DDSW Region
Quadrennial School Review 2022
Summary and Endorsement Document

School:	Kingaroy SHS	Date:	29/11/22
Principal:	David Thomson	ARD:	Debbie Hails

Documentation Reviewed:
SRR Review 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.**
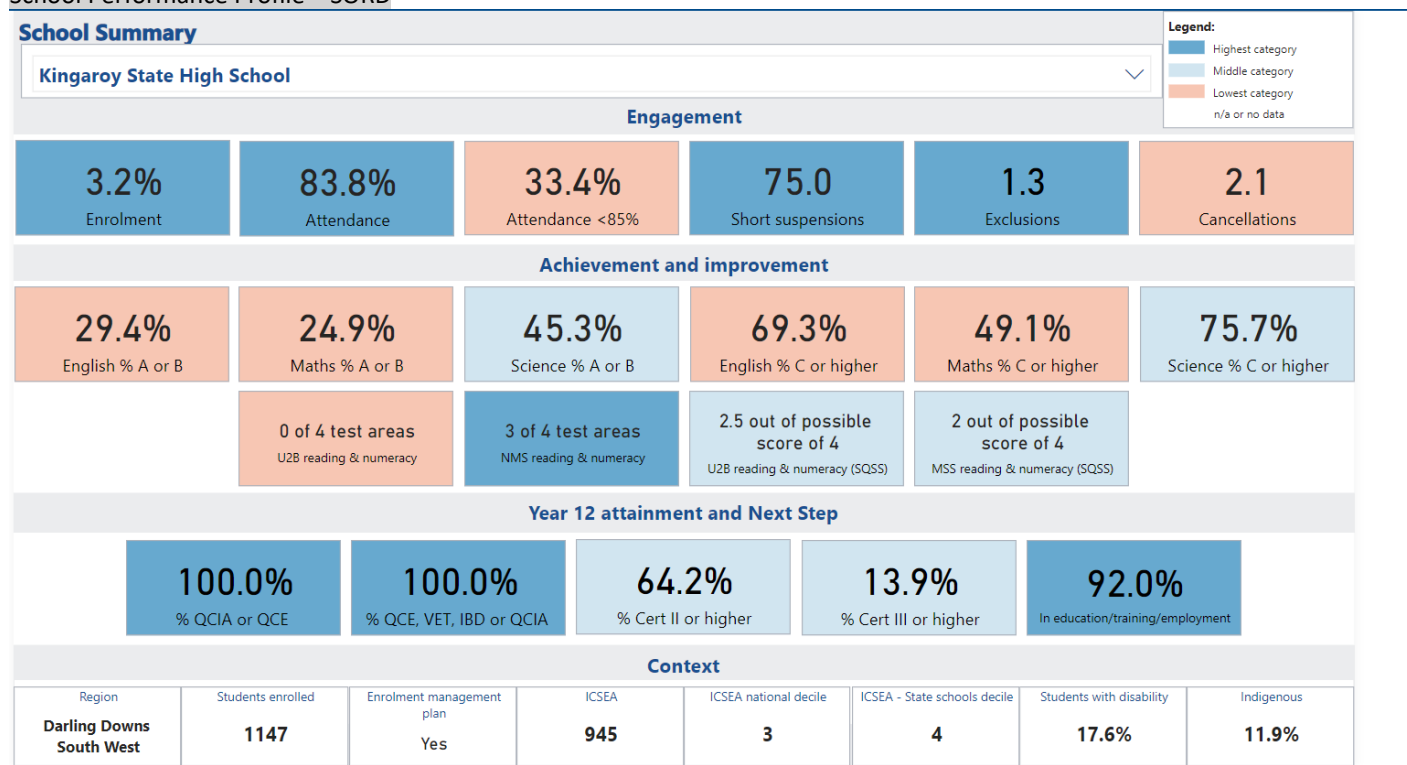
Community members and parents comment favourably on the genuine commitment of teachers to the needs of their students. They recognise and express appreciation for the care and passion for students' learning and success. Leaders describe staff as having 'big hearts. The care for students is visible and 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.

