



DEPARTMENT OF EDUCATION AND TRAINING

Katherine High School



Annual Performance Report to the School Community 2008

School Overview

School history and size

Katherine High School is a comprehensive high school located on Grevillea Road, Katherine East. The original buildings were completed in 1988 with W block added in the early 1990's and X block added in 2007. The school has a capacity of 700 students. The school provides Vocational Education and Training courses and NT Board of Studies accredited courses to students from Year 7 to Year 12.

Katherine High School is a modern, attractive and well-resourced facility set on spacious grounds. It has excellent facilities including tennis and netball courts, a large air-conditioned gymnasium and performing arts complex, four fully networked computer laboratories with access to the Internet, specialist art, hospitality, technology and music areas, a large resource centre and six well-equipped science laboratories.

The school serves a region larger than the state of Victoria and caters to a diverse socio-economic clientele from a range of backgrounds: RAAF, traditional and urban Indigenous students, rural, public sector and business.

The school places emphasis on the rights of teachers to teach and students to learn with a strong commitment to social justice for our students. We use restorative justice practices to underpin our student management practices. Our core values are knowledge, honour and success

Our students

Our average enrolment for 2008 was 613 students. Our students range in age from 12 to 19. Census statistics in August 2008 show we had 124 students in year 7, 139 in year 8, 128 in year 9, 107 in year 10, 111 in year 11 and 64 in year 12. Indigenous students make up 38.49% of the student population. About 10% of students come from Australian Defence Force families

Fordimail Hostel and Callistemon House provide hostel accommodation for students from remote areas. Fordimail is under the control of Aboriginal Hostels Australia. Callistemon is under the control of the Principal of Katherine High School

Our staff

Katherine High School has 81 people on staff. This number is made up of 1 Principal, 3 Assistant Principals, 7 Senior teachers, 41 class room teachers, 4 Year Level Coordinators, an ESL Coordinator, a Counsellor, a Careers Coordinator, , a Home Liaison Officer, an Aboriginal Islander Education Worker, a Health Promoting School Based Nurse, 4 Indigenous Resource Officers 9 Inclusion Support Assistants, a Business Manager and 8 Ancillary and other support staff. We also have the services (half time) of a school based police constable and a chaplain (half time) and the Defence Transition Mentor (also half time)

Principal's Report

I would like to thank all those parents who supported us through what was a reasonably trying year. We began with the mandated shift of year 7 and year 8 into the school at the beginning of the year. This meant we had about 240 students new to the school at the one time instead of the usual 120. This made it a bit more challenging when it came to integrating the new students into the culture of KHS.

Part of our changing culture is an increasing use of the web for information distribution. We are very fortunate to have the services of John Humphries who manages the KHS website and the KHS Intranet.

We undertook an external review of our Middle Years during term one. The author made a number of recommendations which we followed up as rapidly as possible. Some of these we had already been working on and were able to complete reasonably quickly. Ms Mullenger was recruited at the end of term one as the Assistant Principal Curriculum and Pedagogy. This position was identified as pivotal in the ongoing development of the Middle Years. Her leadership and support from the teachers and Executive teachers in the Middle Years has allowed the Middle Years teachers to consolidate and reflect on their practice.

In response to the review we introduced the TRIBES process into the Middle Years. This aimed to capitalise on the work done in the primary schools and to promote a common culture of behaviour throughout KHS. This process will continue into the future.

The Clontarf program began at the beginning of 2008. This program aims to improve engagement in school of young Indigenous men and a consequent improvement in life choices for that group. This program has run successfully in Western Australia and was seen to be of great value to the NT. Steve Margetts and Ms Brown have also been actively involved in promoting leadership within the school. They have been successfully working with Indigenous girls to help build their leadership skills. These young people are becoming positive role models for other students in the school.

Our Wellbeing team under the leadership of Mr Weygood continues to evolve and to provide a great service to a number of our students.

Our Senior Years began preparing for the New NTCE with Mrs Kahl and Ms Brown trialling the Personal Learning Plan (PLP).

We had a number of curriculum based experiences for students throughout the year. There was the annual year 12 motivational speaker. Our year 9 students participated in Try-a-Trade, the whole school was involved in the Careers Expo., Year 12 students interested in a career in Medicine were able to access the UMAT process, students attended a Taste of Uni day. Our VET students participated in Structured Workplace training as part of their certificate courses and guest speakers were available at various times throughout the year.

