

2009 Action Plan

Katherine High Schools **Action Plan** is a **statement of priorities for 2009**. It has **canvassed staff input** through our General Staff meetings through **examination and report back** of our long standing good practice and **selection of high priorities** in each of the **Key Result Areas from the Accountability and Performance Framework**, it has incorporated **consultant recommendations** and focuses on elements within our **school mission statement** particularly those contained within the **values** component **'Honour'**.

Katherine High School Mission

Our mission is to provide the highest quality education possible to all our students in an inclusive, secure, supportive and caring environment, to use data effectively for focused improvement and to provide effective mechanisms to allow input from our feeder primary schools, parents, students, staff and local organisations to contribute to bringing this vision to reality.

Our school mission emanates from the core values we wish our students and teachers to share and which we believe reflect the values and aspirations of our local community.

Values

Knowledge – the knowledge to be effective and productive students within the school and to become effective and productive citizens within the local and broader Australian community no matter which pathway they may choose.

Honour – to honour the rights of all students to learn to the best of their ability and the right of all teachers to teach in a positive and happy learning environment, free from harassment and prejudice, and to generate within the students pride in themselves, their learning, their social and physical environment and their role in the school and wider community, and to honour the rights of parents to be informed of student performance and to have their concerns heard and addressed in a positive, supportive, honest and professional manner.

Success – to celebrate and promote the academic, sporting and social success of all our students regardless of ability, gender or ethnic background.

Our Strategic Plan over the next three years is to work toward making fulfilling this mission. Each of our Annual Plans will identify elements of the school improvement framework which will take priority for that year.

1 Key Result Area

Teaching and Learning

Improvement Goals	KHS Target 2009	Officer	Evidene Source	Key Strategies	Progress Report on 2008 targets	\$ 2008	\$ 2009																								
Increased retention of students from year 7 to completion of NTCET	Improved Yr 11-12 apparent retention 75%	THA ALE PKA NLI	NTCF SSABSA VET	<ul style="list-style-type: none"> Ongoing moderation to ensure consistency of standards across each year level. Appropriate pedagogic and curriculum PD to ensure improving standards of teaching. MY programs focus on engagement and real learning to encourage the desire to learn Appropriate support programs be provided for identified students in MY and SY. – ITAS, ISA Broaden provision of programs for senior students – make greater use of the Community studies and Integrated studies structures and improved VET offerings. Expanding info tech base. 	<p>TRIBES</p> <p>Use of RAT assessment tasks</p> <p>ESL, ISA support,</p> <p>Some use of community studies and Integrated learning VET Auto, Engineering, Child Studies, Rec Studies, Rural Operations, Retail Operations also Work Ready and Pre Employment plus</p> <p>Apparent retention 2004 – 2008 78/134 58.20% Retention 2008 – 2009</p> <table border="0"> <tr> <td>Yr 7 – 8</td> <td>135</td> <td>122</td> <td>90.37%</td> </tr> <tr> <td>Yr 8 – 9</td> <td>141</td> <td>136</td> <td>96.45%</td> </tr> <tr> <td>Yr 9 – 10</td> <td>134</td> <td>123</td> <td>91.79%</td> </tr> <tr> <td>Yr 10 – 11</td> <td>104</td> <td>101</td> <td>97.11%</td> </tr> <tr> <td>Yr 11 – 12</td> <td>113</td> <td>78</td> <td>69.02%</td> </tr> <tr> <td>Yr 12</td> <td>78</td> <td></td> <td></td> </tr> </table> <p>69 students from yr 11 and 12 left KHS in 2008. 9 gained apprenticeships, 12 went interstate to school. 18 went to another school in the NT.16 went into employment. 1 entered TAFE. 1 became a mother and 2 went into an alternative program</p>	Yr 7 – 8	135	122	90.37%	Yr 8 – 9	141	136	96.45%	Yr 9 – 10	134	123	91.79%	Yr 10 – 11	104	101	97.11%	Yr 11 – 12	113	78	69.02%	Yr 12	78				<p>CAPs \$75000</p> <p>Schools Supply \$143,000</p>
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Increase the number of students enrolled in VET certificate courses obtaining a VET qualification.	Provide VET pathways Cert 1- 3 for students to access	PSC	School data	<ul style="list-style-type: none"> Establish a TTC with scope to Cert. 3 in identified areas Set higher entry standards for VET courses to prevent ‘dumping’ of students Ensure that student demand drives VET offerings. 	<p>Year 9 33 students in VET Year 10 54 students in VET Year 11 21 students in VET Year 12 9 students in VET Competency completion 67%</p>	<p>CDU recurrent Funding</p> <p>Employ. Plus \$4600</p>	CDU recurrent funding																								
Provide increased opportunities for a number of students who want a School Based Apprenticeship to obtain an SBA.	Ensure the SBA concept continues to be promoted	PSC PKA	School data	<ul style="list-style-type: none"> Actively engage with Australian Apprenticeships NT to ensure our students have maximum opportunity to access SBA’s Ensure that SBA students are well prepared for the SBA program 	1 student on SBA																										

