

Kingaroy State High School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Kingaroy State High School** from **12 to 15 September 2022**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Cameron Wayman	Internal reviewer, SRR (review chair)
Julie Pozzoli	Internal reviewer
Desley Kirby	Peer reviewer
Kerri Holzwart	Peer reviewer
Ken Rogers	External reviewer



1.2 School context

Indigenous land name:	Wakka Wakka
Location:	Toomey Street, Kingaroy
Education region:	Darling Downs South West Region
Year levels:	Years 7 to 12
Enrolment:	1192
Indigenous enrolment percentage:	12 per cent
Students with disability percentage:	21 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	946
Year principal appointed:	2022



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, seven Deputy Principals (DP), 14 Heads of Department (HOD), 66 teachers, five teacher aides, eight Year Level Coordinators (YLC), five administration officers, attendance officer, Indigenous Liaison Officer (ILO), two guidance officers, Community Education Counsellor (CEC), social worker, marketing and events officer, three schools officers, seven cleaners, school nurse, computer technician, 76 students and 37 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, tuckshop manager and assistant manager, South West Region TAFE at School manager, South Burnett Community Training Centre (CTC) Youth Support Coordinator (YSC), Clontarf Academy director, Blue Dog Training teacher/trainer, Stanwell Power Station Optimisation Lead and Rotary Club service projects coordinator.

Partner schools and other educational providers:

- Kingaroy State School principal and Taabinga State School principal.

Government and departmental representatives:

- South Burnett Regional Council Division 3 Councillor, State Member for Nanango and ARD.



2. Executive summary

2.1 Key findings

Community leaders and partners support and speak highly of the school.

The school strives to strengthen learning outcomes for all students through effective partnerships between staff, students, parents and the wider community. Parents and families express appreciation for the efforts of teaching and non-teaching staff and their commitment to the wellbeing and future success of their child. These community partnerships are embedded within school culture and have been sustained over many years.

Leaders view the development of an expert teaching team as integral to improving outcomes for all students.

Leaders and teachers are committed to collegial engagement and intentional collaboration. Beginning and early career teachers identify the value in the comprehensive induction and mentoring program available to them as they move from arrival to full registration. Leaders and staff express pride in being recognised as a Lighthouse school for classroom profiling. Many teachers comment that this support, combined with the strong collegial culture in staffrooms, is a significant incentive for them to remain at the school.

The use of the whole-school strategic planning documents is apparent through the Annual Implementation Plan (AIP).

The school has a long-standing reputation for academic excellence. Leaders and teachers acknowledge the need for a fair and equitable distribution of accountability, ownership and leadership. The understanding of some leaders and their individual responsibilities towards the AIP is variable. Leaders express a desire for greater collaboration and ownership by all leaders for all students and whole-school practices. Quality Assurance (QA) of many practices is yet to be apparent. The principal expresses an intent to review the current Senior Leadership Team (SLT) and Faculty Leadership Team (FLT) composition, along with associated roles, responsibilities and accountabilities.

Leaders view student outcome data as crucial for improved student learning.

Leaders have reviewed the current data plan to clarify expectations for the future collection and use of data. The AIP articulates specific improvement targets in a range of priority areas. At the faculty level, student data is utilised to stimulate formal and informal discussions and to monitor cohort progress over time. Processes to disaggregate, monitor, communicate and respond to school-wide data are yet to be developed. Understanding of disaggregated current student achievement levels to inform next steps in teaching and how these data sets have changed over time is yet to be apparent.



Teachers describe a strong sense of collegiality within faculties and speak highly of the collaborative and supportive nature of their department teams.

A consistent approach to curriculum planning is being developed. Some teachers reference year and band plans in curriculum discussions. Collaborative Planning Sessions (CPS) are implemented to provide teachers with intentional curriculum collaboration time. Teachers describe variability in the effectiveness of CPS time. Leaders' knowledge and understanding of their individual and collective responsibility as leaders of curriculum within their faculty areas are yet to be clearly articulated.

Leaders recognise that highly effective teaching is key to improving student learning outcomes.

Teachers hold knowledge and understanding of a range of effective pedagogical practices. They communicate a desire for professional learning and intentional collaboration to extend their pedagogical repertoire to include strategies to engage all learners in the curriculum. Teachers' understanding of the connection between student learning data, curriculum content and pedagogical practice is yet to emerge. The principal articulates a desire for capability building of leaders and teachers in linking curriculum with pedagogy.

Leaders and staff are committed to student success and hold the belief that all students are able to learn to the level of their ability.

Most teachers acknowledge the need to provide learning experiences tailored to meet the needs of individual students. Most teachers are able to list some strategies to cater for students struggling to meet subject demands. Many teaching staff admit that their knowledge of differentiation is limited and would welcome capability building on making meaningful adjustments for individual student success.

Staff are committed to the development of proactive and caring relationships with students.

Community members and parents comment favourably on the genuine commitment of teachers to the needs of their students. They recognise and express appreciation for the care and passion for students' learning and success. Leaders describe staff as having 'big hearts'. The care for students is visible and tangible, with staff actively taking time to learn about and 'getting to know' individual students.

Teachers, students, parents and the community express appreciation for the diverse range of pathway options available to students.

Under an academic coaching model, senior students are closely monitored with extensive tracking. There are mapped pathways for continuity and progression of student learning across the senior years of school. In recent years, 100 per cent of students exit with a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Next Steps Survey 2021 data reveals that 84.6 per cent of students are engaged in either education and training or employment post-schooling. 23 per cent of eligible students in 2020 and 16 per cent of eligible students in 2021 received an Australian Tertiary Admission Rank (ATAR) greater than 90.



2.2 Key improvement strategies

Review and clearly define roles, responsibilities and accountabilities of the SLT and the FLT to provide greater clarity regarding how all members contribute to and support school improvement.

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.

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

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

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