

Equity and Excellence Kingaroy SHS 2025 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

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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.

Units of work have research backed, data driven, strategically planned, targeted pedagogy utilising and activating the KSHS Whole school approach to pedagogy.

Curriculum band plans, unit plans and assessment items are quality assured and aligned to the relevant curriculum supported by Curriculum and Pedagogy Planning sessions.

Data processes

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

Positive Behaviour for Learning

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

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

A culture of transparency

Develop and enact QA processes and line of sight across all strategic priorities via active line management and APDP processes

Inclusive and welcoming environments

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

Our What

- 85% A-C and 45% 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 >80%, tier 2 < 15%, tier 3 < 5%

- SDA rate <15%

- >75% staff state staff morale is positive

- >85% of students state they feel safe at the school

- >85% Attendance in Years 8-10 and >90% in Yrs 7,11 and 12

- 100% of staff participate in PD related to differentiated practice in the classroom.

- 1 Staff room renewed and multiple outdoor student spaces renewed – focus on enhanced sporting facilities

- 100% of staff with APDP

- 15% reduction in Out of home care students SDAs