

Equity and Excellence Kingaroy SHS 2023 AIP

Kingaroy State High explicit improvement agenda is that we will:

- Know our students
- Know the Curriculum and
- Know how to teach it

So that every child can learn and grow at Kingaroy SHS.



Educational achievement



Wellbeing and engagement



Culture and inclusion



[Click here for organisational chart](#)

Our Why

Responsibility

Educational achievement



Knowing each student's learning progression is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:

- have a common goal that every student achieves at least one year of learning growth each year
- have clear expectations for schools and help them to differentiate support so every student realises their potential

Resilience

Wellbeing and engagement



Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:

- know each student and understand what works best for them
- recognise the importance of engagement and wellbeing for staff and students in achieving learning outcomes.

Respect

Culture and inclusion



The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:

- embrace diversity by creating welcoming, inclusive and accessible educational settings
- value student, community and stakeholder voice in our approach to teaching and learning.

Our How

All DP and HOD roles have clear responsibilities and accountabilities articulated. DT TC

Establishment of Curriculum and Pedagogy Planning sessions. Units planned fully aligned to AC with a three-level approach to planning with associated differentiated pedagogical approaches. HM SP

Development of a V9 Australian curriculum roll out plan incorporation of V9 Australian curriculum familiarisation discussions within Curriculum and Pedagogy Planning sessions. HM

Review of current data plan to incorporate a focus on the disaggregation of data to inform teaching practice. MF

Case management approach modelled from senior secondary in a junior secondary context. HM MF

PBL activated to incorporate a clear focus on building and maintaining a positive school culture. SP

Establish attendance policy and procedures and alignment with PBL methodology. LF

Incorporate primary feeder staff in CPPS sessions. HM

Facilities focus of rejuvenation of staff spaces, modernisation of student learning spaces including furniture renewal and additional sporting facilities given priority. DT GF TC

Establish QA via collaboratively produced line management. DT

PLB processes to QA positive school environments. SP

Establish the KSHS Curriculum Council to QA and endorse all AC units of work and associated assessment items. HM

Establish budgeting protocols empowering line managers in the budgetary decision-making processes. GF

V9 Australian curriculum, PBL, Trauma informed practice, Indigenous perspectives, Beginning Teachers, QLearn prioritised in PD agenda support by DDSW TLC. SLT/FLT

Differentiated practice incorporated into CPPS, Staff and SAMs meetings to ensure all staff engage actively in inclusive practices in the classroom. HB

Our What

- **80% A-C and 30% A-B in student achievement**
- **100% QCE/QCIA**

- 100% of all units have a fully aligned curriculum plans with associated pedagogy approaches clearly articulated
- Clearly articulated data processes imbedded in SAMs as specified in school data plan

- **PBL targets of students. Tier 1 >70%, tier 2 < 20%, tier 3 < 10%**
- **>90% Attendance for all students. < 10% SDA**
- **>75% state staff morale is positive at this school**
- Furniture replaced in G, F, E, L, P, Q and N Blocks. Staff common room established, Staff rooms given priority for rejuvenation, Library space rejuvenated, Sports facilities rejuvenated and upscaled.

- **100% of staff participate in PD related to differentiated practice in the classroom. With focus on Trauma informed practice, Indigenous perspectives, Digital Pedagogy and Inclusion.**
- All line management AIP aligned and quality assured via SLT