Our students participated in a variety of sporting events throughout the year. These included our own swimming carnival and athletics day along with participation a number of students in the various sports offered by NT School Sport. NT School Sport also organised the Pacific School Games team from the NT. There were a significant number of students from Katherine High who participated in the games. Our Clontarf group participated in a number of Aussie Rules carnivals against other academies.

The presentations of music and drama by the Arts department were great. They showed just how much talent is hidden within our students and what they are capable of.

Our two official celebrations for the year were highly successful. Our year 9 students showed a great deal of maturity and well developed senses of humour during their graduation night. There was an obviously strong rapport which had developed between a number of the staff and their students. Our end of year presentation night was once again well done and well run. The support from local business and the community was tremendous.

Part of the joy, the sorrow and the challenge of work in schools is the constant working with people. 2008 presented our staff with some sobering challenges. We had a number of staff members who suffered significant illness or injuries and needed to be off work for significant lengths of time. It was not only the injuries and illness suffered by these people but also the need to ensure that their teaching program continued, that placed extra demand on the staff. One of our staff Ms Ong, was killed in an accident. Once again this placed additional emotional stress on staff and students. The long running Enterprise Bargaining process was another additional source of stress for staff. We also lost the services of Mrs Bannan at the end of term three and were fortunate to pick up Mr Tony Harrison as our Assistant Principal.

Despite this additional stress and strain staff remained focussed on the work they are employed to do. Our VET and other Senior Years results were good. We have increasing numbers of students completing one or other of these pathways.

My thanks to all teaching, support and administration staff for their efforts throughout 2008. My thanks to the students for their work, humour and good behaviour. I wish all the best to those staff, students and families who are moving on.

Teaching and Learning

Middle Years

The following results have been extracted from our NTCF results at the end of term 4 2008. This conversion means that a student receiving a 'C' is operating at the expected level for the age of the student, a 'B' is up to one year ahead of the expected level and an 'A' is up to two years ahead of expected level. A student receiving a 'D' is operating at up to one year below expectation, a student receiving an 'E' is up to two years below expectations.

ESL scores are scored differently. The teacher negotiates the desired ESL level and sets this as the outcome. If the student achieves this target s/he is awarded a 'C', 'B' or 'A' is awarded for exceeding the targeted level and 'D' or 'E' awarded where the student fails to achieve the target.

Year 7	A	B	C	D	E
English	37.39%	37.18%	24.15%	0.08%	0.04%
ESL	1.31%	11.84%	50.65%	32.23 %	3.94%
H/PE	43.26%	34.61%	16.34%	5.76%	0.0%
Maths	14.26%	28.52%	19.49%	11.29%	26.41%
Science	17.71%	46.35%	25.24%	4.85%	5.82%
SOSE	13.47%	57.80%	25.88%	0.70%	2.12%
Tech & Design	56.33%	29.57%	14.08%	0.0%	0.0%
The Arts	39.68%	17.46%	28.04%	5.29%	9.52%
Year 8	A	B	C	D	E
English	13.33%	33.88%	32.77%	6.66%	13.33%
ESL	0.0%	9.37%	87.50%	3.12%	0.0%
H/PE	8.21%	87.63%	4.10%	0.0%	0.0%
Maths	4.68%	12.50%	47.18%	21.25%	14.37%
Science	6.56%	10.60%	46.96%	15.15%	20.70%
SOSE	4.0%	12.57%	40.57%	3.42%	39.42%
Tech & Design	24.57%	31.35%	27.96%	4.23%	11.86%
The Arts	14.07%	23.16%	51.61%	6.15%	4.98%
Year 9	A	B	C	D	E
English	13.24%	26.24%	23.6%	23.5%	13.24%
ESL	0.0%	6.09%	67.24%	25.86%	0.0%
H/PE	26.08%	39.13%	10.14%	17.39%	7.24%
Maths	14.88%	38.37%	29.53%	16.51%	0.69%
Science	15.70%	38.67%	20.84%	18.42%	6.34%
SOSE	5.63%	43.50%	25.35%	26.40%	8.09%
Tech and Design	22.91%	44.79%	22.91%	9.37%	0.0%

