

Katherine School of the Air

Annual Performance Report to the School Community 2023



Acronyms	Full form
<Eg: NT>	<Eg: Northern Territory>
AADES	Australasian Association of Distance Education Schools
DaD	Digital and Data
FSC	Familr Support Coordinator
ICPA	Isolated Children's Parent Association
HT	Home Tutor
KSA	Katherine School of the Air
NTVSA	Northern Territory Virtual Stem Academy

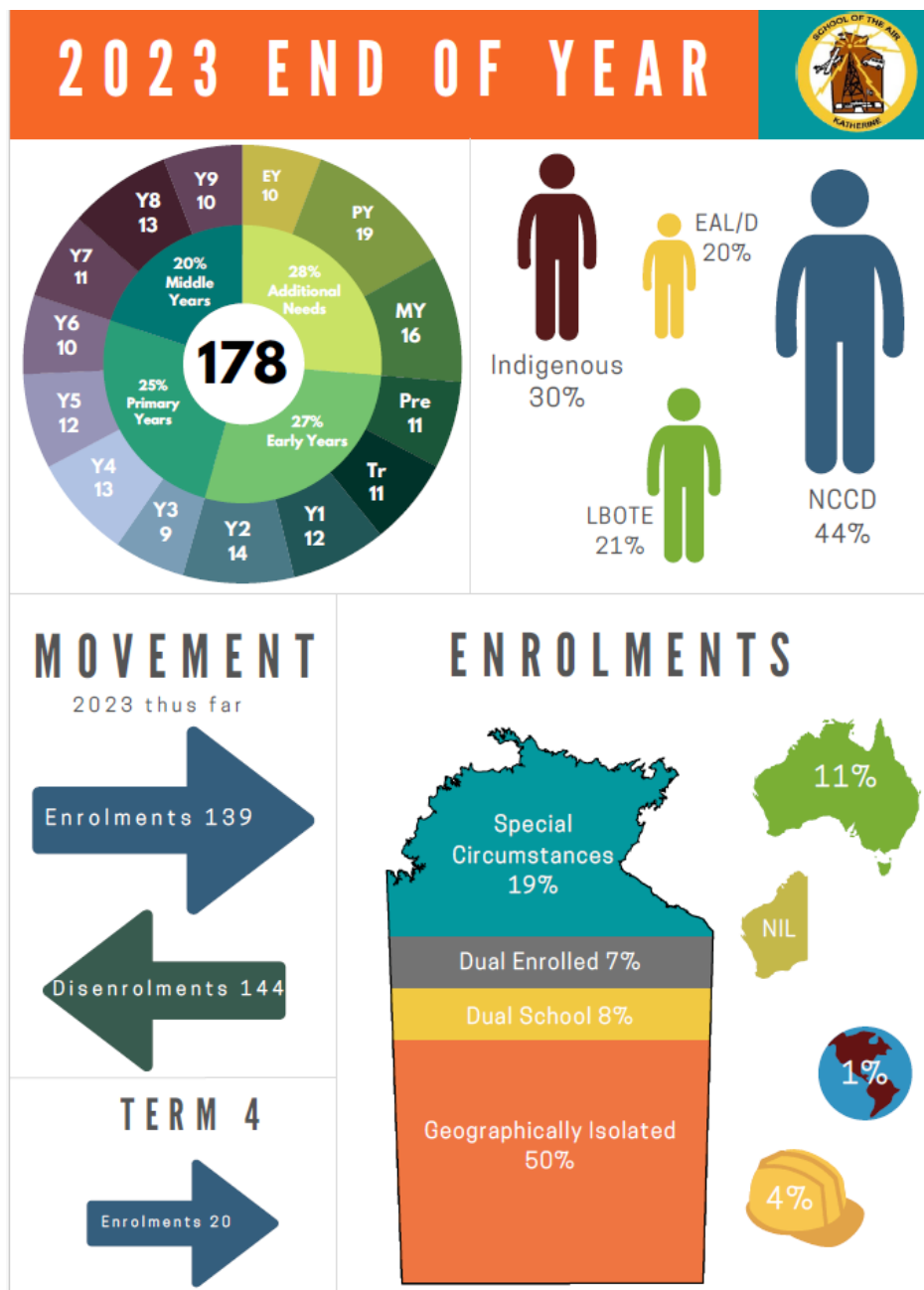
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School Overview

Our School

One of three NT distance education schools, Katherine School of the Air (KSA) offers quality education services for Preschool to Year 9 in the top end of the Northern Territory including the islands off the NT coast, Western Australia near the NT border as well as NT residents who are temporarily travelling or working interstate or overseas. KSA caters for a wide variety of circumstances including students that are geographically isolated, travelling, dual enrolled and have medical conditions and/or special learning needs. KSA has approximately 125 families enrolled which equates up to 125 multi-age schoolrooms in a diverse range of settings including the family home, holiday accommodation, remote school and residential or detention facility.



Our Staff

The staff consists of:

- 1 x PL05 Principal
- 2 x Lead Teachers
- 2 x Senior Teachers
- 19 x Teachers
- 1 x Curriculum Writer (consultant 20hrs/week)
- 1 x AO6 Business Manager
- 1 x AO6 Digital and Data Manager
- 1 x AO4 Digital and Data Officers
- 1 x AO3 Data Officer
- 1 x AO4 Family Support Coordinator
- 3 x AO3 Administration Officers
- 6 x AO3 Tutors
- 1 x School Council Staff

Our Students

At the end of November 2023, key features of the 180 student enrolments were:

July													
Pre	Trans	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Yr9	ANeed	Total	
13	13	14	15	10	13	14	13	11	12	12	37	177	

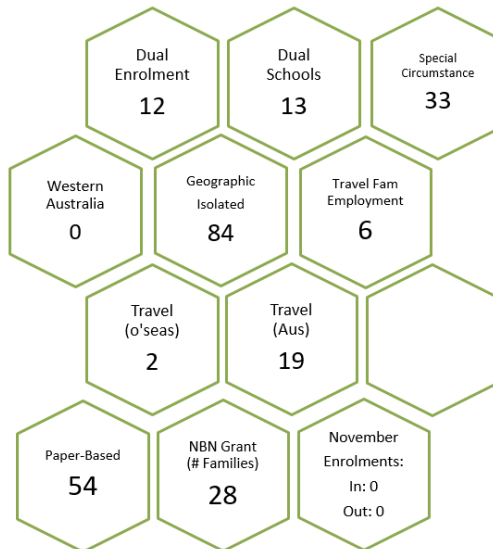
August													
Pre	Trans	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Yr9	ANeed	Pas/Le	Total
11	13	13	12	10	13	12	13	11	15	10	37	8	178

September													
Pre	Trans	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Yr9	ANeed	Pas/Le	Total
10	11	12	12	8	12	12	10	11	12	10	33	10	168

October													
Pre	Trans	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Yr9	ANeed	Pas/Le	Total
11	11	12	14	9	13	13	10	12	14	10	43	11	183

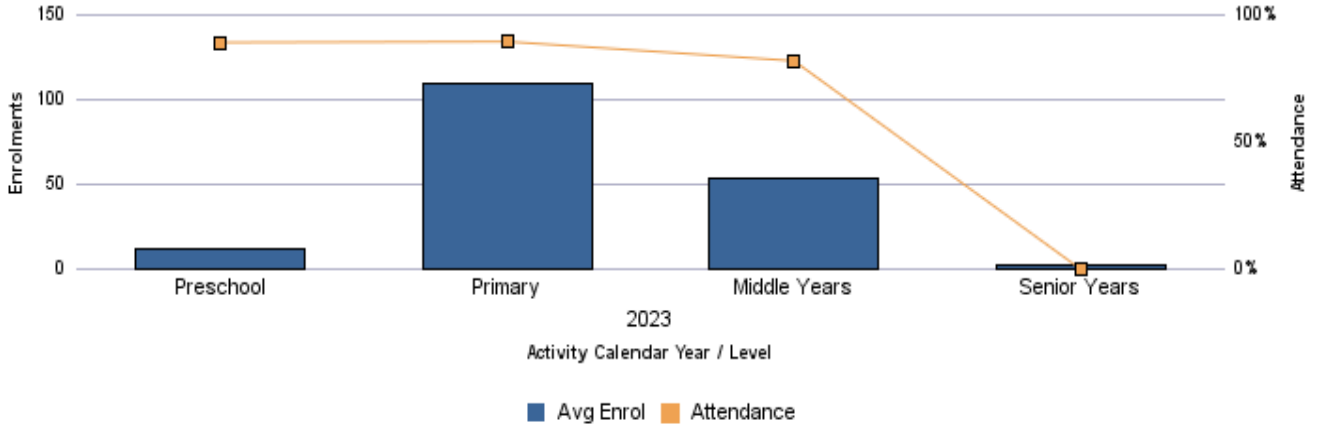
November													
Pre	Trans	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Yr9	ANeed	Pas/Le	Total
11	11	12	14	9	13	12	10	11	13	10	43	11	180

Student Enrolment Categories



Enrolment and Attendance Data BIC

Katherine School Of The Air
Enrolment and Attendance



		2023			
		Indigenous		All	
		Enrol	Attend	Enrol	Attend
Preschool	Preschool	3	86.3%	11	89.2%
Primary	Transition	1	94.7%	12	90.2%
	Year 1	5	93.5%	16	90.5%
	Year 2	3	85.2%	17	93.6%
	Year 3	2	91.7%	18	90.1%
	Year 4	4	74.6%	16	84.2%
	Year 5	3	82.3%	19	87.5%
	Year 6	4	94.4%	12	91.6%
Middle Years	Year 7	6	72.9%	18	84.8%
	Year 8	6	73.1%	18	82.1%
	Year 9	8	71.8%	17	79.1%
Senior Years	Year 10	1	0.0%	2	0.0%
Total:		45	80.4%	176	87.0%

Student Mobility

	2023			
	Arrivals	Departures	Average Enrolments	Student Turnover
1	13	63	178	21%
2	19	26	175	13%
3	38	37	173	22%
4	22	7	171	8%
Total:	92	133	174	65%

Our Community

School Newsletter – The Dish

The School Newsletter called “The Dish” is emailed weekly to student email accounts and is available on the KSA Community Teams Page.