School Performance Profile – SORD

School Summary

Kingaroy State High School

Legend:
- Highest category
- Middle category
- Lowest category
- n/a or no data

Engagement

3.2% Enrolment	83.8% Attendance	33.4% Attendance <85%	75.0 Short suspensions	1.3 Exclusions	2.1 Cancellations

Achievement and improvement

29.4% English % A or B	24.9% Maths % A or B	45.3% Science % A or B	69.3% English % C or higher	49.1% Maths % C or higher	75.7% Science % C or higher
	0 of 4 test areas U2B reading & numeracy	3 of 4 test areas NMS reading & numeracy	2.5 out of possible score of 4 U2B reading & numeracy (SQSS)	2 out of possible score of 4 MSS reading & numeracy (SQSS)	

Year 12 attainment and Next Step

100.0% % QCIA or QCE	100.0% % QCE, VET, IBD or QCIA	64.2% % Cert II or higher	13.9% % Cert III or higher	92.0% In education/training/employment

Context

Region	Students enrolled	Enrolment management plan	ICSEA	ICSEA national decile	ICSEA - State schools decile	Students with disability	Indigenous
Darling Downs South West	1147	Yes	945	3	4	17.6%	11.9%

Relevant internal monitoring

Review the schools progress in implementation of the previous four-year plan

- Determine what will be progressed into the new plan from the old plan and also from current systemic and school context to inform this planning
- Provide an opportunity to celebrate the successes of the school throughout the past four years
- Analyse student and school outcomes, school profile data, SOS, LOA and compare to AIP targets 2022.
- Scan re student services performance trends.
- Consider previous plan priorities that will be progressed, those that have been enacted/completed and those that are no longer required
- Review of current school, region and state priorities to ensure they are effectively represented in the new plan
- Consider available resources / surveys / inputs to value add to the new plan

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Documentation for reference
• Implementation Plans 2018-2022
• School Profile/SORD data
• SIU Review report 2018 and 2022
• Financial Audit 2021
• School based data sets including diagnostic data sets, formative data sets, program/year level and faculty data sets • One School data sets

Last school strategic plan school priorities

School Priorities

Conditions for Learning.

Long-term targets/desired outcomes
1. Reduced SDA's.
2. 91% Attendance.
3. 100% QCE attainment and 100% QCIA attainment.
4. 85% OP 1-15 or 85% ATAR 99.95 to 62.00
5. Green headline indicators for Next Step data.
Strategies
Further build the capacity of staff members to support the implementation of PBL to ensure whole-school behaviour management processes are consistently enacted.
Continue to develop teacher skills and evolve school-wide systems to ensure that the school remains responsive to changes in student and community needs.
Improve student engagement across year 7 to 12.

School Priorities

Explicit Teaching of Literacy. (Reading and Writing)

Long-term targets/desired outcomes
1. A to C 80% in English, Maths, Science and Social Science.
2. 90% NMS for NAPLAN domains.
Strategies
Review and prioritise the focus on the teaching of writing and reading informed by the literacy data.
Develop teacher capability to continually adjust the learning program and the teaching practice to ensure the progress of each individual student.
Extend the use of data walls with all staff members to compare and analyse in a consistent manner against various data sets for the full range of students.

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Undertake further work in the understanding and implementation of the gradual Release of Responsibility (GRR) in the body of lessons.

Staff Capability.

Long-term targets/desired outcomes

1. 100% of staff engaged with reflection plans.

2. 100% of beginning teachers engaged with beginning teacher programs.

3. 100% of staff engaged with Developing Performance Plan processes.

4. 100% involved in a coaching and mentoring program.

5. 100% of Faculty Improvement Plans co-constructed and implemented.

6. Deputy Principals and Heads of Department engaged in FLT; SLT and SAMs regularly.

Strategies

Review school structures to ensure there is clarity regarding the leadership of the whole of the school curriculum

Research, develop and implement learning opportunities for students that promote a culture of inquiry, innovation and independent learning with learning programs. (ie Success Criteria)

Develop a clear, whole school curriculum plan and share with the school community.

Develop a school-wide process to enable students to set and reflect upon specific individual student learning goals.

Continue to embed quality teaching strategies across all KLA's.

School Priorities

New QCE

Long-term targets/desired outcomes

1. 100% of relevant staff are embedding SATE.