Senior Years					
Year 10	A	B	C	D	E
English	12.94%	26.37%	23.98%	23.62%	13.06%
ESL	0.0%	6.89%	67.24%	25.86%	0.0%
H/PE	26.47%	38.23%	10.29%	17.64%	7.35%
Maths	15.40%	41.94%	28.90%	13.03%	0.71%
Science	15.95%	38.95%	19.93%	18.71%	6.44%
SOSE	5.69%	34.87%	25.62%	26.69%	7.11 %
Tech & Design	23.15%	44.21%	23.15%	9.47%	0.0%
The Arts	5.42%	36.14%	39.15%	15.06%	4.21%

NAPLAN Katherine High School 2009

Year 7

Below NMS	At or Above NMS	Absent
G 22.8%	43.3%	33.9%
N 2.4%	59.1%	38.6%
R 12.6%	52.0%	35.4%
S 11.8%	54.3%	33.9%
W 19.7%	47.2%	33.1%

Year 9

Below NMS	At or Above NMS	Absent
G 26.0%	45.8%	28.2%
N 16.8%	58.0%	25.2%
R 17.6%	57.3%	25.2%
S 19.1%	52.7%	28.2%
W 28.2%	45.0%	26.7%

G - Grammar , N – Numeracy R – Reading S – Spelling W – Writing

Vocational Education

In 2008 we offered 9 Certificate courses through our VET program. Certificate 1 in Automotive, Engineering, Retail and Rural Operations; Certificate 2 in Business, Rural Operations and Sport and Recreation; Certificate 3 in Information Technology and Children's Services. We offered VET courses to students in years 9, 10, 11 and 12. These were delivered by CDU and the Chamber of Commerce. We had 117 students enrolled in all, 33 students from year 9, 54 from year 10, 21 from year 11 and 9 from year 12. Of these 78 successfully completed their certificates. A number of those students who did not gain a full certificate managed to achieve some competencies from within the certificate course of study. 61 competencies were achieved by that cohort of students.

Stage 1

We offered 23 Stage 1 courses in 2008. Our students gained Satisfactory Achievement in 74 % of the classes undertaken.

Stage 2

We offered 12 courses at Stage 2. Our aggregated results across all subjects were as follows:

A 8.3% B 32.5% C 28.4% D 19.5% E 11.2%

NTCE Completion

90% of students identified as potential completers of the NTCE did complete it. 31% of these were Indigenous students.

TER

Average TER 54.29

Highest TER 81.40

17 students gained a TER.

Student Wellbeing and Engagement

Student Wellbeing and Engagement

Student Well being is of central importance at Katherine High School. In the Middle Years we have an Assistant Principal to oversee this area. He is supported by Middle Years Executive Teachers. In the Senior Years the oversighting of student well being is one of the responsibilities of the Assistant Principal. He is supported in this role by two coordinators. Each of the coordinators across the school has a responsibility to deal with behavioural issues but to also to be proactive in the promotion and celebration of positive behaviour.

Katherine High has a Well Being team. This group includes the school counsellor, the school chaplain, the Defence Transition Mentor, the home liaison officer, the Aboriginal Islander Education Worker, the school based constable and the school nursed and a number of people from related services in town. This group meets weekly to identify students at risk and to develop strategies to promote the well being of those students.

A range of programs and practices have been developed to promote student well being and resilience: student leadership opportunities, rock and water, celebration of success, use of restorative justice practices, promotion of meaningful learning through our Middle Years program, reward program for pro social behaviour, VET and pre VET teaching programs additional tutorial support for senior students along with the use of a motivational speaker for our year 12 students. The efforts of the Clontarf team in promoting the well being of their students and of Steve Margetts in promoting the Indigenous Girls Leadership group contribute not only to the well being of those groups but to the well being of the entire school community.

Enrolment and Attendance

In 2008 our average attendance was 81.8% for all students across the whole year. The average attendance for Indigenous students was 71% across the whole year. Our student turnover was 29%. The level of un-notified absences was 66%.

Suspensions

We had to suspend on 182 occasions in 2008.

Surveys

Surveys of staff, students and parents were undertaken during 2008. The information was collated and graphed. This was presented to staff and to the Katherine High School Council. There was time set aside over a number of staff meetings to peruse analyse and discuss the data.

Student Pathways and Transitions

Primary to Middle Years Transition

Katherine High School worked with the feeder primary schools to develop a transition plan for the movement of students from the primary to the middle years. Parental feedback from 2007 was taken into account in putting this program together.

