having maintained the appropriate qualifications for teaching and abiding by the Code of Ethics for NT teachers. We also have one Highly Accomplished teacher.

Our administration team consists of:

- 1 permanent AO2 Administration (Library)
- 1 Temporary AO2 Administration (Front office)
- 1 permanent AO3 – Administration (Front Office)
- 1 Temporary AO3 – Administration (student services)
- Permanent AO4 ICT
- 2 x permanent 96% AO4's – HLO and AEIW
- AO4 Permanent – Finance
- 1 x AO5 Admin Manager
- 1 x AO5 SAM's Administrator
- 1 x AO7 Business Manager
- 2 maintenance workers (School council employee)
- 1 x casual lab support
- School Councillour
- Part time Defence mentor
- Permanent part time canteen manager (school council employee)
- 10 tutors

Our students

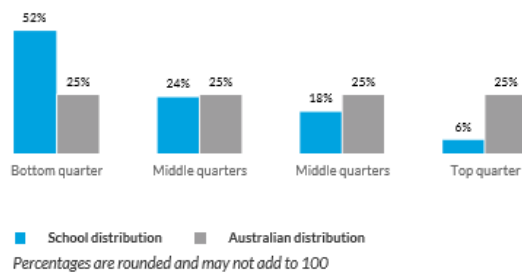
Our student population is representative of the diverse range of backgrounds in the Katherine region, including RAAF, pastoralists, the public sector, business, remote indigenous communities and urban indigenous communities. This diversity is represented in our SEA data below. In 2020 54% of students are Aboriginal and 41% have a language background other than English.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	853
Average ICSEA value	1000
School ICSEA percentile	4

Distribution of Socio-Educational Advantage (SEA)



Our community

Katherine High School is committed to enhancing engagement and communication with our diverse and wide-spread community to help improve outcomes for all students.

Katherine High School has an active School Council and the development of a Local Engagement and Decision (LEaD) committee along with strong and meaningful student voice will support the development of our school vision and assist us to embed our school values.

Local partnerships are being developed with RAAF Tindal base, Agrifutures (NT Farmers, Cattleman's Association, and Food Ladder) and Aboriginal community members and organisations to support engagement and potential career pathways for students.

Meetings are held with Fordimail Aboriginal Hostel and Callistemon Boarding House to support communication between school and the remote communities they currently serve.

We also have a range of staff who engage with our community on a daily basis:

- Home Liaison Officer
- Aboriginal and Islander Education Worker
- Stars Foundation
- Clontarf Foundation
- Year Level Coordinators



Principal's report

I am pleased to present the Katherine High School Annual Performance Report. This report provides an overview of our focus areas for improvement as well as our achievements.

In 2019 an external review was conducted by Eduvation, which included recommendations to support the school to operate within budget and improve student outcomes through dedicated and individualised pathways. The review informed and guided some of the key decisions that were made throughout 2020.

To support this work, Katherine High School was a 2020 focus school and as such, I regularly liaised with the Department of Education Early Support Team to support the implementation of a range of initiatives.

Many key initiatives were in the development phase throughout 2020 will come into fruition in 2021:

- Development of an NTSDE annexe, supported by a senior teacher and support teacher
- Planned provision of individualised and broader ATAR subject selections through NTSDE
- Expansion of VET subjects
- Recruiting School-based VET embedded trainers, funded through DoE VET
- Fit-out of Automotive, Engineering and Building and Construction classrooms
- Formation of a Science, Technology, Engineering, Arts and Maths (STEAM) Committee, including a 2021 STEAM Coordinator and a \$200 000 resource grant
- Formation of a Positive Behaviour in Schools (PBiS) Committee focused on upskilling staff to build positive behaviour and respond to negative behaviour
- Refurbishment of our library and student services hub



Some of our Achievements:

- 42 out of 45 students achieving their NTCET
- 14 students achieved an ATAR. Five achieved an ATAR over 80, with the highest achieving student receiving an ATAR of 96.8
- Several students represented the NT in Touch interstate
- Three students were finalists in the National History Challenge
- Three students were finalists in Battle of the Bands,
- Students featured on NT TV performing the 'Attendance Rap'
- Ms. Weiss was awarded Northern Territory Secondary Teacher of the Year for her work in Maths / Science as well as her dedication to developing strong student voice.