Social Media

The school has a school community team hosted on Microsoft Teams that provides specific school announcements and forms. KSA also has a Facebook page that provides general school information.

Home Tutors

The home tutor and KSA teachers are a teaching team who work together to plan for, teach and assess the student. The home tutor supports the student to work through the learning materials provided by the school and follows up on feedback provided by the teacher.

In Middle Years, students may work more independently, however it is still important that a home tutor be available to guide and support learning as required.

Throughout the year there are many opportunities for home tutors to engage in professional development. These events aim to provide the necessary skills and information for home tutors to be successful in their role.

School Council

The KSA School Council is made up of a chairperson, secretary, four parent representatives and two teacher representatives. The council is essential in providing feedback and guidance for school improvement. The council meets regularly to discuss the school operations, strategic management and school improvement.

Family Support Coordinator

The Family Support Coordinator (FSC) supports families through the enrolment process and the initial start at KSA. The FSC can assist with:

- Enrolment process
- Collecting student achievement data
- Starting at KSA
- Connecting families and teachers, school classroom set up and home tutor support.

Isolated Children's Parent Association (ICPA)

The Isolated Children's Parents Association stroved to ensure all isolated children have equality in access to quality education and opportunities. Members have access to numerous bursaries and grants, the Home Tutor register, up to date information and subscriptions to ICPA magazines.

Technology Support

The Digital and Data team (DaD) support families with setting up technology required for learning online and advising on technology required. The team provides onbgoing support to all families.

Northern Territory Virtual Stem Academy (NTVSA)

The Virtual STEM Academy provides students with opportunities to access challenging STEM enrichment programs through an innovative, real time, online learning platform. With a focus on improving the educational outcomes of disadvantaged students (including Indigenous, female, rural and remote), they connect and explore their passion for STEM while solving global STEM problems and developing 21st century skills.

Australasian Association of Distance Education Schools (AADES)

AADES is the peak professional organisation in Australasia representing school level distance education. It is a strong and vibrant community of connected virtual educators who lead evidence based, innovative practice to influence the education agenda, enabling all students to thrive. KSA is one of two Northern Territroy representative of AADES.

Principal's Report

PRINCIPAL'S REPORT TO SCHOOL COUNCIL - Confidential

November/December 2023

Focus Area	Updates and actions towards improvements
Curriculum	<ul style="list-style-type: none"> o Read Write Inc program - Course materials and resources have been organised and packed for the Read Write Inc program that will be implemented across Early Years for 2024. o Digital Safety and Wellbeing – Inform and Empower - Registered for 2024 - Live Streamed incursions to teach digital safety and wellbeing once per term for Transition to Year 6 - Option of a scheduled Parent webinar - \$450.
Student Leaders	<ul style="list-style-type: none"> o NTLC - After the great success and positive feedback from students, staff and families, we have signed up for 2024. o Student Leader Elections - Student leader elections will take place on Wednesday and will 2024 Leaders will be announced at the End of Year concert. - SRC reps will be elected in term 1
Staffing	<ul style="list-style-type: none"> o Staffing update - Andrea Rabone (Year 7 teacher) is leaving at the end of the year to take up a classroom teaching position at a local school. We do not need to replace Andrea. - Mary will be continuing at CFS for first 6 months 2024 as the Business Manager. - Lisa Goonan will move into the Admin/Library role for 2024. - We welcome Erin Dahl and Melanie Gardiner as new tutors. - We welcome Elizabeth Hawker, new year 5 teacher and Katie Camilleri, new Year 1 teacher. - Ristan Blokland will be supporting in a leadership role for the first semester 2024. - Fully staffed for 2024.
Operational Matters	<ul style="list-style-type: none"> o Changes for 2024 - Staff have been working collaboratively towards planning and implementation of some changes for 2024. - These changes include AN restructure, tutor support, Middle Years subject teaching and targeted phonics in Early Years. - These changes were finalised at the recent PD Day. o ASIP - 2024 ASIP goals have been developed with leadership and staff and in line with DoE Education and Engagement strategies. - One goal focus on developing a whole school data plan, and the second goal focuses on transitions and pathways across the school. o School Perception Survey - Participation in surveys – 48 students, 18 parents and 25 staff. - It would be great if we could increase parent participation in the survey. - Highlights from survey can be found in the 2023 Annual Performance Survey. o Contact events - Contact events will continue to be held in week 10 of each <u>term</u> - Swim Week has been changed to term 3 (this is unavoidable and cannot be changed). - Term 4 Inschool will be themed as 'Celebration Week'. - Middle Years Residential will be held in term 1. - No Interstate or Intrastate excursion 2024. - The KSA Calendar highlights contact events for 2024.
Other	<ul style="list-style-type: none"> o Enrolments - Current enrolment 181

School Council/Board Report



2023 School Council Members

Position	Person	email	Phone	Consecutive Years Served by end of 2022	Ochre Card #
Chairperson	Lauren Hoar	hoarla9@hotmail.com	(08) 8975 4888	4	
Secretary	Victoria Burke	Tori.burke@outlook.com	0477 975 291	0	
Parent	Sally Dyer	apn.hayfield@bigpond.com	89759920 / 0423313274	0	
Parent	Johanna Blokland	thbcontracting@bigpond.com	08 89782438	0	
Parent	Connie Wood	mjclwood@outlook.com	0417 988 329	0	
Parent	Megan Watters	megwatters@outlook.com	0407133702	0	
Invited Member	Abbie Gilchrist Tutor	Abbie.gilchrist@education.nt.gov.au	08 89765 1572	0	
Invited Member	Amanda Murphy	tossa.amanda@bigpond.com	08 89759936/0488 759 940	5.5	
Executive Officer	Donna Bryant	Donna.bryant1@education.nt.gov.au	08 8965 1550 / 0472 830 116	-	
Treasurer	Madi Stubbs	Madi.stubbs@education.nt.gov.au	08 8965 1554	-	
Teacher Rep	Sara Miller	Sara.miller@education.nt.gov.au	08 8965 1588	0	
Teacher Rep	Alysia Bader	Alysia.bader@education.nt.gov.au	08 8965 1560	0	

A message from our School Council.....

Once again, we have all been very busy to ensure the students of Katherine School of the Air have all the opportunities available for them to create a valuable school experience.

School council members have run fundraisers at campdrafts and school contact events, raising money to help send a group of 20 Kids to Cairns for a weeklong excursion!

As the school year is coming to an end there have been many exciting things to celebrate and many, many memories made. Once again, huge Thankyou to everyone's efforts and I look forward to another great year in 2024.

School council chair
Lauren Hoar

School Priority 2023

Education NT Strategy 2021 – 2025

KSA School/System priorities for 2022:

- Strengthening instruction for young Territorians
- Engaging every child and student in their learning

2020 School Review Recommendations

- Collaboratively develop school-wide targets for improvement in terms of measurable student outcomes. ✓
- Monitor the implementation of the social emotional learning program to determine the impact on student levels of engagement and achievement. ✓
- Collaboratively develop and implement a consistent evidence-based pedagogical approach to the teaching of writing. ✓
- Investigate, plan, and implement strategies to support differentiated learning for all students, including the provision of multiple opportunities to learn and multiple means of demonstrating their learning. ✓
- Review and refine curriculum delivery over time to meet the needs of home teaching, particularly in multi-age schoolrooms. ✓

✓ Achieved

✓ 2024 focus area

Identified Signature Strategies and Goals for 2023 school year

2023 ASIP Goal 1

GOAL 1: STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS			
To improve mathematic content knowledge and skills and strengthen mathematic instruction across year levels.			
Problem of Practice <i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i>	If we develop a whole school approach towards teaching mathematics through building content knowledge and strengthening instruction, then we will see improved results in PAT-M and targeted diagnostic mathematic assessments and teachers will have greater clarity about how to explicitly teach students and cater for their individual needs.		
Aligned Signature Strategy https://elearn.ntschools.net/leading-school-improvement/set-goals/signature-strategies <i>Which signature strategy will support you to plan for the changes in practice you expect to see? What has been identified in your EIA, if you have one?</i>	E5. Whole School Instructional Model And (optional) Choose an item.		
Implementation Outcomes <i>What are the changes you expect to observe in practice if the strategy is being successfully implemented? Refer to the Signature Strategy Improvement Guide.</i>	Educators	Students	Families/ Community
	<ul style="list-style-type: none"> • Will collaboratively plan Math units from Transition to Year 9 using co-developed KSA Scope and Sequences aligned to V9 Australian Curriculum and LTD. • Will use agreed practices with a focus on learning intentions, success criteria, hands on learning (LTD), open ended 	<ul style="list-style-type: none"> • Will show increased engagement and enthusiasm to participate in Math lessons. • Will be able to articulate what they are learning in Math and name the strategy they need to master the target skill. • Will respond to informative feedback to improve their 	<ul style="list-style-type: none"> • Will be able to see the progress of the students learning through explicit feedback from the teacher and celebrate success. • Will engage in and provide input and valuable feedback regarding the Math units as they are being developed.