Middle Years to Senior School

Our year 9 students held a Middle Years graduation ceremony at Kumbidgee Lodge as part of their transition to Senior School. Students and their parents were provided with information about the subject offerings and expectations for students who are in the Senior Years. There were also familiarisation tours for year 9 students so that they knew where the appropriate rooms were located.

Senior School

An information evening was held to inform parents of the subject offerings and pathways available to students at Katherine High School and the work requirements that would lead to success. This was attended by teachers from the various disciplines, the VET coordinator and the Careers Advisor.

Pathways

Katherine High continued to provide four pathways for students; the academic pathway for those intending to seek University entrance, the NTCE completion pathway for those who wish to move directly into the general employment field, the VET pathway which allows students to gain specific nationally recognised training competencies in particular fields of work and the Australian School Based Apprenticeships which allow a student to remain at school but to also be apprenticed in a particular area of employment.

In all areas we tailor our offerings to student demand and local industry needs. There have been a number of new courses introduced within the NTCE which are designed to better engage students. Our VET offerings tend to expand into new areas with the established courses being retained because of student interest.

Career Advice Centre

Our Career Advice Centre is located in the library. It has a fulltime Career Advisor who ensures the students, parents and teachers have current accurate advice on career opportunities, secondary and tertiary course requirements including the latest published material and access to online education and employment information. Our Careers advisor ensured that students were able to access opportunities in Darwin through attendance of the Try a Trade, Taste of Uni, and UMAT preparation and testing. She was also pro active in obtaining guest speakers from a range of industries such as Engineering, Defence, Health. She also worked closely with local industry groups to ensure that a high level of communication was maintained.

Post School Destinations

58 students were in year 12 classes at the end of 2008, this includes NTCE and VET courses. In a number of cases the student was completing a Stage 1 and Stage 2 blend. Those students will probably complete their NTCE in 2009.

Of the students who completed their NTCE we have the following information; five completers have returned to school to gain a higher TER, four students are doing a work school 'blend', attending lessons for part time and working as tutors part time. Nine students have taken up full time work. One has taken up an apprenticeship. One has joined the armed forces. Four students have taken up positions at University. The work or education status of the remaining students is unknown at this stage.

Organisational Health and Learning

Organisational Health and Learning

Staff Development

During 2008 Katherine High Staff attended 145 Professional Development sessions.

Staff Retention

Staff retention from Dec 2007 to February 2008 was 81% overall. The retention of Executive Teachers was 82% and the retention of teaching staff was 76%

Staff attendance

Term 1 95.8% Term2 91.5% Term 3 91.3% Term 4 94.1%

Occupational Health and Safety

Katherine High School has OH&S as a standing item on all Middle Years and Senior Years Management meetings and on the Executive teacher meetings. The staff is also encouraged to report OH&S issues directly to the business manager. There were no major incidents during 2008.

Community Engagement

Parents and local community members have an open invitation to our weekly whole school assemblies. Our annual Presentation Night was once again a wonderful event presenting an opportunity for us to show off the good work of the school. This event receives financial support from the local business community which allows us to provide prizes for our students.

We have strong relationships with Rivers Region Youth Development Service, Charles Darwin University, the NT Rural College, the Chamber of Commerce, Rotary and our local employers through our VET program.

The local community makes extensive use of our facilities. Our gym is used by most of the primary schools in Katherine for their annual presentation nights. It is also used by the local gymnastics club along with a community choir and a local dance group. Our oval is used by various sporting groups for training and games.. Our tennis courts were utilised by the local tennis club. Our library and conference room have been used by local service groups.

School Council

Our community council has representatives from the parent body, the student body and the teaching staff. During 2008 the council was very supportive of the school being actively involved in seeking out community opinion and in providing practical help where needed. The council was particularly effective in supporting the evolution of our uniform policy and in the support of the mobile phone policy.

Surveys

DET constructed surveys were used to obtain feedback from parents, staff and students. This information was collated and presented to the school council and to staff. Staff examined the information over a number of meetings and shared reflections on what the information was telling us.

Financial Health

Financial Health

Capital Works

No new capital works took place in 2008.

Minor New Works

No minor new works took place in 2008.

The School Council Finance sub committee consisting of the Principal, Business Manager and a parent representative worked together to develop the annual school budget.