Some Student Awards

- Northern Territory School Based Trainee of the Year, competing a traineeship in Cert 2 Business
- Puggy Hunter Memorial Scholarship, a full university scholarship in a health-related discipline
- 2020 Big River Best and Fairest Women's winner
- Battle of the Bands - best original song
- Two students were awarded a Women in Music mentorship by the Australian Independent Record Label Association.
- First places in Cattle Handling, Cattle Judging Horse Handling and Ridden Stockhorse Workout, as part of Certificate 2 in Rural Operations.



Identified signature strategies for 2020 school year

E1 Shared Vision and Values

The goals of the E1 Strategy, Shared Vision and Values are for staff and students to use a shared language about teaching, learning and behaviour, based on the understanding that all students can achieve. The current school values will be 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 PBiS Committee was formed and consists of staff representing the diverse programs provided at Katherine High School as well as SLC representatives. The Committee worked collaboratively with staff and students to create a behaviour matrix that will be used to support the teaching of positive behaviours. Relevant policies and support materials as well as data collection methods have been created and will be shared with Council in 2021.

School Perception Survey data strongly supports this focus continuing in 2021.

E6 Annual Professional Learning and Growth Plan

The E6 strategy, Annual Professional Learning and Growth Plan was selected in response to data collected through a 2019 teacher audit of Engage Strategies. Teachers overwhelmingly wanted the opportunity to build their professional knowledge as a whole staff.

NAPLAN data demonstrates a deficit trend in writing results therefore, professional learning aligned to improving student outcomes in writing through embedding student use of subject-specific language.

Professional Learning was provided at staff meetings and senior teachers led their faculty to implement their learning. Teachers reported an increased knowledge of how to teach and assess the vocabulary that students needed to master in order to demonstrate their understanding through writing.

It is acknowledged that the impact of the COVID-19 pandemic in Term 2 and the extensive planning teachers did for students who were learning both from school and from home led to a decrease in the time available to fully focus on the above strategies.

The groundwork for future improvement has been well established and will be built on in 2021.

The E1 Strategy, Shared Vision and Values will continue to be a 2021 ASIP focus and we will build whole school professional development and consistent implementation across the school as well as focus on developing community understanding and celebrating success.

In 2021 a focus on improving student outcomes in Writing will continue in the context of the E4, Whole School Data Plan. One aspect of E4 will involve teachers working collaboratively to analyse and assess student writing samples and identify future teaching and learning. Teachers will also moderate student writing with teachers from other schools to ensure accurate grade allocation against the Australian Curriculum Achievement Standards.

Engage: Increase the number of students attending school more than 80 per cent

Katherine High School acknowledges that student engagement is a key factor to improved attendance and a wide range of strategies are implemented to support both student engagement and attendance.

Targeted, personal attendance support is provided by a range of staff, including AIEW, HLO, Stars and Clontarf Academies, the executive team and year level coordinators.

A range of strategies to support student engagement and attendance are well implemented across the school, including:

- Year coordinators to support positive health and wellbeing
- SLC and SRC provide a strong student voice and lead positive change
- Engagement programs – KLFE, Pathways and Transition to Work
- Personalised plans for year 11 and 12 students are regularly monitored
- Year 11 and 12 subject conversions support student success
- Identified Year 11 and 12 subjects and assessments adapted to align with students skills, as required
- Alternative successful pathways such as school-based apprenticeships and traineeships are valued and supported
- Introduction of new subjects such as Drama, Woodwork in Years 7-9 and Philosophy and Specialist Mathematics in Years 11 and 12
- Specialised sport programs and opportunities
- School Council Attendance Drives and promotions



In 2021 these strategies will be enhanced through:

- School based Authorised Engagement Officer, AO6 position
- Full-time VET and Careers Coordinator, Senior Teacher position
- Full-time Quality Learning and Teaching Coach, Senior Teacher position
- Implementation of the Ten Essential Skills for Classroom Management
- 0.4 STEAM Coordinator
- Engagement Classes Coordinator, Senior Teacher position
- Expansion of Engagement Classes for Years 7-9
- Expansion of subjects offered through VET and NTSDE
- STEAM program
- Continuing to build community partnerships
- Active LEaD Committee
- The Fathering Project

Students attending more than 80% of the time

	2018	2019	2020
Number of Students	223	242	236
Percentage of Students	37%	44%	44%

Engage: Increase the retention of students in Years 10 to 12

The strategies outlined above have also positively impacted on student retention rates across the school.

Student Retention Rate Percentage Comparison (2018-2020)

Student Retention Rate is measured by looking at the students who were enrolled in Week 4 of Term who were still enrolled in Week 4 of Term 4.