Embedding of Literacy and Numeracy across all curriculum areas.	All Sem 2 MY programs will have lit/num strategies contained SY courses will have specific lit /num focus within them, appropriate to the subject matter being studied	JMU TSC JGR	Teacher programs	<ul style="list-style-type: none"> Teachers program for and explicitly teach the language and writing genre required for their subject. Purchase of materials suitable for supporting literacy and numeracy development. 	<p>Not universal but practiced by more effective teachers</p> <p>Significant investment in print and other materials to support literacy improvement</p>		
Improved outcomes for Indigenous students – retention, engagement and achievement	MY 70% SY 80%	JHA TST SMA RBR Clontarf	School data BIC NAPLAN	<ul style="list-style-type: none"> Clontarf program to encourage Indigenous boys to attend and engage Stronger Smarter Sisters to support Indigenous and non Indigenous girls Indigenous coordinator for MY ESL support teacher for MY Focus on attendance stats with rewards for improvement Community classroom AIEW visits 	<p>114 boys enrolled in program</p> <p>20 girls involved in program One teacher picking up both roles.</p> <p>Binjari Community rewards, records kept in ESL year 7/8 classroom Binjari community Wednesdays Ongoing Attendance MY Indig 68.5% (Non 89.1%) SY 77.1% (Non 89.3%)</p>	<p>IESIP \$32,000</p> <p>LNSLN \$41000</p> <p>ITAS \$266000</p>	<p>IESIP \$48000</p> <p>LNSLN \$50,000</p> <p>ITAS 180000</p>
Promote Excellence in Teaching		KBA JMU THA JWEY SPR DPU PSC TSC JGR		<ul style="list-style-type: none"> Focus on TRB standards for probation and performance review Encourage staff to participate in appropriate PD Principal analysis of results, discussion with relevant senior teacher Staff / Senior Performance Review 4 meetings between ST1's and Principal per year focussed on student results in faculty areas 	<p>Probation process well established Performance Review needed improvement PD organised based on school identified needs and in some cases identified and approved individual needs NTCF 2008 results – C or above (as per DET conversion chart) Year 6 Eng 83% Maths 65% ICT 73% Essential 63% Year 7 Eng 74% Maths 47%Sci 78% SOSE 82% Tech 100% Arts 43% HPE 74% ICT 35% Year 8 Eng 71% Maths 59% Sci 50% SOSE 57% Tech 74% Arts 89%HPE 100% ICT 48% Year 9 Eng 45%Maths 56% Sci 54% SOSE 48%Tech 47% Arts 40%HPE 63%ICT 43% Yr 10 Eng 78% Maths 100% Sci 40% SOSE 67% HPE 100% ICT 35% 2008 VET competency completion 67% NTCE completion 65.9% (like schools 80.2) Av TER 54.29 (like schools 59.73) Av Achievement score 12.17 (like schools 12.55)</p>		\$30 ,000

Quality Curriculum Framework	PLP for all year 10 Revised NTCF for MY	JMU THA PSC	NTCF SSABSA VET	<ul style="list-style-type: none"> • VET training packages • SSABSA course materials • NTCF 	NTCF outcomes based assessment – some confusion between SSABSA (and previous KHS) policies and the requirements of NTCF VET training packages used SSABSA course materials used		
Quality Assessment Policies and Practice	Review of assessment policies	THA JMU PSC	KHS Assess. policies SSABSA Policy VET policies Project officer reports Principal reports	<ul style="list-style-type: none"> • Published assessment policies • Comprehensive feedback to students about how to improve performance – all assessment completed with improvement matrix or rubric • Ce tool for monitoring student progress Moderation within school and between schools • Use of Senior Secondary Project officers • Project Officer reports • Principal reports to faculty Seniors 	Published assessment policies Ce tool used to monitor student progress – continuous monitoring in 8-10 not universal Moderation within school, some moderation b/w KHS and primary schools		