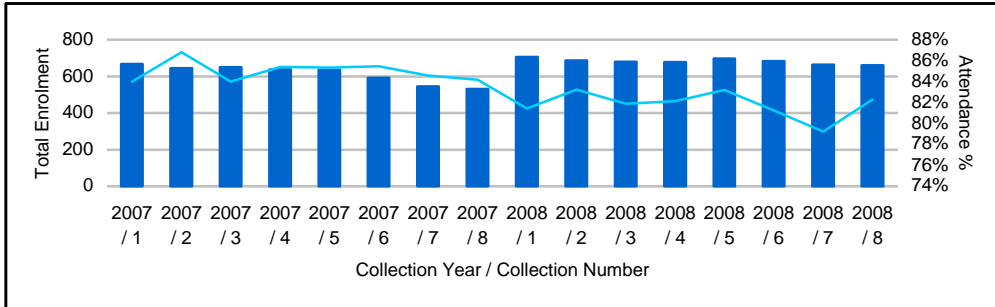
Targeted Funding

Katherine High School received funding from the Country Areas Program of \$78,000 to offset the disadvantage suffered by remote students, \$ 81,000 under the LNSLN and IESIP programmes. This money was used to buy a number of Indigenous Resource Officer positions. We also received \$203,000 for tutorial assistance through the ITAS program.

ATTACHMENT #1

Katherine High School

Enrolment and Attendance



Average Enrolments for collections 1 to 8 varied by 69 from 2007 to 2008

Average Attendance for collections 1 to 8 varied by -3.2% from 2007 to 2008

All Students

	2007		2008	
	Enr	Att	Enr	Att
Feb (1)	668	84.0%	705	81.4%
Mar (2)	645	86.8%	686	83.2%
May (3)	650	84.0%	679	81.9%
Jun (4)	637	85.4%	677	82.1%
Aug (5)	635	85.4%	697	83.2%
Sep (6)	592	85.5%	683	81.3%
Nov (7)	545	84.6%	664	79.2%
Dec (8)	531	84.2%	660	82.3%
Average:	613	85.0%	681	81.8%

Indigenous Students

	2007		2008	
	Enr	Att	Enr	Att
Feb (1)	257	77.0%	285	70.5%
Mar (2)	257	80.9%	265	74.0%
May (3)	262	76.7%	267	71.9%
Jun (4)	252	79.0%	272	71.7%
Aug (5)	254	79.1%	286	73.1%
Sep (6)	222	79.3%	275	69.1%
Nov (7)	195	76.9%	261	66.7%
Dec (8)	190	77.9%	257	71.2%
Average:	236	78.4%	271	71.0%

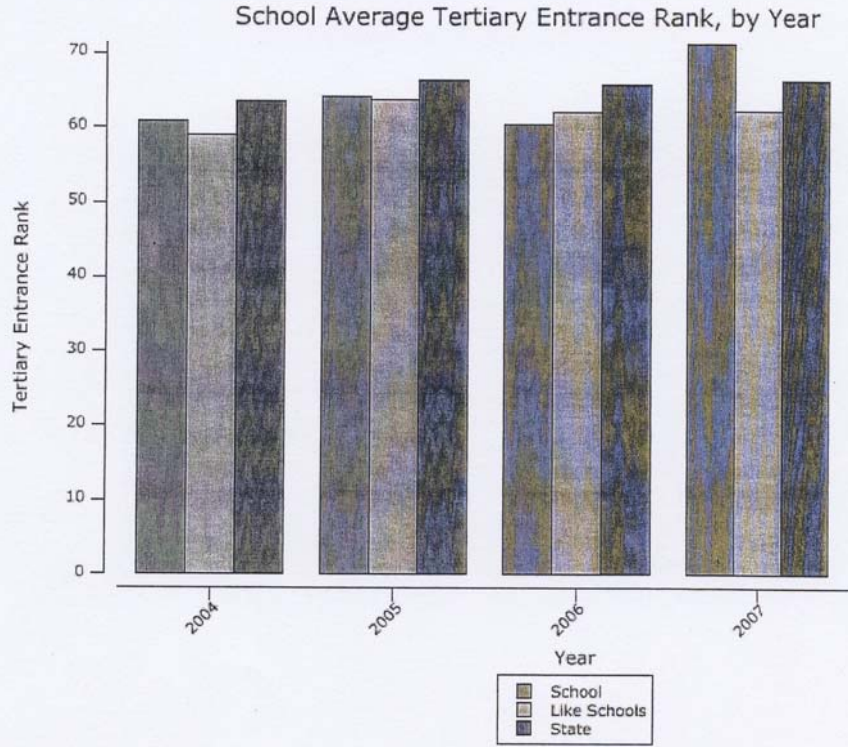
Student Mobility

	2007				2008			
	Start	In	Out	End	Start	In	Out	End
1	658	28	56	631	753	44	113	687
2	636	15	35	617	685	37	51	670
3	621	28	82	574	688	40	54	677
4	561	6	52	516	677	19	45	651
		77	225			140	263	