2. 85% OP 1-15 or 85% ATAR 99.95 to 62.00

Strategies

Enact the Kingaroy SHS SATE Action Plan.

Review the resourcing of digital technology across the school and provide support to teachers to enhance the utilisation of ICT's as an effective teaching and learning tool.

Parent and Community Engagement

Long-term targets/desired outcomes

1. 90% in SOS domains.

2. Green headline indicators for Next Step data.

Strategies

Continue to develop teacher skills and evolve school-wide systems to ensure that the school remains responsive to changes in student and community needs.

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Engage with external agencies and other schools and to further build networks.

Enact P and C policies to ensure compliance across the school.

Actively recruit new P and C members to join the committee and engage with strategic planning.

Previous AIPs goals

Kingaroy State High School - 2022 Annual Implementation Plan
Our explicit improvement agenda is to ensure quality teaching aligned to the Australian curriculum so that every child can be successful at KSHS.

Performance
- All student work is moderated to ensure consistent standards are applied in all classes.
  Target >80% A-C across all KLAs, 100% QCE

Inclusion
- All student participate in education and achieve academically and socially
  Target: >80% A-C in English and Maths, for all, in Yrs. 7-10 and 100% QCIA attainment

Teaching
- All teachers:
  - engage in curriculum alignment collaborative planning via CPS,
  - seek student feedback to inform engaging assessment, and
  - review and refine the whole school response to pedagogical practice
  Target: All Yr 7-10 subjects have quality assured 3 levels of planning and explicit instruction evident

Capability
- All teachers will employ all four levels of authentic collegial engagement and feedback through coaching, mentoring, and observations
  Target: 100% of staff engaged in professional feedback/ coaching

Wellbeing
- Students will have improved attendance, Increased positive behaviour reports and reduced SDAs supported specialist programs
- Staff success will be celebrated via a school wellbeing framework
  Target: Attendance 90% Yr7-10 and 93% Yr 11-12. 1500 positive behaviour reports SDA reduction to 50/1000 and maximised staff wellbeing - 80% agreement in SOS.

Partners
- Communicate and celebrate student success by engaging the Parent Engagement strategy
  Target: 80% SOS Parent response in KSHS seeking parent feedback and taking parent feedback seriously and keeping parents well informed.

Targeted Use of Resources

Student focus: Invest in priority areas of Student Engagement and Excellence Programs   **Staff Focus:** Invest in professional learning and optimise staff resources   **Facilities Focus:** Invest in a future focussed school

Broad Trends Identified:
- **Educational achievement** remains a clear focus – in focus on Junior secondary A-C data - particularly in mathematic
- **Engagement and wellbeing** of staff and students evidenced by SOS and student wellbeing data
- **Culture and inclusion** – differentiated practice becomes embedded practice so every child can be successful at KSHS

Commendations:
- The school is the pride of the community
- All staff are supportive of students and each other
- Teachers strive towards excellence in their practice
- strong success and pathways for senior students

Recommendations:

- 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.

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- 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.

General comments:

Kingaroy State High School is a co-educational state high school, officially opening on 8 August 1959. It offers Years 7 to 12. Students are prepared for life by being involved in a diverse range of co-curricular and community activities. These include instrumental music ensembles, sport, public speaking, debating, Duke of Edinburgh, choir, show cattle teams, agriculture and sister school exchanges to Japan. Staff are active in professional development, with every staff member participating. Parents are heavily involved in the school and support the work of staff. The school expects to grow gradually in its enrolment in the future. Kingaroy SHS offers an extensive range of VET and academic pathways for students in the senior phase of learning.

Our Values
• Kingaroy State High School is a place of high-quality learning.
• Kingaroy State High School equips students with knowledge and skills to meet the needs of a changing society.
• Kingaroy State High School operates as a caring environment and recognises the worth of every member.
• Every student has the opportunity to participate in the learning process that recognises their individual needs and abilities in an atmosphere that encourages them to develop to their best potential.
• High personal standards, including honesty and working to the best of one's ability are essential.
• Each person contributes to the achievement of common and individual goals.

Endorsement:

Principal Signature:	
ARD Signature:	
P and C Representative Signature:	

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