2 Key Result Area

Student Wellbeing and Engagement

Improvement Goals	KHS Target 2009	Officer	Evidence Source	Key Strategies	Progress Report on 2008 targets	\$ 2008	\$ 2009
Greater student happiness and security		KBA JMU JWEY	Stake holder surveys	<ul style="list-style-type: none"> Rock and Water training Tribes training Positive reward system Restorative Justice basis for Behaviour Management Whole school PD for BM strategies in class Active student well being group 	<p>4 teachers trained in R&W Most MY teachers began TRIBES training Very strong in MY Some staff familiar and comfortable with process IR uses reflection questions based on RS</p> <p>Plan to use Bill Rogers tapes as basis for BM PD in 2009</p>	\$4000	YTD \$4,400
Ensuring that programming caters to all styles of learning and the learning is seen as powerful by the students	All MY staff trained in Pirozzo methodology Active promotion of Com. Studs. and Int. Studs.	JMU THA JHA	Year 10, 11, 12 subject offerings handbooks	<ul style="list-style-type: none"> Pirozzo PD for MY staff Utilise Community Studies and Integrated Studies programs to an increased extent 	<p>Pirozzo grid used in organising student learning MY use Real Assessment Tasks to promote student opportunity to demonstrate learning Community Studies and Integrated studies used as 'rescue package' for students failing mainstream classes.</p>		\$4000
Ensuring that there are sufficient pathways for students to effectively and productively contribute to school decision making processes.	SRC across whole school	JWEY ALE RMAC	School data	<ul style="list-style-type: none"> Establish a class rep based SRC across whole school Student Leadership forum in Darwin 	SRC developed in Senior Years		
Provision of multiple pathways which meet the needs and aspirations of all Katherine High School students		THA JMU JGR SPR PSC NLI DAR	Year 10,11 and 12 subject offerings	<ul style="list-style-type: none"> NTCE new format will allow for multiple pathways to completion of NTCE VET to cert.3 Promotion of School Based New Apprenticeships ILU support for SEN students 	<p>NTCE, VET to Cert I and II One student enrolled as School Based Apprentice Cert 3 Children Services offered Certificate 1 and 2 offered by CDU, YMCA and Chamber of Commerce</p>		
Improved student performance and wellbeing		TST BBA JWEY RMAC ALE JHA	BIC NAPLAN School data	<ul style="list-style-type: none"> Ongoing focus on attendance statistics Introduction of automatic messaging system to alert parents to non attendance HLO visits, phone calls TRIBES process to improve student security 	<p>AIEW, HLO use stats as basis for follow up. One teacher using reward system to promote attendance Positive reward system for positive social behaviour in class</p>		\$4400

Improved attendance, engagement and achievement for Indigenous students		Clontarf Team SMA/ RBR JMU JHA JWEY THA TST SPR	School attendance data SSABSA data School Achievement data	<ul style="list-style-type: none"> • Clontarf program • Stronger Smarter Sisters program • AIEW home visits and attendance follow up • ESL / Indigenous coordinator in MY • Increased use of Community Studies and Integrated studies in SY • ITAS tutors 7 -12 • Binjari School one day per week • Specialised Indigenous class yrs7and 8 • Positive rewards program all students 	Overall Indigenous attendance 2008 71% - some classes much lower NTCE completion by 9 students		
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3 Key Result Area