During 2008, Student Turnover was approximately 29%

School Average Tertiary Entrance Rank, by Year

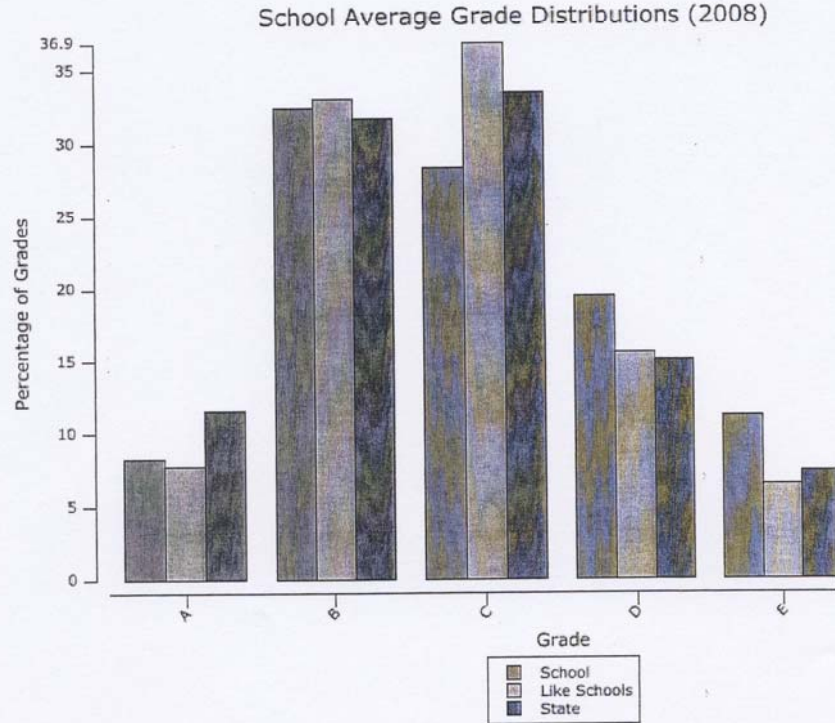
This report provides school level information on the TERs of students who were eligible for a 1



Year	School Count	School	Like Schools	State
2004	19	60.93	58.98	63.45
2005	17	64.19	63.76	66.45
2006	14	60.51	62.14	65.71
2007	19	71.43	62.29	66.35
2008	18	54.29	59.73	64.71

School Average Grade Distributions

This report provides school level information on the percentage of results at particular grades School, Like Schools Group and State. Requirements not met results are included. Statistics provided in tables.



2008

Grade	School Count	School (%)	Like Schools (%)	State (%)
A	14	8.3	7.8	11.6
B	55	32.5	33.1	31.7
C	48	28.4	36.9	33.5
D	33	19.5	15.6	15.1

