Background:
Kingaroy SHS is located approximately 210 kilometres north west of Brisbane, within the Darling Downs South West education region. The school was established in 1957 and has a current enrolment of approximately 970 students. The Acting Principal, Helen Maudsley, has been in the position since 2014.

Commendations:
- Since the previous Teaching and Learning Audit there have been improvements made in the domains: Analysis and Discussion of Data; Targeted Use of School Resources; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practices.
- The school has adopted Explicit Teaching as its preferred pedagogy and has supported this with the appointment of a Head of Department (HOD) Explicit Teaching and a school based pedagogical coach. Observation, feedback and coaching practices are gaining momentum, particularly amongst peers.
- The school applies its resources in a targeted manner to meet the learning needs of all students. This is particularly evident in the use of funding and human resources in support of the literacy and numeracy improvement agenda and the Explicit Teaching agenda.
- Significant progress has been made in establishing a data culture throughout the school, with growing evidence of teaching staff using data to identify gaps in student learning, to monitor improvement and growth over time, across the years of school.
- There is strong general community support for the school and a range of strong community partnerships that have enhanced resources, programs and learning opportunities for students.

Affirmations:
- Evidence based plans have been developed for all non-special needs students in Year 8 and 9, with Individual Learning Plans being developed for all students with special needs.
- Preparation for the introduction of Year 7 into Junior Secondary is progressing with facilities under construction and good relationships with local primary schools being established.
- The Developing Performance Framework (DPF) has been implemented across the school.
- A thorough, well managed beginning and returning teacher induction and observation process is in place.
- An accelerated reader program in Years 8 and 9 ensures that every student reads aloud to an adult every week.

Recommendations:
- Continue the development of the explicit school improvement agenda so that it has clear targets and timelines which drive the work of leaders and teachers and which focus, narrow and sharpen the whole schools attention on these priorities.
- Develop a structured, strategic and consistent approach to the implementation of the pedagogical framework and standards of consistent pedagogical practice, with specific responsibilities, timelines and intended outcomes clearly articulated.
- Continue to develop a formal, structured approach to regular observation of teaching practice, modelling and feedback by peers and school leaders, self-reflection by teachers, and coaching and mentoring for all teaching staff.
- Develop a whole school curriculum plan that aligns with the P-12 Curriculum Framework, which clearly maps assessment and provides a reference point to monitor the effectiveness of delivery. All unit plans should be subject to regular quality assurance. Consider the development of a common unit planner from Years 7 to 12 in support of this.
- Continue to develop and enhance all teachers’ capability to include, differentiate and support learning success for all students in all classes.
- Develop and implement a system for the comprehensive monitoring of students in the senior school. Ensure student pathways progress is regularly monitored and evaluated to ensure positive outcomes for all students.