Student Transition and Pathways

Improvement Goals	KHS Target 2009	Officer	Evidence Source	Key Strategies	Progress Report on 2008 targets	\$ 2008	\$ 2009
Ensure full and clear information for students and for parents about the requirements for the coming phase of schooling			'Surviving the Middle Years' Student subject informatin handboos Parent Handbook	<ul style="list-style-type: none"> Information hand outs Parent visits to school Parent tour of school Information Evenings 	Key strategies used in 2008	\$3000	\$3000
Provide students with appropriate rites of passage at the completion of each phase of schooling		JWEY ALE PSC		<ul style="list-style-type: none"> Graduation Dinner for end year 9 Yr 12 Formal Yr 12 Graduation VET Graduation 	Year 9 Graduation Dinner		\$10,000
Provide appropriate and comprehensive transition programs for students passing from primary to middle years, from middle years to senior years and from senior years to tertiary education/training or to work.		THA JMU JWEY	Transition plans	<ul style="list-style-type: none"> Ensure staffing of year 10 coordinator position with clearly identified job description. Strengthen relationships with feeder primary schools and knowledge of year 6 students abilities and needs Undertake familiarisation visits for student and teachers of year 6 and year 7 	Transition planning involving Primary schools and MY Information evenings for students going into year 10, 11 and 12 Familiarisation program for students moving from year 9 to year 10 Year 10 coordinator mainly focussed on student wellbeing and discipline for existing year 10 students	\$3000	\$3000
Ensure that school learning is seen as part of a continuum of life long learning		PKA PSC THA JMU	School records	<ul style="list-style-type: none"> Careers Expos Try a Trade Visiting speakers Work Placement University / TAFE visits Careers Coordinator 	Key strategies used in 2008	\$2000	\$2000
Increase the proportion of students who want a School Based Apprenticeship to obtain an SBA.		PSC PKA	School records	<ul style="list-style-type: none"> Promotion of SBA'a through VET and Careers counselling 	1 student enrolled in SBA		
Increased retention of students to completion of NTCE		ALE PKA THA RMA C	SSABSA records/school records	<ul style="list-style-type: none"> Provision of multiple pathways Career counselling PLP 	VET, NTCE , SBA pathways available. Limited use of Community and Integrated Studies in NTCE. PLP trialled		

Increase the number of students enrolled in VET certificate courses obtaining a VET qualification.		PSC	School / VET records	<ul style="list-style-type: none"> Partnership with RTO's Career and course counselling VET faculty support Provision of VET programs to Cert 3 where possible 	Partnership with RTO's to deliver certificates and /or competencies Careers and course counselling Dedicated VET faculty		
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4 Key Result Area Organisational Health and Learning

Improvement Goals	KHS Target 2009	Officer	Evidene Source	Key Strategies	Progress report on 2008 targets	\$ 2008	\$ 2009
Staff at Katherine High embrace lifelong learning as a desirable feature of their lives	All staff will have PD in line with school needs	KBA THA JMU JWEY	BIC KHS PD records	<ul style="list-style-type: none"> Identification of professional learning needs through Performance Review process 	Professional development based on staff identified needs and approval by Senior Teacher for the area		
Greater staff retention	Ensure KHS induction process is brought into line with DET HR guidelines	JHU KBA KBA JWEY THA	website Staff Handbook Policies and Procedures Handbook Probation booklet Probation records	<ul style="list-style-type: none"> Staff welcome committee Subsidised housing Effective induction program Effective probation process 	Staff welcome c'tee operating, ensures that new staff member is shown around Katherine, provide an emergency kit of cutlery, crockery, linen where needed. Appropriate Assistant Principal and ST1 involved in providing probation process and support for new staff member New staff provided with tour of school staff handbook, KHS policies and procedures handbook, public service start up kit, keys, security code by admin staff and Principal, class lists, Curriculum materials, working space, introduction to work area by ST1/ AP	\$1000	\$1000
Staff all receive training in cultural awareness		KBA	Staff attendance record	<ul style="list-style-type: none"> PD day set aside for cultural awareness training Identify and secure services of PD provider 	Cultural awareness only communicated informally		
Leadership training – building capacity	Establish and strengthen role of Senior Management Group with focus on strategic and whole school planning	KBA THA JMU JWEY	Minutes of PAP's meetings	<ul style="list-style-type: none"> Establish effective leadership and strategic planning and management processes to ensure a shared understanding of school goals and priorities Embark on a program of leadership building 	Identified as an area for improvement in school review in 2009. Focus of the school had been on Middle years implementation in 2008. Senior Leadership group had significant changeover – Senior Years AP, Middle Years AP, Middle Years ST1 , remaining ST1's adjusting to new roles incorporating Student Behaviour Management		

