

# School Executive Summary

Katherine School of the Air

Northern Territory





# Executive Summary

## *Commendations, Affirmations & Recommendations*

## Commendations

### **Katherine School of the Air is commended for:**

- The high priority given to supporting all students in all classroom learning environments. There is considerable care, relationship building and prioritisation for all students to be able to access learning and high levels of value placed on diversity among peers and their interactions in the learning environment.
- The rigorous and systematic processes that ensures a highly supportive and welcoming transition into the school.
- The technical support provided through the digital and data team in the school is highly responsive, flexible and adaptive for all students, staff, caregivers and home tutors.
- The strong sense of 'teamness' that exists between teachers and tutors. There is authentic collegiality that supports a professional learning community for continuous improvement and further supports students in their learning.
- The strategic nature in which teachers can access leadership opportunities with the inclusion of HALTs within the leadership structure and the addition of more teaching staff on the journey of accreditation to compliment and grow the leadership capacity across the school.
- The deliberate approach to capacity building and developing the knowledge and skills of the leadership team to effectively manage change across the school.
- The significant and continuous improvement journey over the last three years to map the curriculum in all learning areas and year levels as a continuum of learning.
- The emphasis placed on early identification, collection of evidence, support structures and implementation of adjustments to support learners across all tiers of intervention with the collective belief that every student can be successful.
- The induction processes, particularly in helping new staff work in an online learning environment.
- The strong, enduring and highly collaborative partnership that exists and is highly supported between the school and caregivers/home tutors. It is evident that caregivers/home tutors are valued members of the teaching team, and that the nature of this mutual trust partnership is for the express purpose of ensuring outcomes for students.

## Affirmations

### **Katherine School of the Air is affirmed for:**

- the genuine collective efficacy around the importance of continuous improvement at KSA. All staff live the unofficial staff motto 'don't be afraid to give up the good, to go for great'.
- the work commenced to simplify the analysis and communication of a broad range of data. KSA is actively exploring opportunities to support data conversations and utilise the data expertise across the school. Leaders, teachers and tutors actively use data at a whole-school, class and individual level.
- the active support of staff wellbeing.
- the strong sense of collegiality across all teaching and non-teaching staff.
- the reflective and responsive adjustment to learning materials and unit packages that occurs to ensure caregivers/home tutors and students can access these and be successful.
- the dedication and engagement with students to establish learning and personal development goals. Students report that the feedback and challenge that these bring make learning enjoyable and rewarding.

## Recommendations

- Collaboratively develop a narrow and focussed Katherine School of the Air 2025-2028 Explicit Improvement Agenda, that is:
  - responsive to whole school data trends;
  - expressed in terms of improvements in measurable student outcomes;
  - incorporates explicit and clear schoolwide targets for improvement, preferably focussing on student growth; and
  - includes evidenced-based strategies that are regularly reviewed for their effect on the stated student outcomes, with progress communicated to the community.
- Build initiatives to further develop a data culture by:
  - exploring other data that completes the picture of the whole student. This should start with an audit of currently available data within the school;
  - further developing opportunities for the teams to analyse data through a defined inquiry process to examine their own teaching, determine starting points for learning and differentiate effectively; and
  - enhancing teacher and leader data literacy.
- Further develop and implement a planned approach to professional learning that strengthens the professional learning community and provides individualised arrangements for staff learning including observation, mentoring and coaching. Continue to engage in collaborative reflection about the effectiveness of pedagogical practices.
- Enhance the curriculum map of the school to highlight the acquisition of the Australian Curriculum General Capabilities and Cross Curriculum priorities. Align student rubrics, as appropriate, with the achievement standards.
- Continue to develop clear and well-known positions on the expectations concerning the use of evidenced-informed teaching practices across the school.

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Quality Standards and Regulation  
School Review Report  
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