	2018	2019	2020
Year 7	81.74	82.73	89.74
Year 8	74.38	69.42	82.22
Year 9	68.33	74.51	89.47
Year 10	83.33	75.24	80.23
Year 11	53.96	62.5	67.82
Year 12	88.24	65.22	74.58

Student enrolment, attendance and learning

Year Level	Previous Year				Reporting Year			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
7	80	69.7%	131	76.2%	60	60.2%	117	74.1%
8	65	57.8%	109	69.9%	77	65.5%	129	74.2%
9	57	51.3%	95	64.9%	57	59.1%	94	69.1%
10	52	56.7%	96	66.0%	50	54.4%	82	67.7%
11	38	41.5%	80	59.8%	40	49.7%	76	61.9%
12	27	60.3%	57	66.7%	15	63.4%	52	73.3%
ALL	318	57.9%	566	68.3%	300	59.2%	551	70.5%

Senior Secondary Outcomes [include where applicable]	Percentage
Students in Year 12 undertaking vocational or trade training	24%
Students in Year 12 attaining a Year 12 certificate or equivalent VET qualification	93%

Note: under the Australian Education Regulation 2013 it is a requirement that schools report on post school destinations such as the number of students undertaking further study, training, or working. This information may be captured through student exit surveys/interviews or identified through planning of personalised learning strategies.

Student Destinations	University	TAFE	Apprenticeship/ Traineeship	Employment	Other
Year 10	0	0	0	0	0
Year 11	0	0	3	0	36
Year 12	7	2	5	30	29

School Survey results

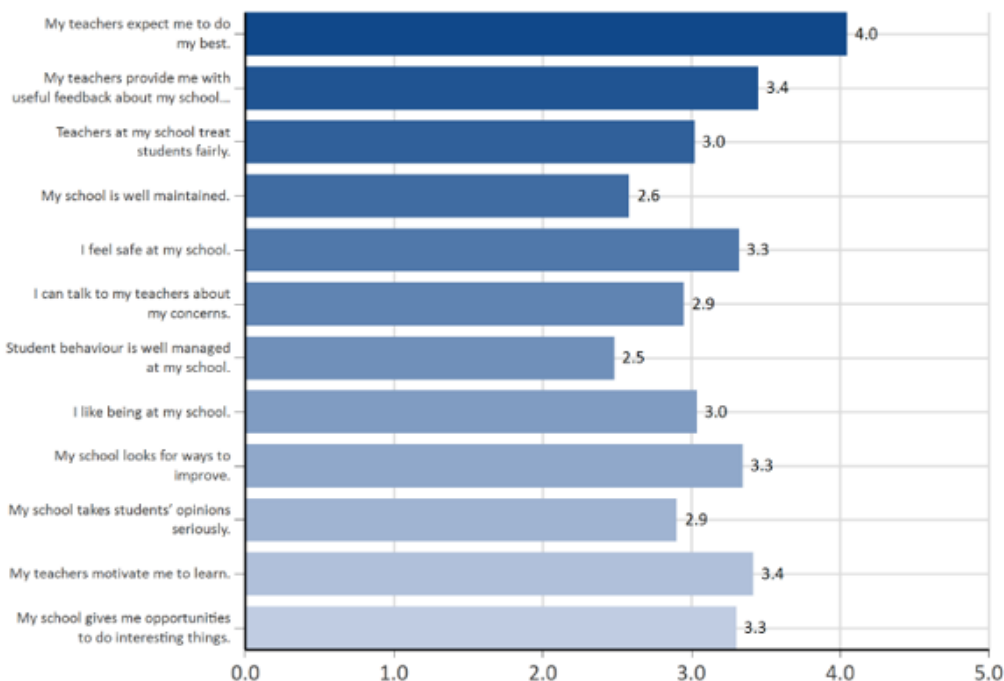
Although the 2020 School Perception survey had relatively low participation rates, the data from students, families and staff showed consistent trends and has helped inform our school direction.

In 2021, our continued focus on the Vision and Values Strategy, along with PBiS and the Ten Essential Skills for Classroom Management are key components to improving the management of student behaviour and we aim to see this reflected in 2021 Survey Data.