Goals

To develop a whole school approach towards teaching mathematics through building content knowledge and strengthening instruction.

Actions

- ✓ Review current math data, engage in meaningful data conversations and ensure there is a consistent understanding of how to explicitly teach and assess math using research based pedagogies.
- ✓ Engage in ongoing professional learning to improve content knowledge and to strengthen instruction.
- ✓ Embed the instructional model throughout math units and online lessons to ensure a common understanding of quality teaching and a common language for improving the quality and consistency of planning and practice across the school
- ✓ Provide students with opportunities and skills to be able to engage in their learning and be able to talk about where they are, where they need to be and how they are going to get there in math.

Related actions

- ✓ Engage in math moderation activities each term using the QAAC cycle, rubrics and learning progressions to monitor student achievement.
- ✓ Use data effectively to identify starting points for learning, plan for teaching and monitor progress over time.
- ✓ Analyse data to inform decision making about school improvement and monitor the impact of improvement strategies.
- ✓ Use data to identify entry and exit points for targeted intervention and monitor over time.

Impact

- ✓ Developed a clear, aligned whole school scope and sequence for maths to ensure a consistent approach towards planning, teaching, assessing and reporting.
- ✓ Teachers feel more confident with their planning and teaching of mathematics.
- ✓ Students are able to demonstrate their learning by applying their knowledge and understanding to a variety of contexts.
- ✓ Families have engaged with the improvement process by providing valuable input and feedback regarding the mathematics units as they are being developed.

2023 ASIP Goal 2

GOAL 2: ENGAGEMENT			
If we			
Problem of Practice <i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i>	If we develop a clearly defined approach towards student transitions and pathways by identifying and responding to student needs, then we will see students thriving in an inclusive environment with targeted opportunities and students will be ambitious and optimistic about what they can achieve in the future, resulting in an increase of student attendance and engagement.		
Key Action <i>What key action will you undertake to assist you in achieving your engagement goal?</i>	Develop a multi-disciplined approach towards supporting student transitions and pathways through flexible learning and targeted resources including the coordination of partnerships with families, schools, agencies and service providers.		
Implementation Outcomes <i>What are the changes you expect to see in practice and/or behaviours of staff, students and community?</i>	Staff	Students	Families/ Community
	Will contribute to and provide feedback on the development of programs and policies to support students transitioning to primary, middle years, secondary and beyond. Will support students to work towards and achieve aspirational goals. Will develop transition plans to support eligible disengaged students to transition back in to face-to-face/mainstream education.	Will feel supported and ready to transition into primary/middle/senior school. Will be aware of available education and employment pathways and how to pursue them. Will have experience, opportunity and familiarity with their future life, study and work options. Will have opportunities and support to transition back to	Will work in partnership with schools, communities and agencies to support successful transitions and pathways. Will share and contribute to transition planning to maximise success. Will provide valuable input towards the implementation of programs, policy development and celebrations of success.

Goal

To develop a clearly defined approach towards student transitions and pathways by identifying and responding to student needs,

Actions

- ✓ Establish a Level 3 case management approach to provide individualised support with transition and pathway planning for disengaged students and students with additional needs.
- ✓ Build strong partnerships and connect with services and agencies to provide opportunities for students to explore and participate in transitioning and pathways including VET providers and work experience placements.
- ✓ Develop a school policy, process and guidelines to ensure sustainability of transition and pathway programs

Related actions

- ✓ Contribute to and provide feedback on the development of programs and policies to support students transitioning to primary, middle years, secondary and beyond.
- ✓ Develop transition plans to support eligible disengaged students to transition back in to face-to-face/mainstream education.
- ✓ Work in partnership with families, schools, communities and agencies to support successful transitions and pathways.

Impact

- ✓ Developed programs and policies to support students transitioning to primary, middle years, secondary and beyond.
- ✓ Students feel supported and ready to transition into primary/middle/senior school.
- ✓ Identified education and employment pathways and supported students to access them.

School Priority 2024

Goals and commitments for 2024 school year

Signature Strategy 1 – E4 Whole School Data Plan

STRENGTHEN INSTRUCTION FOR YOUNG TERRITORIANS			
Goal	Establish and implement a whole school data plan to guide the systemic collection, analysis and use of student achievement and wellbeing data to improve student outcomes.		
Change of Practice <i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i>	If we establish a whole school data plan to drive school improvement, then we will build a collective responsibility for improving student outcomes, monitoring the progress of students over time and identifying and implementing improvements in processes and practice.		
Implementation Outcomes <i>What are the changes you expect to see in practice and/or behaviours if your goal has been successful? Refer to Signature Strategy Improvement Guides.</i>	Educators	Students	Families/Community
	Teachers and leaders will review current data and engage in meaningful data conversations.	Students will feel challenged and supported in their learning.	Families will be more data informed and will have an accurate understanding of their child's strengths and needs.
	Teachers and leaders will monitor growth over time at an individual, cohort and school level.	Students will be able to use data to talk about and provide examples of being successful in their learning.	Transparency and purposeful sharing of the data will promote a stronger home-school partnership.
	Teachers will use data effectively to identify starting points for learning, plan for teaching and monitor progress over time.	Students will have the opportunity to provide feedback on their own learning that is used as evidence to inform school-level decisions and initiatives.	Families will become more confident in reading and interpreting progress data so they can engage in and support their children's learning.

Goals

Establish and implement a whole school data plan to guide the systemic collection, analysis and use of student achievement and wellbeing data to improve student outcomes.

Actions

- ✓ Review current math data, engage in meaningful data conversations and ensure there is a consistent understanding of how to explicitly teach and assess math using research based pedagogies.
- ✓ Develop an effective data plan with a clear purpose, including when data is collected, who is responsible for the collection and analysis, who the data is communicated to and how the data will be used.
- ✓ Provide professional development aimed at building teachers' and leaders' data literacy skills.
- ✓ Collaboratively develop school-wide targets in Mathematics for improvement in terms of measurable student outcomes

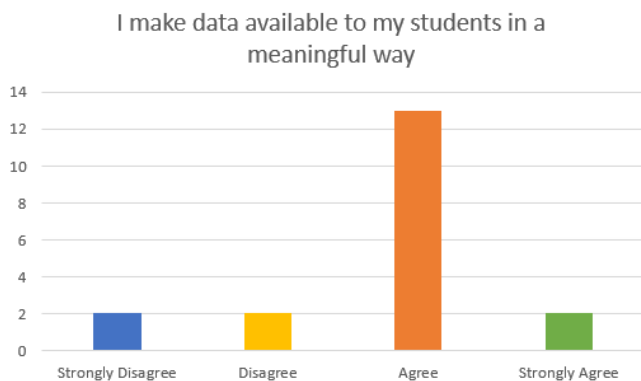
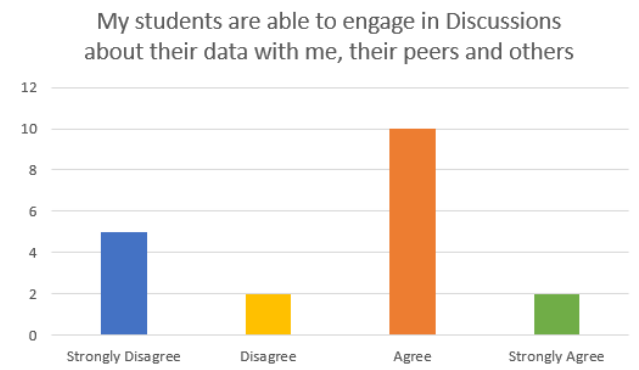
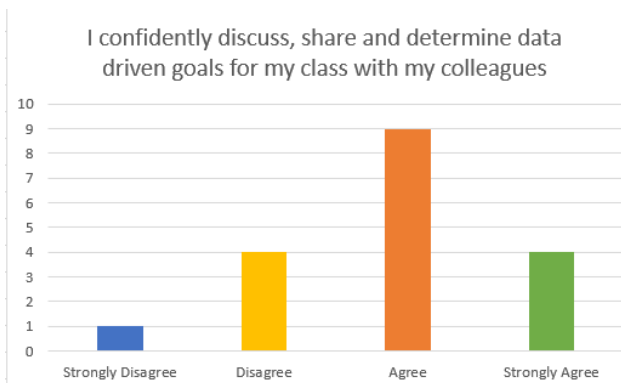
Related actions

- ✓ Engage in math moderation activities each term using the QAAC cycle, rubrics and learning progressions to monitor student achievement.
- ✓ Use data effectively to identify starting points for learning, plan for teaching and monitor progress over time.
- ✓ Analyse data to inform decision making about school improvement and monitor the impact of improvement strategies.
- ✓ Use data to identify entry and exit points for targeted intervention and monitor over time.