E	19	11.2	6.4	7.4
N	0	0.0	0.2	0.7

2007

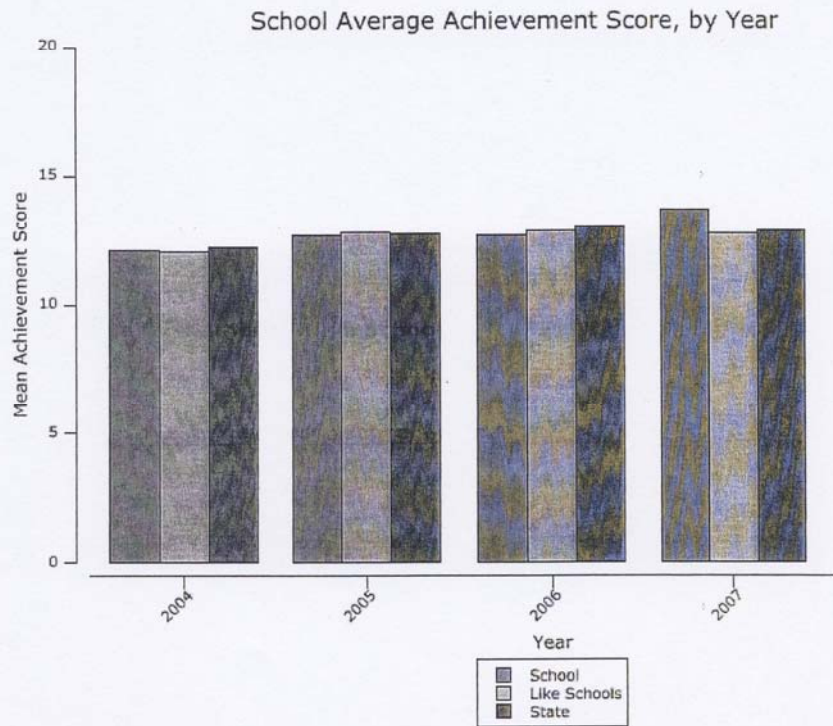
Grade	School Count	School (%)	Like Schools (%)	State (%)
A	24	19.7	12.7	15.2
B	43	35.2	31.5	31.2
C	36	29.5	31.9	30.5
D	14	11.5	15.9	15.0
E	5	4.1	7.1	7.3
N	0	0.0	0.9	0.7

2006

Grade	School Count	School (%)	Like Schools (%)	State (%)
A	24	15.2	13.2	15.9
B	52	32.9	33.1	32.8
C	37	23.4	31.0	29.9
D	28	17.7	16.1	14.5
E	17	10.8	6.2	6.1
N	0	0.0	0.4	0.8

School Average Achievement Score, by Year

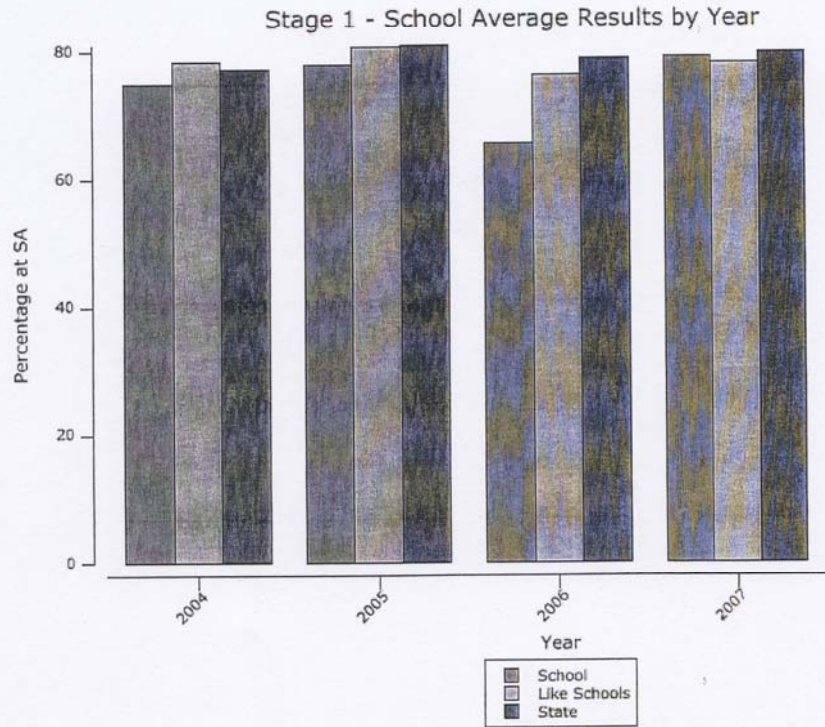
This report shows the School Average Achievement Score compared with the Like Schools Gr



Year	Count	School	Like Schools	State
2004	161	12.10	12.02	12.24
2005	161	12.65	12.76	12.75
2006	158	12.66	12.87	13.04
2007	122	13.66	12.71	12.87
2008	169	12.17	12.55	12.65

Stage 1 - School Average Results by Year

This report provides school level information on the percentage of students who achieved satisfactory for all subjects.



Year N	School	Like Schools	State
2004 923	75.0	78.4	77.2
2005 931	78.0	80.8	81.1
2006 788	65.5	76.4	78.8
2007 989	79.1	78.2	79.9
2008 1016	74.0	79.1	79.7