Overview

Survey title	Katherine High School 2020 Student Survey
Report title	Distribution - single
Organisation name	Katherine High School
Generation time & date	12:10PM - 16 Apr 2021
Generated by	Sharon Oldfield
Distribution name	Katherine High School 2020 Student Survey - 10/08/2020 2:34 PM
School year	2020
Num of online responses	198
Num of manual responses	0

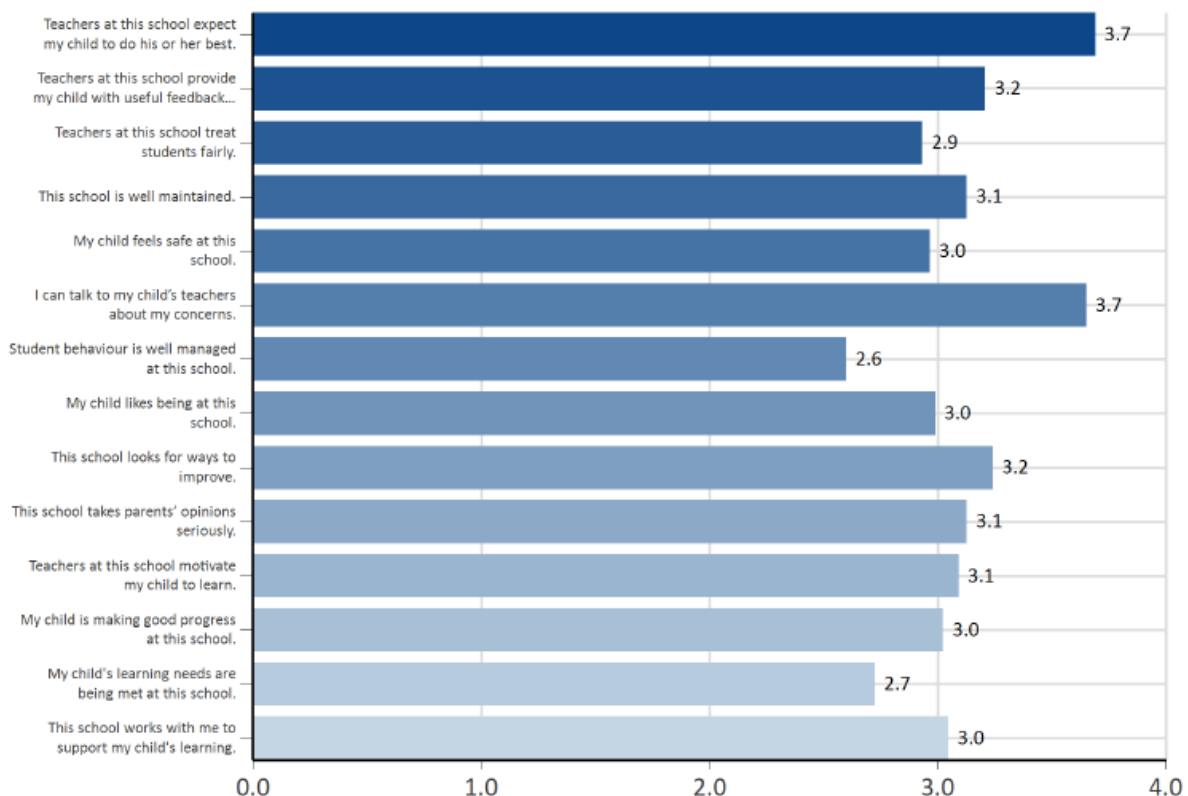
Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Overview

Survey title	Katherine High School 2020 Parent Survey
Report title	Distribution - single
Organisation name	Katherine High School
Generation time & date	4:35PM - 15 Apr 2021
Generated by	Sharon Oldfield
Distribution name	Katherine High School 2020 Parent Survey - 10/08/2020 2:53 PM
School year	2020
Num of online responses	87
Num of manual responses	0