Implementation Outcomes

- ✓ Develop a clear, aligned whole school scope and sequence for maths has ensured a consistent approach towards planning, teaching, assessing and reporting.
- ✓ Review current data and engage in meaningful data conversations.
- ✓ Monitor growth over time at an individual, cohort and school level.
- ✓ Use data effectively to identify starting points for learning, plan for teaching and monitor progress over time.
- ✓ Analyse data to inform decision making about school improvement and monitor the impact of improvement strategies.
- ✓ Use data to identify entry and exit points for targeted intervention and monitor over time.
- ✓ Students will feel challenged and supported in their learning.
- ✓ Students will be able to use data to talk about and provide examples of being successful in their learning.
- ✓ Families will be more data informed and will have an accurate understanding of their child’s strengths and needs.
- ✓ Transparency and purposeful sharing of the data will promote a stronger home-school partnership.
- ✓ Families will become more confident in reading and interpreting progress data so they can engage in and support their children’s learning.

Teacher Survey

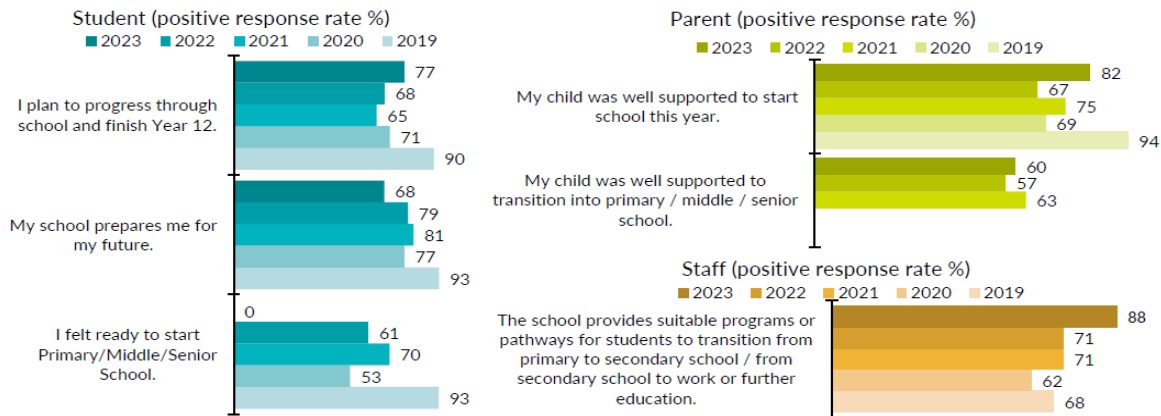


Aligned EES Strategy – Investigate ways to strengthen transitions and pathways

ENGAGE EVERY CHILD AND STUDENT IN LEARNING			
Goal	To develop a whole school approach towards supporting students to develop the skills to manage new situations so they feel more confident in their ability to transition to a new learning environment.		
Change of Practice <i>Identify the change in practice that will lead to a measurable improvement in student outcomes described in your goal.</i>	If we develop a whole school approach towards supporting student transitions and pathways, then we will see students successfully adapt to new learning environments through flexible learning and targeted resources including the coordination of partnerships with families, schools, agencies and service providers.		
Implementation Outcomes <i>What are the changes you expect to see in practice and/or behaviours of staff, students and community?</i>	Staff Staff will contribute to and provide feedback on the development of programs and policies to support students transitioning to primary, middle years, secondary and beyond. Teachers and leaders will work in partnership with families, schools, communities and agencies to support successful transitions and pathways.	Students Students will feel supported and ready to transition into preschool/primary/middle/senior school. Students will develop skills to manage new situations with confidence. Students will be aware of available education and employment pathways and how to pursue them.	Families/Community Families will work in partnership with schools, communities and agencies to support successful transitions and pathways. Families will share and contribute to transition planning to maximise success. Families will provide valuable input towards the implementation of

Goals

To develop a whole school approach towards supporting students to develop the skills to manage new situations so they feel more confident in their ability to transition to a new learning environment.



Actions

- ✓ Collaboratively develop level 2 and 3 intervention programs and a wellbeing policy and guidelines that ensures that there is targeted support for all students.
- ✓ Research, consult, develop, and implement a Transition to Early Learning program in 2024.
- ✓ Develop and implement a whole school transitioning plan into primary /middle / senior through collaboration with families and the school community.
- ✓ Develop a school policy, process and guidelines to ensure sustainability of transition and pathway programs at KSA.

- ✓ Build strong partnerships and connect with services and agencies to provide opportunities for students to explore and participate in transitioning and pathways including VET providers and work experience placements.

Related actions

- ✓ Contribute to and provide feedback on the development of programs and policies to support students transitioning to primary, middle years, secondary and beyond.
- ✓ Work in partnership with families, schools, communities and agencies to support successful transitions and pathways.

Implementation Outcomes

- ✓ Students will feel supported and ready to transition into preschool/ primary/middle/senior school.
- ✓ Students will develop skills to manage new situations with confidence.
- ✓ Students will be aware of available education and employment pathways and how to pursue them.
- ✓ Families will provide valuable input towards the implementation of programs, policy development and celebrations of success.



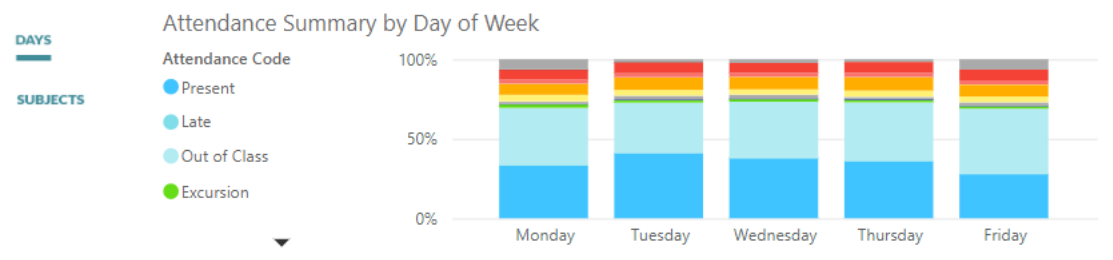
Student Enrolment, Attendance and Learning

Enrolment and Attendance Year-To-Date (Term 1 to Term 3)

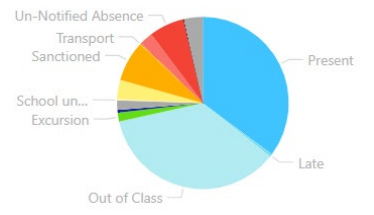
	2021				2022				2023			
	Indigenous		All Students		Indigenous		All Students		Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	2	100.0%	11	100.0%	2		15	100.0%	3	88.6%	12	91.4%
Transition	5		11		3	100.0%	16	100.0%	1	92.1%	13	90.1%
Year 1	3		18		3	100.0%	16	100.0%	4	94.3%	16	90.5%
Year 2	2		13	0.0%	3	100.0%	24	100.0%	2	83.6%	16	93.8%
Year 3	5	0.0%	26	0.0%	3	100.0%	18	59.3%	2	90.8%	19	89.6%
Year 4	3		12		4	100.0%	23	100.0%	4	75.6%	16	82.5%
Year 5	3		14	0.0%	1	100.0%	14	100.0%	3	83.2%	20	87.3%
Year 6	2	0.0%	10	0.0%	4	100.0%	20	51.4%	4	93.5%	13	92.4%
Year 7	10		23		4	100.0%	14	54.2%	6	66.1%	18	82.2%
Year 8	5		21	0.0%	10	100.0%	26	95.5%	6	73.0%	16	85.6%
Year 9	8		22	0.0%	5	100.0%	22	100.0%	9	67.3%	19	77.4%
Year 10	1		2	0.0%	1	100.0%	3	100.0%	0	0.0%	1	0.0%
Katherine School Of The Air	49	1.8%	183	8.3%	43	100.0%	210	81.6%	45	77.9%	177	86.7%

Katherine School Of The Air Multiple Selected Multiple Selected Multiple Selected

