

Equity and Excellence Kingaroy SHS 2024 AIP

Kingaroy State High School's explicit improvement agenda is 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



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

CPPS

Build the capability of all staff to make connections between curriculum intent and pedagogical practices to effectively engage all learners.

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

Invest in instructional leadership development for school and middle leaders in their respective roles, supporting and enabling school-wide systematic curriculum delivery.

Data processes

Identify and enact school-wide data-informed processes and procedures using disaggregated current and previous student achievement levels.

Build the capability of all teachers and leaders to provide opportunities for the analysis and discussion of data at regular intervals within the term cycle so that data informs the next steps in teaching.

Positive Behaviour for Learning

Collaboratively develop and implement policies and procedures to enhance staff and student wellbeing.

Collaboratively develop and implement processes to monitor and track attendance, behaviour and achievement for junior secondary cohorts.

Transitions

Develop intentional collaboration opportunities that support professional sharing, curriculum enhancement and successful transitions within the school and with feeder primary schools

Parent Partnerships

Collaboratively develop a Parent and Community Engagement (PaCE) framework.

Differentiated Practice

Provide professional learning opportunities to develop the capability of teaching staff to support and enact differentiated learning experiences for the range of classroom learners.

Focus on:

- Trauma informed practice - Berry Street Education Model
- Digital Pedagogy – QLearn and VR
- ASD learners – Understanding Autism
- Indigenous Perspectives

Inclusive and welcoming environments

Collaboratively develop and communicate a master plan that outlines current and future building, facilities and grounds refurbishments

Our What

- 80% A-C and 40% A-B in student achievement
- 100% QCE/QCIA attainment
- 100% of all units have a fully aligned curriculum plans with associated pedagogy approaches clearly articulated
- PBL targets of students. Tier 1 >75%, tier 2 < 15%, tier 3 < 10%
- SDA rate <20%
- >75% staff state staff morale is positive
- >85% of students state they feel safe at the school
- 100% of staff participate in PD related to differentiated practice in the classroom, with focus on Trauma informed practice, Indigenous perspectives and Digital Pedagogy.
- 1 Staff room renewed and multiple outdoor student spaces renewed – focus on enhanced sporting facilities
- 15% reduction in SWD SDAs