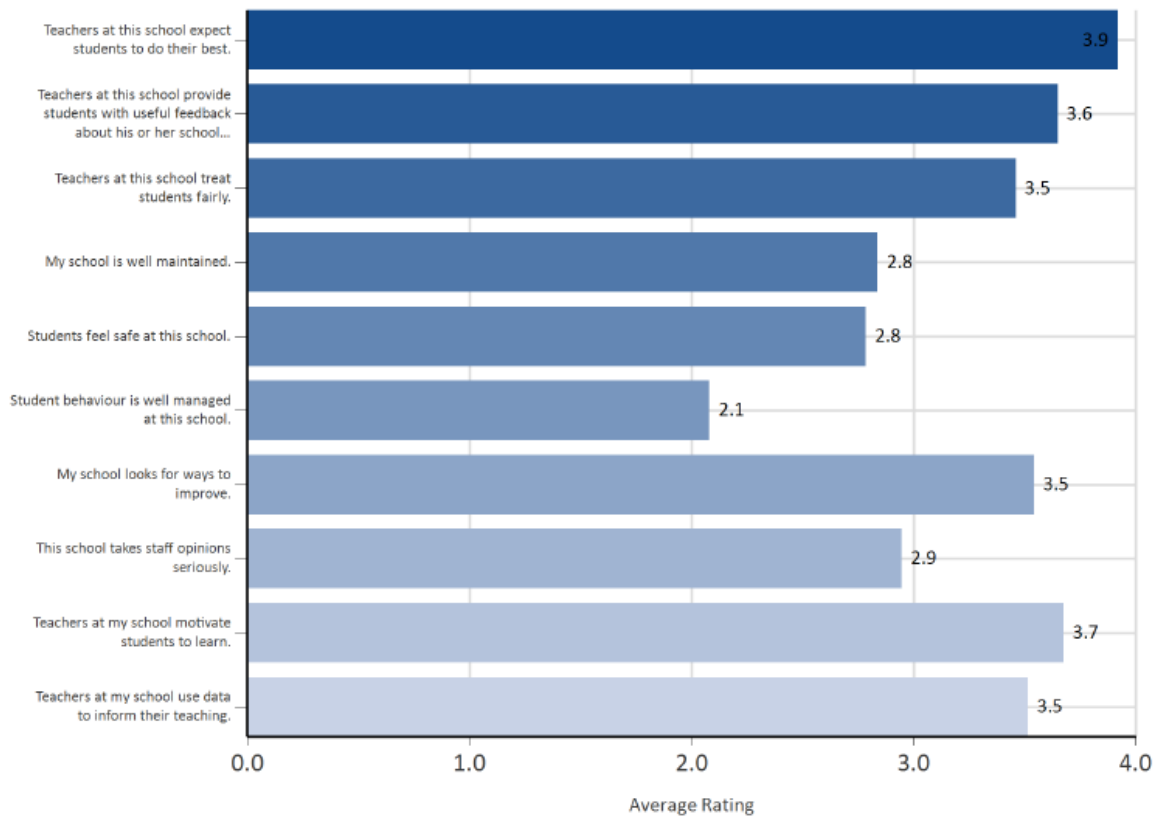
Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Overview

Survey title	Katherine High School 2020 Staff Survey
Report title	Distribution - single
Organisation name	Katherine High School
Generation time & date	4:35PM - 15 Apr 2021
Generated by	Sharon Oldfield
Distribution name	Katherine High School 2020 Staff Survey - 10/08/2020 2:31 PM
School year	2020
Num of online responses	37
Num of manual responses	0

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Audited financial statements

Katherine High School Council Incorporated**Statement of Profit or Loss
For the Year Ended 31 December 2020****INCOME**

Grants	1,505,321	1,661,997
School council	394,769	428,859
Student activities	7,323	16,526
Interest income	815	11,179
TOTAL INCOME	1,908,228	2,118,561

EXPENSES

Salary and wages	515,365	506,618
Essential Services	401,818	428,150
Repairs and maintenance	343,438	286,141
General expenses	165,397	236,581
IT expenses	89,260	147,651
Student activities	153,017	138,133
Non-core activities	172,389	123,480
Curriculum	94,194	99,070
Cleaning	107,050	86,034
Motor vehicle expenses	48,042	57,682
Superannuation	48,914	48,067
Administration costs	79,899	43,811
Grounds	37,141	26,670
Depreciation	10,576	17,410
Payments to other government entities	185,312	539
TOTAL EXPENSES	2,451,812	2,246,037
Surplus / (deficit) from ordinary activities	(543,584)	(127,476)
Retained surplus at the beginning of the financial year	753,153	880,629
Retained surplus at the end of the financial year	209,569	753,153

Katherine High School Council Incorporated**Assets and liabilities statement****As At 31 December 2020**

	2020	2019
	\$	\$
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	553,448	736,523
Trade and other receivables	330	7,081
Inventories	33,484	21,042
Prepayments	1,082	890
TOTAL CURRENT ASSETS	588,344	765,536
NON-CURRENT ASSETS		
Plant and equipment	18,211	28,786
TOTAL NON-CURRENT ASSETS	18,211	28,786
TOTAL ASSETS	606,555	794,322
LIABILITIES		
CURRENT LIABILITIES		
Trade and other payables	364,098	2,631
Employee benefits	476	-
Other accruals	32,412	38,538
TOTAL CURRENT LIABILITIES	396,986	41,169
NON-CURRENT LIABILITIES		
TOTAL LIABILITIES	396,986	41,169
NET ASSETS	209,569	753,153
MEMBERS' FUNDS		
Retained surplus	209,569	753,153
TOTAL MEMBERS' EQUITY	209,569	753,153