

Our plan

Kingaroy State High School AIP 2026



Educational achievement



Belonging and engagement

Our school priorities

Our **explicit improvement agenda** is, we will:

- Know our students
- Know the curriculum and
- Know how to teach effectively

so that all students feel welcome and belong, so they can learn and grow.



Educational achievement is our responsibility

Knowing and responding to each student's learning needs is essential to making sure they are on track to achieve their educational goals. Our common goal is for **every student to progress in their learning each year to achieve individual excellence.**



Belonging and engagement will ensure respect and build resilience

Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement on learning. Our common goal is to create inclusive teaching and learning environments where **all staff and students feel confident, resilient and supported to thrive.**

Our How

Responsibility

- Build the capability of all staff to make connections between **curriculum intent and pedagogy** to effectively engage all learners by systematically planning, moderating and aligning curriculum and pedagogy utilising our:
 - Whole school curriculum plan
 - Whole school approach to pedagogy
 - CPPS - Curriculum and Pedagogy Planning Sessions
 - Collegial Engagement agreement
- Identify and enact school-wide **data-informed** processes and procedures using disaggregated current and previous student achievement levels utilising the KSHS data plan

Respect

- Collaboratively develop and implement policies and procedures to enhance **staff and student wellbeing** utilising our positive behaviour for learning framework
- Collaboratively develop and implement processes to monitor and track attendance, behaviour and achievement for junior secondary cohorts utilising our **student engagement and learning engagement** processes - including:
 - Learning engagement - reading and differentiation focus
 - Student engagement - Berry St Focus
 - Targeted and wrap around teams
 - Successful transitions within the school and with feeder primary schools

Resilience

- Provide professional learning opportunities to develop the capability of teaching staff to support and **enact differentiated and innovative learning experiences** for the range of classroom learners by utilising our:
 - Whole school approach to digital learning
- Develop and enact **QA processes and line of sight** across all strategic priorities by reviewing and clearly defining roles, responsibilities, and accountabilities of the SLT and the FLT to provide greater clarity regarding how all members and support and contribute to school improvement.

Our data plan

Across the school, we will monitor:

- outcomes for every student
- effective use of resources
- staff and student wellbeing and morale
- workplace health and safety

- **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
- **100% of staff receive feedback** regarding their pedagogical practice via the KSHS collegial engagement processes
- **90% of parents** state that the "the school works with me to support my child's learning"

Our What

- PBL targets of students. **Tier 1 >80%, tier 2 < 15%, tier 3 < 5%**
- **SDA rate <15%**
- **>80% staff state staff morale is positive**
- **>80% of students state they feel safe at the school**
- **>85% Attendance in Years 7-10 and >90% 11 and 12**
- Multiple student spaces renewed –focus on enhanced sporting facilities
- **85% of parents** state the school fosters respectful relationships among students.

- **100% of staff participate in PD** related to differentiated and innovative practice in the classroom.
- 100% of staff with SPG
- **85% of parents** state that the "the school looks for ways to improve"