5 Key Result Area Community Engagement

Improvement Goals	KHS Target 2009	Officer	Evidene Source	Key Strategies	Progress report on 2008 targets	\$ 2008	\$ 2009
Improved communication with Indigenous families		TST SMU RBR SPR Clontarf JHA	ITAS employ. records IESIP, LSNLN Employ. records	<ul style="list-style-type: none"> AIEW working proactively with Indigenous families Employment of Indigenous people as tutors and resource officers Promotion of contact b/w school and Indigenous families – Clontarf, Stronger Smarter Sisters, Indigenous Coordinator in MY 	<p>AIEW in place</p> <p>IESIP and LSNLN funding used to provide IRO's</p> <p>Clontarf began in 2008 MY Coordinator role began to evolve Stronger Smarter Sisters concept emerging</p>		
Build a complete understanding of what it is that the community expects of a school and ensure that our practices reflect that and that these practices are communicated regularly and effectively to the community.		KBA ALE JMU JWEY THA	Stakeholder surveys Face to face feedback School newsletter School website School Council minutes	<ul style="list-style-type: none"> Establish effective partnerships with various groups within the town to ensure a broad knowledge base – School Council, RRYDS, Business Groups, Government groups, YMCA, ICC, Ensure school newsletter gets to the widest possible business and household audience Website maintained and updated on a weekly basis 	<p>Stakeholder surveys conducted, analysis by staff</p> <p>Informal feedback from individuals and groups within the community</p> <p>Establishment of an effective and up to date school website</p> <p>Monthly School Council meetings</p>		
Active stakeholder participation in the life of the school		KBA THA JMU JWEY	School council minutes Staff meeting minutes	<ul style="list-style-type: none"> Parental involvement in range of aspects of school life Business community involvement in aspects of school life Teacher participation in range of aspects of school life Student participation in range of aspects of school life. 	<p>School Council meetings held monthly, open invitation to parents to attend, Parent satisfaction survey</p> <p>Principal / VET Senior teacher involved with RRYDS and with local business groups , business financially supportive of school</p> <p>Presentation Evening, providing Workplace learning for students</p> <p>Formal meeting times set for all groups within the school, minutes of meetings published , policy decisions made through specialised meeting format, staff satisfaction survey</p> <p>Senior years leadership group elected, house captains elected, student satisfaction survey</p>		\$2000
Improved Principal communications – quality and quantity		KBA		<ul style="list-style-type: none"> Newsletter Council Reports Presentation night Briefing 	<p>Contributes to weekly newsletter, prepares a monthly report for council, prepares an annual report for DET and the school community, responds to individual concerns email, telephone or meeting, from staff, parents and students</p>		\$8000

6 Key Result Area Financial Health

Improvement Goals	KHS Target 2009	Officer	Evidene Source	Key Strategies	Progress report on 2008 targets	\$ 2008	\$ 2009
Link expenditure with educational goals and outcomes	Expenditure of all funds by years end	BHA	Expenditure proposals MYOB reports Acquittal documents	<ul style="list-style-type: none"> Ensure that KHS accesses the amount of money available from additional funding sources CAP's, ITAS, LSNLN, IESIP Ensure that staff have knowledge of the availability and purpose of CAP's funding Ensure that all money is spent in these areas. Encourage parental contributions to complement DET provided funds 	<p>ITAS funding for tutors linked to DET objective of retaining Indigenous students to year 12 and improving success rates at NTCE</p> <p>ISA funding used to provide Inclusion support assistants to help offset the problems of disability.</p> <p>CAP's funding directly linked to offsetting the impact of isolation , promoting literacy and numeracy</p> <p>LSNLN/IESIP funding used to pay for Indigenous resource officers to promote and support school education.</p> <p>DET funding (school supplies) flows directly to faculties for provision of resources in line with the objectives of the Learning Area, determined by formula</p>		
Improved access to financial data for effective educational decision making.	Monthly CAP's , ITAS, Etc expenditure reports to Principal	BHA	MYOB reports	<ul style="list-style-type: none"> MYOB reports at Job level to ensure clear indication of expenditure against budgeted amounts 	Monthly reports to finance subcommittee and to faculty heads.		
Successful financial partnerships with business and philanthropic bodies			MYOB reports Acquital documents	<ul style="list-style-type: none"> Identify project and ask local businesses to support Research philanthropic bodies which may be able to fund local initiative 	Annual Presentation Night largely funded by local donations Smith Family funds two VET courses		