School and Selection by Year, Term and Week



Attendance Code Summary



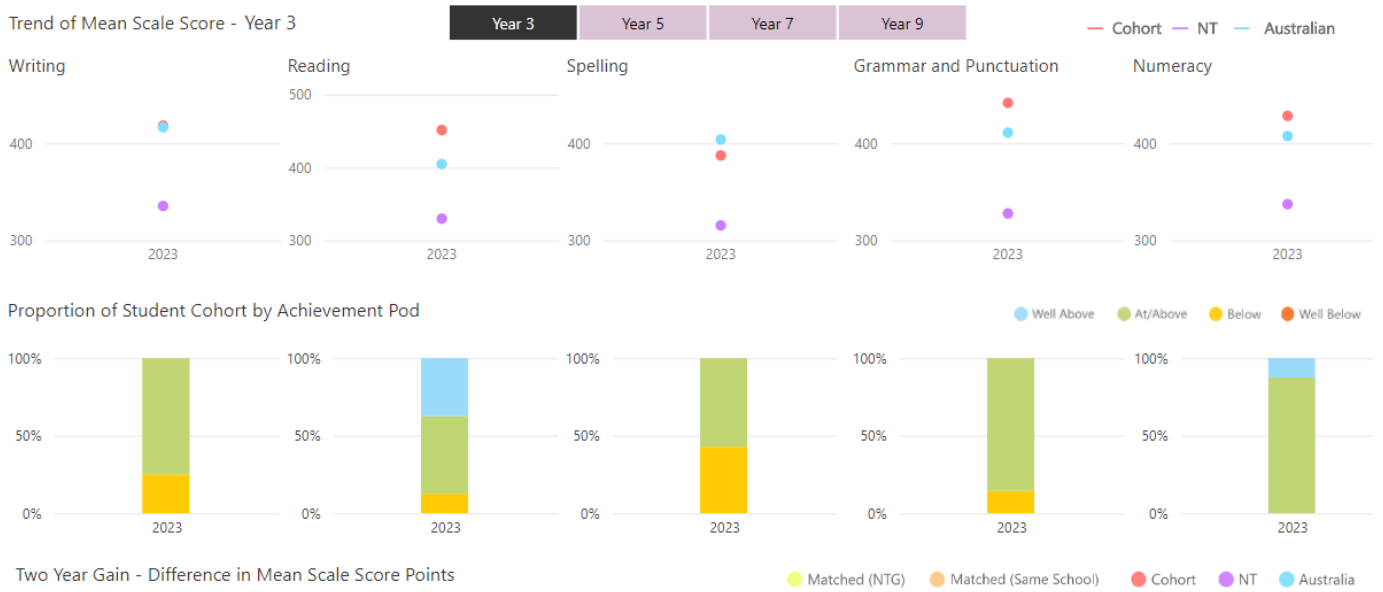
National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2023

	2021				2022				2023			
	Indigenous		All Students		Indigenous		All Students		Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	2	100.0%	11	100.0%	2		15	100.0%	3	88.6%	12	91.4%
Transition	5		11		3	100.0%	16	100.0%	1	92.1%	13	90.1%
Year 1	3		18		3	100.0%	16	100.0%	4	94.3%	16	90.5%
Year 2	2		13	0.0%	3	100.0%	24	100.0%	2	83.6%	16	93.8%
Year 3	5	0.0%	26	0.0%	3	100.0%	18	59.3%	2	90.8%	19	89.6%
Year 4	3		12		4	100.0%	23	100.0%	4	75.6%	16	82.5%
Year 5	3		14	0.0%	1	100.0%	14	100.0%	3	83.2%	20	87.3%
Year 6	2	0.0%	10	0.0%	4	100.0%	20	51.4%	4	93.5%	13	92.4%
Year 7	10		23		4	100.0%	14	54.2%	6	66.1%	18	82.2%
Year 8	5		21	0.0%	10	100.0%	26	95.5%	6	73.0%	16	85.6%
Year 9	8		22	0.0%	5	100.0%	22	100.0%	9	67.3%	19	77.4%
Year 10	1		2	0.0%	1	100.0%	3	100.0%	0	0.0%	1	0.0%
Katherine School Of The Air	49	1.8%	183	8.3%	43	100.0%	210	81.6%	45	77.9%	177	86.7%

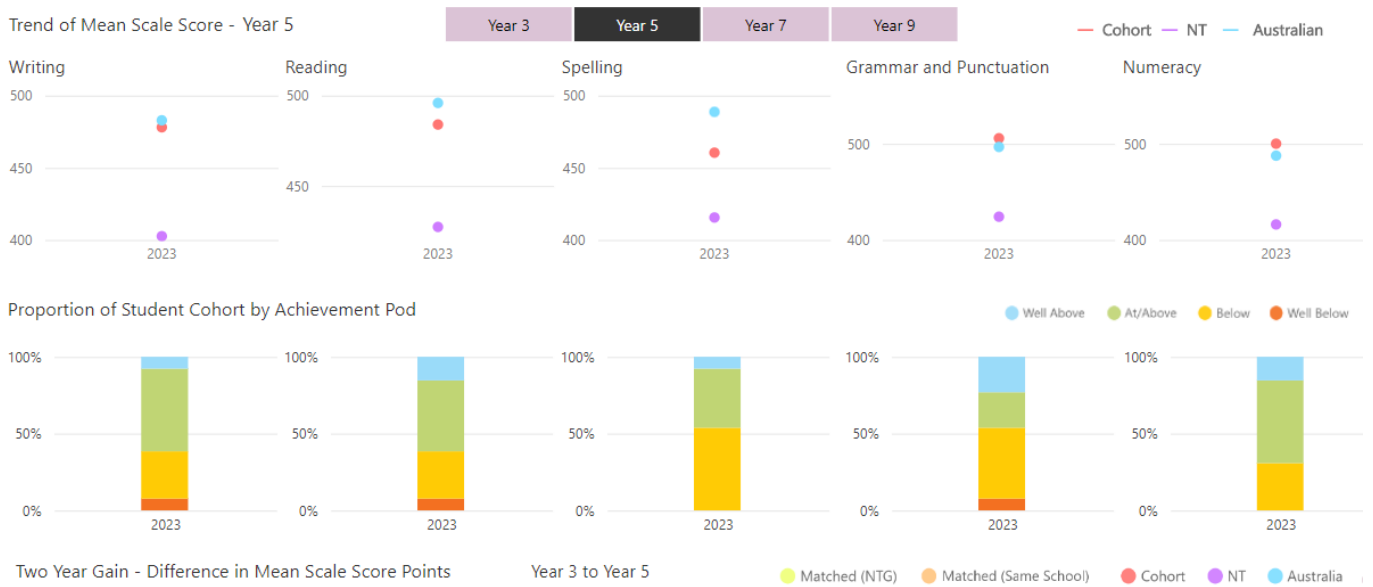
Summary

		Average Scale Score	
		School	NT
Year 3	Reading	451	330
	Writing	418	335
	Spelling	387	315
	Grammar	441	328
	Numeracy	428	337
Year 5	Reading	484	427
	Writing	478	403
	Spelling	460	416
	Grammar	506	424
	Numeracy	500	416
Year 7	Reading	555	467
	Writing	468	447
	Spelling	499	465
	Grammar	527	463
	Numeracy	512	462
Year 9	Reading	532	501
	Writing	503	484
	Spelling	493	508
	Grammar	550	480
	Numeracy	533	499

