



DEPARTMENT OF
EMPLOYMENT, EDUCATION AND TRAINING

Katherine High School

Strategic Improvement Plan 2008 -2011



Ken Barnes
PRINCIPAL

SIGNED

DATE

Sandra Dobell
SCHOOL COUNCIL CHAIRPERSON

SIGNED

DATE

School Council Chairperson signs indicating that the Strategic Improvement Plan has been endorsed by School Council

Sandi McCue
SCHOOLS MANAGER

SIGNED

DATE

Accountability and Performance Improvement Framework Strategic Improvement Plan for Katherine High School

Katherine High School will strive to provide young people with the skill to engage in a lifetime of learning.

Key Results Areas	Improvement Goals	4 Year Targets	Key Performance Measures
1. Teaching and Learning	Embedding of Literacy and Numeracy across all curriculum areas.	Strategies exist in all learning areas. By 2011 all Stage 1 students receive a 'c' or better in English and Mathematics	All learning areas are able to demonstrate embedding of literacy and numeracy strategies in learning programs
	Improved outcomes for Indigenous students – retention, engagement and retention.	100% of Indigenous students will be monitored for attendance, retention and achievement. Indigenous statistics improve: Attendance 83% NAPLAN 80% above BM NTCF 80% above BM NTCET completion 80%	Improved attendance, retention rates and achievement for Indigenous students.
	Excellence in Teaching	NAPLAN – KHS results reflect National outcomes or better (80% above BM) NAPLAN participation 100% NTCF – 80% of students achieve C or better across each year level VET competency completion 80%	Ongoing improvement in student outcomes NAPLAN, NTCF, VET, NTCET results % of students at C or better for YEAR 7 - 10 VET competency completion rate

		NTCET – NTCET completion 80% TER scores at or better than state scores TER Average 66	NTCET completion rates TER score Post school destination data for students leaving during NTCET
	Quality Curriculum Framework	All students enrolled in NTCET, NTCF, VET, SBA or blended courses of Education and/or Training appropriate to the students ability and long term life goals	Clearly structured multiple pathways available to students through to end of school Quality counselling to students and families
	Quality Assessment Policies and Practice	Assessment policies and practice focussed on ensuring all students can achieve to the best of their ability. Programs and assessment items reflect sensitivity to Multiple intelligences	Teachers involved in moderation practices Evidence of learning folios maintained Use of rubric or other performance matrix to present students with explanation of grades Assessment instruments - cater for multiple intelligences
2. Student Wellbeing and Engagement	Greater student happiness and security – through promotion of such programs as Tribes, Rock and Water	Reduced incidence of bullying and other anti social behaviour 80% of students satisfied with processes	Reduction in the number of suspensions and other consequences Stakeholder satisfaction surveys
	Ensuring that programming caters to all styles of learning and the learning is seen as powerful by the students	Improved sense of school as a worthwhile use of time 80% of students believe their learning is worthwhile	Stakeholder surveys NTCF, NTCET, VET results , post school employment or training
	Ensuring that there are sufficient pathways for students to effectively and productively contribute to school decision making processes.	Students have a sense of being empowered in a productive way within the school 80% positive response in surveys	Stakeholder surveys
	Supporting student performance and wellbeing	School attendance at 90% Student satisfaction surveys at 80% (proud to attend KHS)	NTCF performance data Stakeholder surveys School attendance data
	Improved attendance, engagement and achievement for Indigenous students	Indigenous statistics approach non Indigenous performance and attendance statistics.	School data
3. Student Pathways and Transitions	Ensure full and clear information for students and for parents about the requirements for the coming phase of schooling	Information packs for parents and students continuously updated and made easily available in hardcopy and on our website.	Stakeholder surveys
	Provision of multiple pathways which meet the needs and aspirations of all Katherine High School students .	Improved outcomes for VET, NTCET, SBA and SEN students.	Year 12 completion statistics for all students in 12 th year of education.
	Provide students with appropriate rites of passage at the completion of each phase of schooling	All phases of schooling have appropriate rites of passage and celebrations built into the yearly	Stakeholder surveys

		program	
	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.	Reduced stress for students involved in transitions within the school system and from school to further education or employment.	Stakeholder surveys Post school destination surveys
	Ensure that school learning is seen as part of a continuum of life long learning	Each student undertakes a compulsory Careers unit in year 7 and 9 as part of NTCF offerings	Student completion
	Provide increased opportunities for a number of students who want a School Based Apprenticeship	Strategies are in place to support students seeking SBA's and to promote SBA's as a powerful choice.	Increase in SBA's for students choosing this pathway.
	Increased retention of students to completion of NTCE	By 2011 90% of students eligible to complete NTCE will be successful	NTCET results Student retention to completion of Future NTCE Stakeholder satisfaction
	Increase the proportion of students enrolled in VET certificate courses obtaining a VET qualification.	By 2011 90% of students eligible to receive a VET qualification receive a qualification.	Increase in the number of VET qualifications gained
4. Organisational Health and Learning	Staff at Katherine High embrace lifelong learning as a desirable feature of their lives	All teachers actively seeking professional development in line with Performance Review targets.	Professional development data base
	Greater staff retention	Teacher turnover between 7% and 15%	BIC data
	Staff all receive training in cultural awareness	Reduced incidence of friction between Indigenous students and non Indigenous staff	Staff survey Face to face feedback
	Leadership training – building capacity	Clear Leadership preparation program available and utilised	School data
	ICT training	All staff confident to incorporate ICT into lesson delivery	School data – teacher programs.
5. Community Engagement	Improved communication with Indigenous families	Greater effective representation and participation of Indigenous families within the school community	School data – AIEW, HLO
	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.	Increased numbers of students at all year levels in line with demographic data Increased retention of students from year 7 to year 12 80% Improved community confidence in KHS	Enrolment statistics Retention statistics Stakeholder surveys
	Active stakeholder participation in the life of the school	Parents and other community members involved in most aspects of school life.	Stakeholder surveys

6. Financial Health	Link expenditure with educational goals and outcomes	Distinct and transparent connection between expenditure and student outcomes	NTCF / SEN / VET / SSABSA outcomes Enrolment and Attendance data
	Improved access to financial data for effective educational decision making.	All stakeholders have unimpeded access to income expenditure data for all jobs on school books	Survey of stakeholders
	Successful financial partnerships with business and philanthropic bodies	KHS utilise external funding for innovative programs	Range of courses