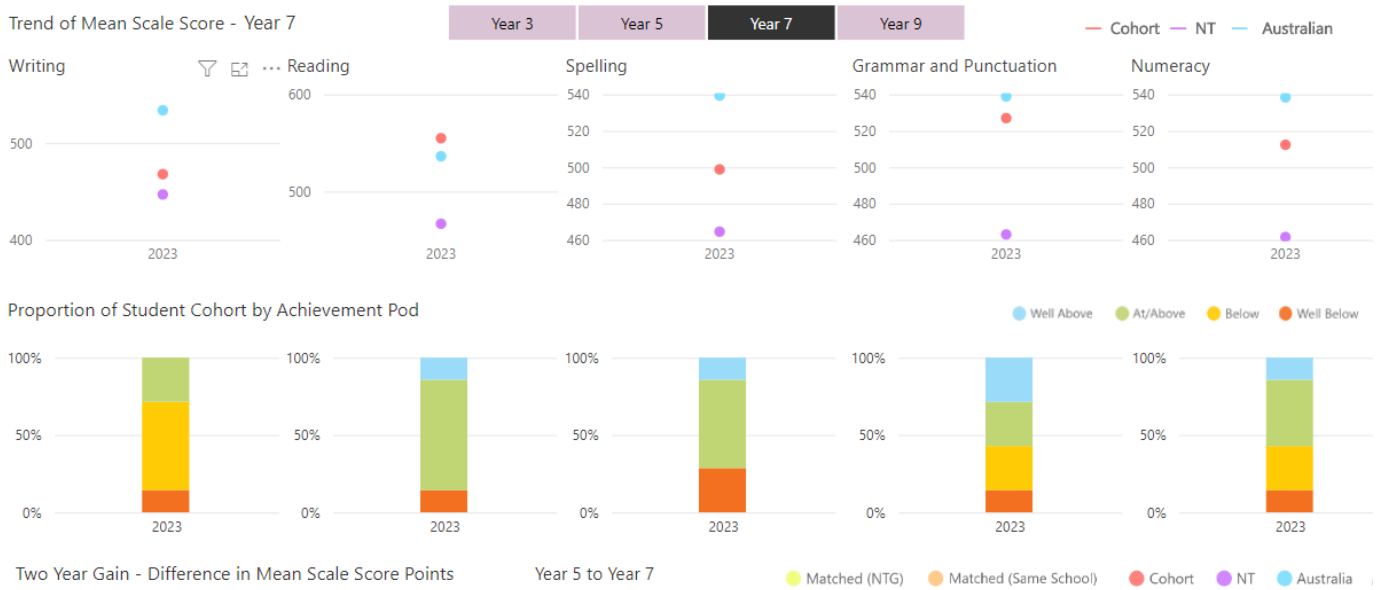
Year 3



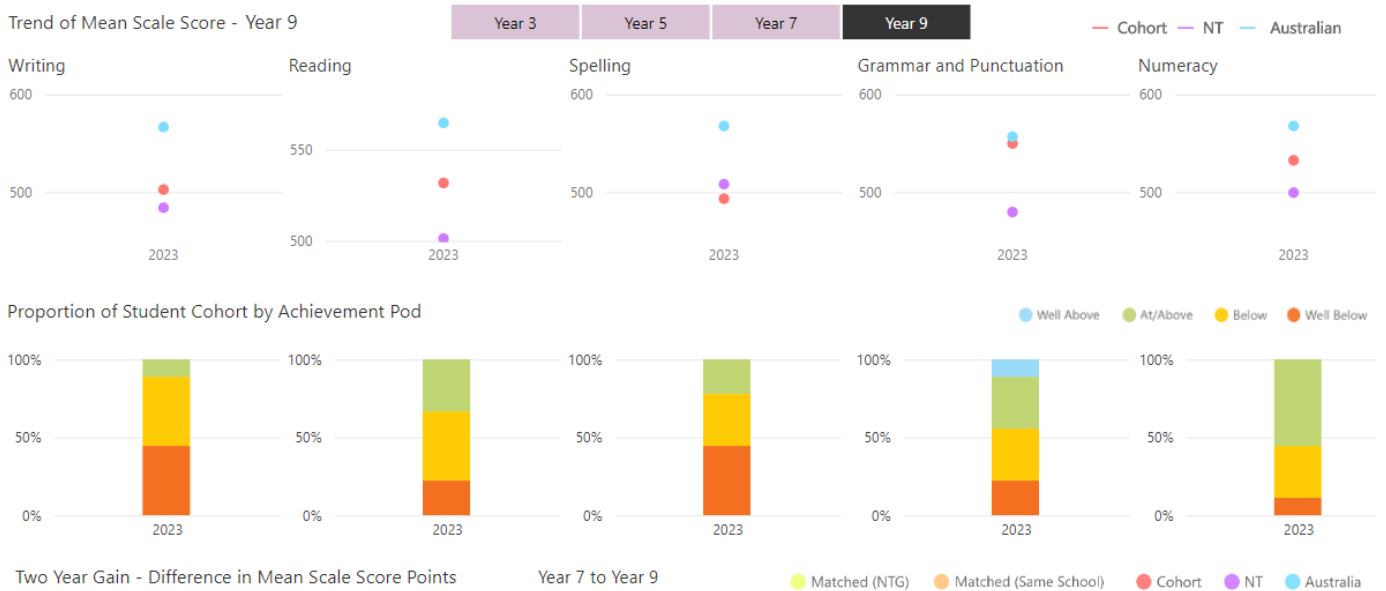
Year 5



Year 7



Year 9

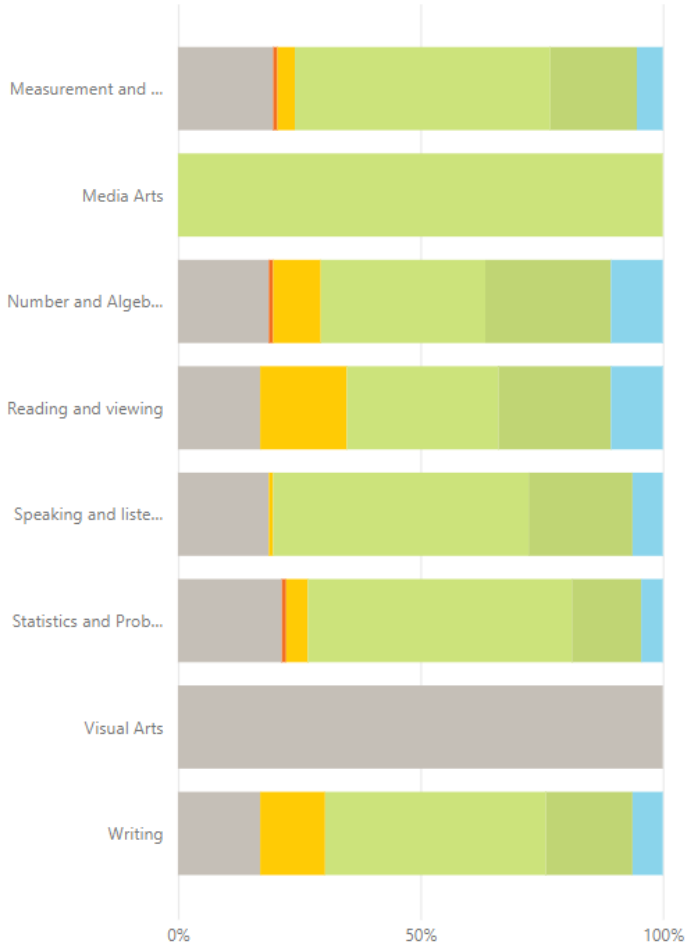


A-E Data Summary

Proportion of Grades by Strand - Semester 1, 2023

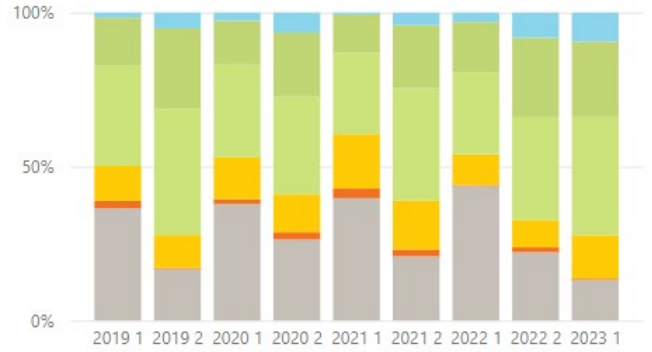


Grade ● Not assessed ● E ● D ● C ● B ● A



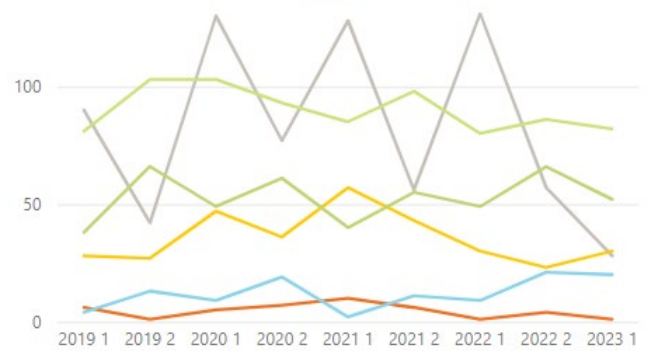
Proportion of Grades by Year and Semester

Assessment Result ● Not assessed ● E ● D ● C ● B ● A



Number of Grades by Year and Semester

Assessment Result ● Not assessed ● E ● D ● C ● B ● A

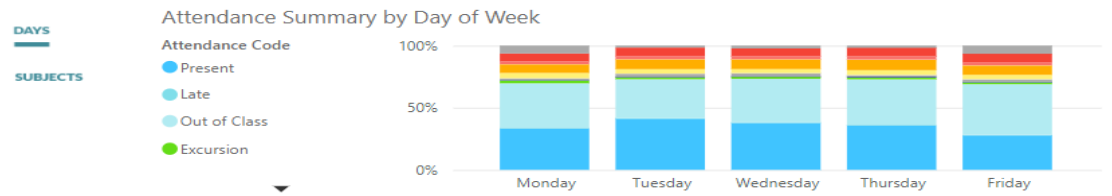
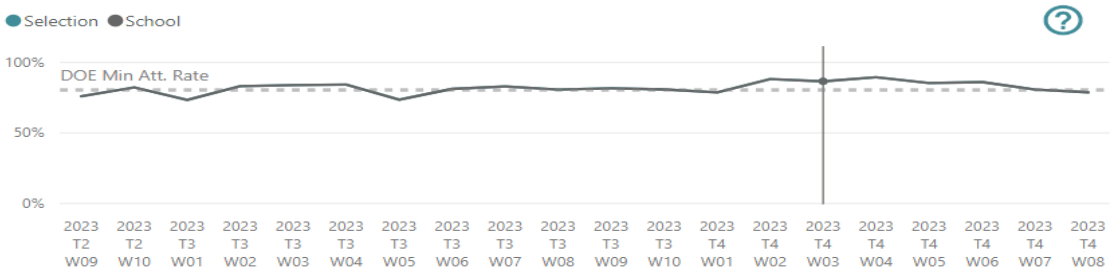


Average Enrolment, Attendance and Participation rate

Students (excluding FAPT)	Current YTD	Previous YTD	Late % YTD	Sessions Not Yet Marked YTD
179	81.3%	75.2%	0.8%	30

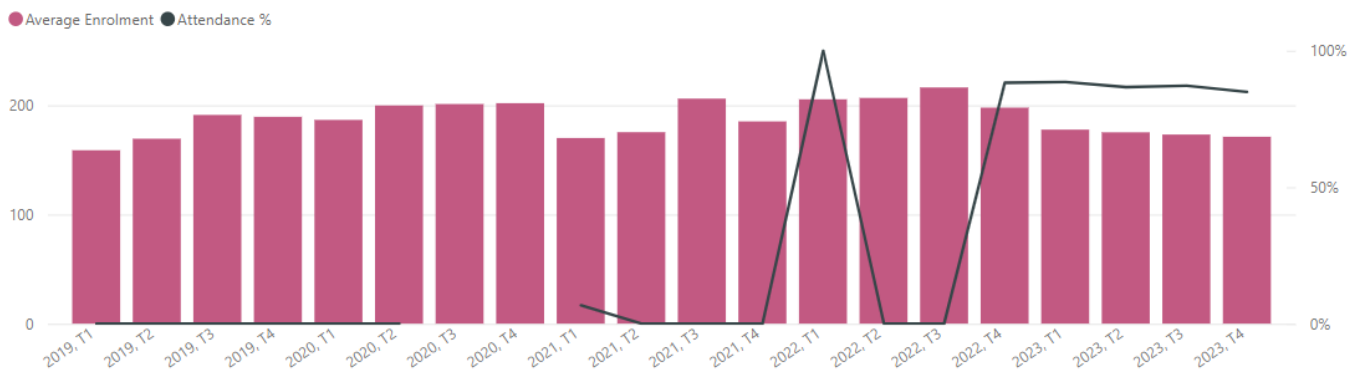
School: Katherine School Of The Ai | Year Level: Multiple Selected | Class/Home Group: Multiple Selected | Semester: Multiple Selected

School and Selection by Year, Term and Week

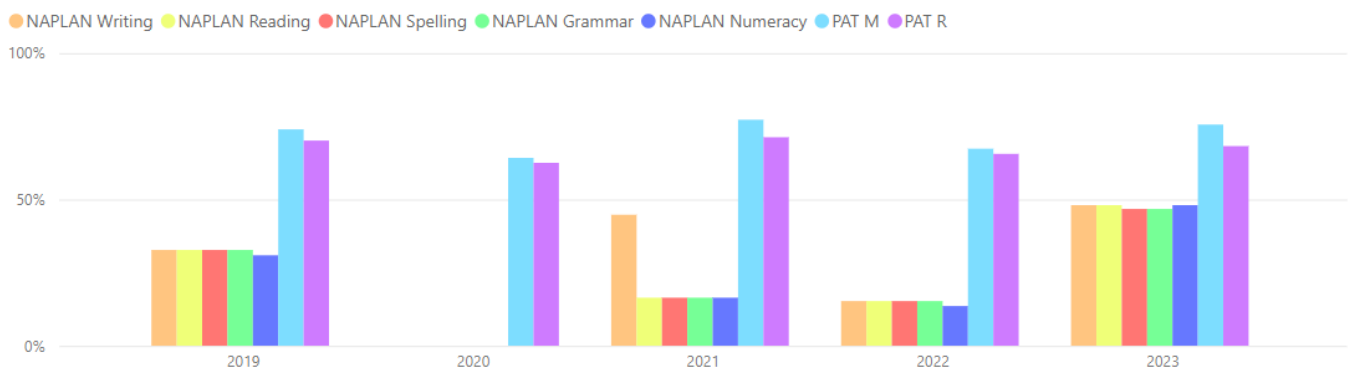


Attendance By Student

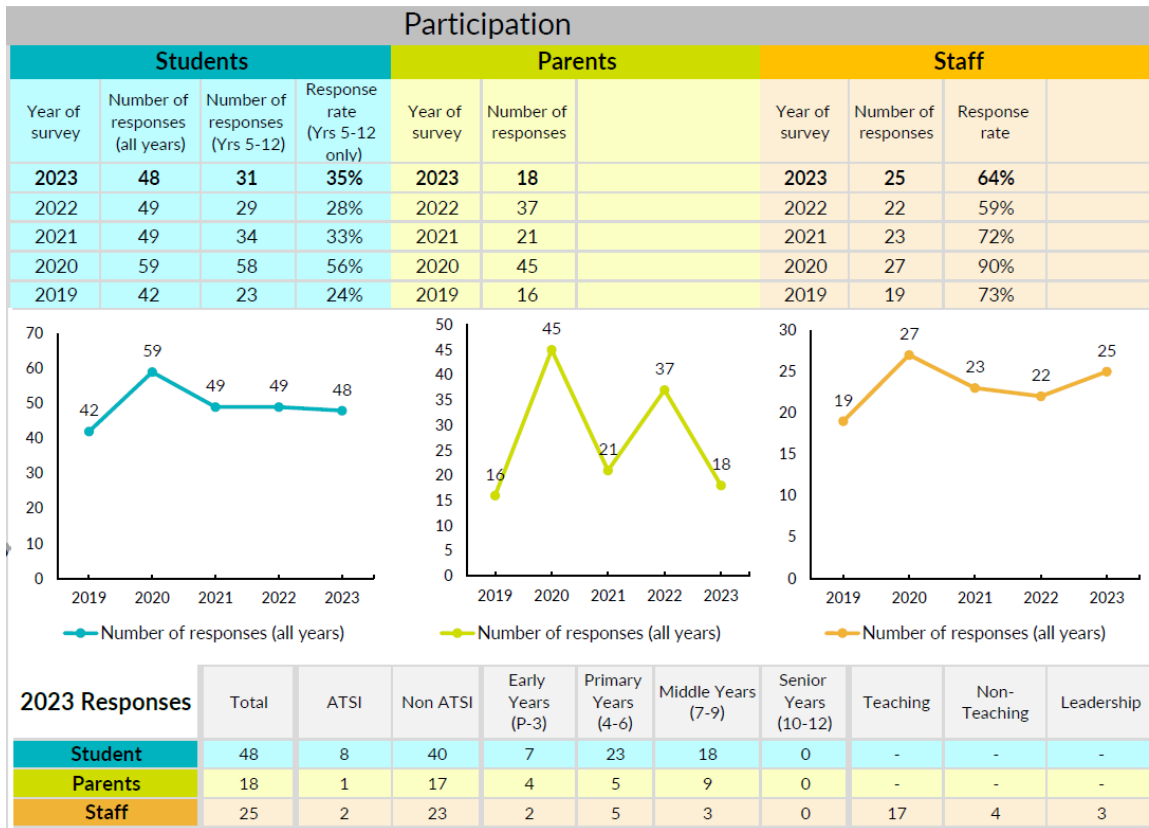
Average Enrolment and Attendance Rate by Term and Year



Proportion of NAPLAN, PAT M and PAT R Participation by Year



School Survey Results



Most positive and least positive responses

Student			
Most Positive items for 2023		Least Positive items for 2023	
My teachers expect me to do my best.	98%	Once I plan to get something done, I stick to it.	64%
My school gives me opportunities to do interesting things.	98%	My school prepares me for my future.	68%
I know how to communicate safely and respectfully when I am online.	96%	My teacher understands how I learn.	72%
Parent/carer			
Most Positive items for 2023		Least Positive items for 2023	
Teachers at this school expect my child to do his or her best.	100%	My child was well supported to transition into primary / middle / senior school.	60%
This school is well maintained.	100%	My child knows how to manage their emotions.	61%
I can talk to my child's teachers about my concerns.	94%	This school takes students' opinions seriously.	67%
Staff			
Most Positive items for 2023		Least Positive items for 2023	
I feel safe at this school.	100%	The department supports our school to achieve its priorities.	64%
Students are taught how to manage their emotions.	100%	My school provides me with opportunities to develop my leadership capacity.	75%
Teachers at my school motivate students to learn.	100%	The students I teach are motivated to learn.	77%

Annual Performance Report to the School Community 2023

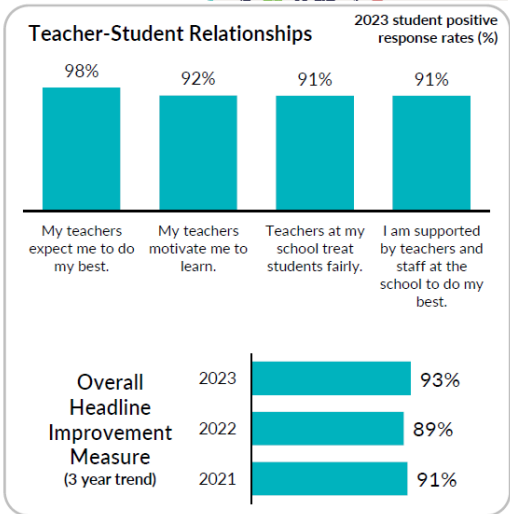
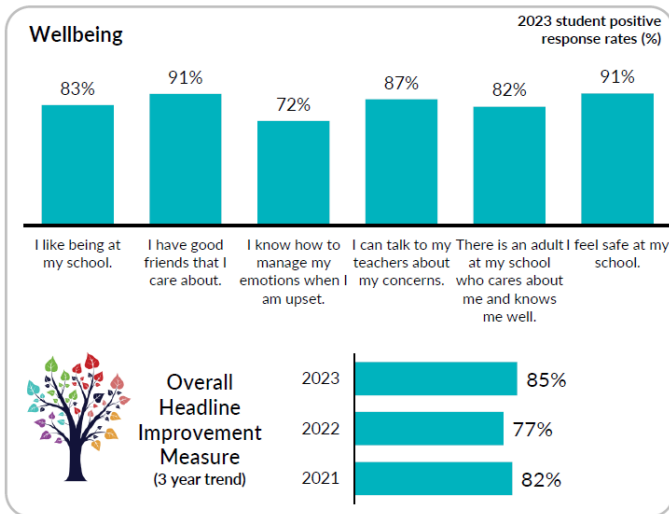
Change from previous year (2023 v 2022)					
Highest ranking items	% point change	2023 vs 2022	Lowest ranking items	% point change	2023 vs 2022
Student					
There are opportunities for me to be a leader at my school (e.g. in sports, as a house captain as a leader of a buddy class).	+32%	84% 52%	My school prepares me for my future.	-11%	68% 79%
My school takes students' opinions seriously.	+22%	85% 63%	My teachers provide me with useful feedback about my school work.	-5%	87% 92%
I can talk to my teachers about my concerns.	+21%	87% 67%	My teacher understands how I learn.	-4%	72% 77%
Parent/carer					
This school takes parents' opinions seriously.	+19%	89% 70%	My child likes being at this school.	-20%	69% 89%
This school gives my child opportunities to do interesting things.	+17%	94% 77%	My child feels included in their learning environment.	-8%	83% 92%
I feel well informed about what is happening at the school.	+16%	94% 78%	My child is supported by teachers and staff at the school to do their best.	-3%	89% 92%
Staff					
I have the opportunities to have a say in the direction of the school and its education program to the extent that I wish to.	+33%	83% 50%	The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	-2%	88% 90%
This school cares about my wellbeing.	+33%	92% 59%	I would recommend this school to others to enrol their children.	+1%	96% 95%
My school utilises my skills and expertise.	+33%	92% 59%	Students are taught how to communicate safely and respectfully online.	+1%	96% 95%

Education NT Strategy 2021 - 2025 'Headline Improvement Measures' - 2023 Snapshot Katherine School Of The Air

Education NT Strategy 2021 - 2025, Headline Improvement Measures (Page 23)

We will monitor progress and evaluate our improvement journey through the use of headline improvement measures.

School Survey is one of the six Headline Improvement Measures. The School Survey Headline Improvement Measure looks at student responses to specific questions in two themes, Wellbeing and Teacher-Student Relationships.



Audited Financial Statements

KATHERINE SCHOOL OF THE AIR COUNCIL INCORPORATED
Statement of Financial Position

DECEMBER 2022

	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
CBA-Official	\$213,501.21	\$23,817.72
CASH ON HAND		
Undeposited Funds	\$0.00	\$641.00
Tourist Room Float	\$0.00	\$150.00
Petty Cash	\$153.55	\$153.55
USD Float (3 in USD)	\$100.00	\$100.00
CBA BTA	\$1,295.80	\$1,278.13
Total Cash on Hand	\$1,549.35	\$2,322.68
On call or short-term deposits		
CBA BTA	\$700,071.10	\$700,007.00
Prepayments		
Prepaid Expenses	\$497.73	\$1,020.89
Inventories		
UNACQUITTED GRANTS ON HAND	\$11,323.20	\$23,607.52
Total Current Assets		
Non-Current Assets	\$128,377.72	\$128,377.72
Plant & Equipment at Cost	-\$27,821.04	-\$21,402.15
Accumulated Depreciation	\$100,556.68	\$106,975.57
Total Non-Current Assets		
Total ASSETS	\$0.00	\$0.00
	\$1,045,329.30	\$850,081.48
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
Bank Fair	\$0.00	\$410.00
Abstudy	\$139.00	\$78.00
Back to School Vouchers	\$0.00	\$2,686.00
Enrolment Deposits Held	\$40,220.00	\$32,600.00
Total Deposits Held - 3rd Parties	\$40,359.00	\$35,762.00
Trade Creditors		
Accounts Payable	-\$8,078.00	\$16,480.18
GST Liabilities		
GST Paid	\$0.00	-\$1,304.66
Other Accrued Expenses		
Accrued Expenses	\$16,272.91	\$10,888.77
Unacquired Grants		
UNACQUITTED GRANTS COMMONWEALTH	\$144,994.53	\$91,341.28
Unacquired Grants Commonwealth	\$1,731.82	\$2,061.82
Total Unacquired Grants	\$146,726.35	\$94,023.10
Total Current Liabilities	\$194,680.26	\$155,759.39
Non-Current Liabilities		
Total Non-Current Liabilities	\$0.00	\$0.00
Total LIABILITIES	\$194,680.26	\$155,759.39
Net ASSETS	\$870,649.04	\$705,222.07
EQUITY		
Accumulated Funds	\$705,222.07	\$874,365.28
Current Year Operating Surplus/(Deficit)	\$165,426.97	-\$169,133.18
Total EQUITY	\$870,649.04	\$705,222.07

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

KATHERINE SCHOOL OF THE AIR COUNCIL INCORPORATED
Income Statement
January-December 2021

	This Year	Last Year
INCOME		
Grants and Subsidies		
Commonwealth Grants via DoE	\$31,945.45	\$0.00
Commonwealth Grants Direct to School	\$5,106.90	\$3,318.18
Other Grants from DoE	\$638,845.00	\$508,587.00
Other Grants from NTG Departments	\$34,917.67	\$36,617.44
3rd Party Grants - External	\$12,139.91	\$3,308.69
Total Grants and Subsidies	\$722,954.93	\$549,811.31
Sale of Goods and Services		
School Council Projects	\$82,211.32	\$81,686.32
Student Activities	\$19,748.00	\$5,103.29
Total Sale of Goods and Services	\$71,992.32	\$56,790.61
Interest Received		
Interest Received	\$716.05	\$1,951.30
Total INCOME	\$795,663.30	\$608,521.22
EXPENSES		
Employee Expenses		
Salaries & Related Expenses	\$60,009.07	\$66,877.74
Superannuation	\$5,810.32	\$8,195.82
Total Employee Expenses	\$65,819.39	\$75,073.56
Purchase Of Goods & Services		
School General Expenses	\$65,949.65	\$95,548.25
Administrative Expenses	\$40,599.32	\$50,740.68
Motor Vehicle Expenses	\$5,319.98	\$5,328.73
Student Activities	\$37,074.58	\$29,886.03
Student Information Technology	\$115,342.25	\$125,311.00
Admin It and Communication	\$135,763.30	\$158,219.40
Curriculum	\$25,552.54	\$32,865.08
School Non-Core Activities	\$7,769.13	\$14,670.77
Payments to other Government Schools	\$36,409.02	\$1,118.63
Total Purchase of Goods & Services	\$469,780.57	\$513,884.57
Repairs & Maintenance		
Urgent Minor Repairs	\$24,419.58	\$8,480.74
Non-Urgent Minors	\$5,788.01	\$3,703.89
Total Repairs & Maintenance	\$30,207.59	\$12,184.63
Depreciation & Amortisation		
Depreciation	\$6,418.89	\$6,418.89
Property Management		
Essential Services	\$28,669.49	\$31,948.54
Cleaning	\$37,954.48	\$35,566.78
Grounds	\$6,648.22	\$9,613.11
Property Management Other	\$29,504.40	\$6,691.32
Total Property Expenses	\$102,776.57	\$83,819.75
Total EXPENSES	\$120,660.29	(\$182,640.18)
Operating Profit		
Other Income		
Other Prior Year Income	\$56,451.00	(\$66,493.00)
Other Expense		
Other Prior Year Expense	\$11,684.32	\$0.00
Net PROFIT/(LOSS)	\$165,426.87	(\$169,133.18)

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

KATHERINE SCHOOL OF THE AIR COUNCIL INCORPORATED

**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
for the year ended 31st December 2021**

Note 1: Statement of Accounting Policies.

These financial statements are a special purpose financial report prepared for the Council in order to satisfy the requirements of the Northern Territory Department of Education and the School Council Constitution. In accordance with the powers in S71H(1) of the Education Act (NT), the Secretary of the Department of Education has prescribed the manner in which the School Council is to prepare this report, and in so doing, has determined the accounting policies to be adopted in preparing the report.

In general, the statements have been prepared on the accrual's basis and under the historic cost convention.

(a) Scope of the School Council's financial reporting

This financial report records only the revenues and associated expenditure of funds allocated to, or raised by, the school. It does not include teaching and administrative staff salaries and allowances, including leave provisions, since these personnel are employees of the Department, and their employment costs are met by the Department. The school does receive funding for casual relief teachers and other relief staffing, and although this activity is controlled by the school's management on behalf of the Department, it is included in this financial report.

(b) Revenue recognition

Revenue from grants is recognised upon receipt, except where invoices are raised on the Department for reimbursable funded items, including essential services, property management and some relief personnel. In those instances, the revenue is recognised when the invoice is raised. Minor New Works and Capital grant balances are transferred to the balance sheet at year end. Receipts from fund raising activities are recognised when they have been received by the school.

(c) Income Tax

The school is exempt from income tax under provisions of the Income Tax Assessment Act that apply to Government bodies.

(d) Capital expenditure

The school does not own the land on which the school is situated, so does not record the cost or value of the buildings on that land. The land and buildings are assets of the Northern Territory Government.

From the 2010 financial year and in accordance with the Department of Education requirement, only assets with a cost of \$10,000 or higher are recorded as an asset. Only assets exceeding that amount are carried as recorded in the balance sheet.

(e) Depreciation

Assets carried in the balance sheet will be depreciated on a straight-line basis @ 15%.

(f) Receivables

Revenue from reimbursement from the Department of Education for over-expenditure in grant funded activities is brought to account when received.

(g) Inventories

Inventories are measured at the lower of purchase cost and net realisable value.

(h) Employee Entitlements

The school employs staff on casual, award and/or contract arrangements and has incurred a liability for employee entitlements.

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit