

# Kingaroy State High School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kingaroy State High School** from **28 to 31 May 2018**.

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 consider 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 the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Catherine MacDonald	Peer reviewer
Glen Robinson	Peer reviewer
David Hinton	External reviewer



## 1.2 School context

<b>Location:</b>	Toomey Street, Kingaroy
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1959
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	1025
<b>Indigenous enrolment percentage:</b>	11 per cent
<b>Students with disability enrolment percentage:</b>	10 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	942
<b>Year principal appointed:</b>	2015.
<b>Full-time equivalent staff:</b>	125 (teaching and non-teaching)
<b>Significant partner schools:</b>	Taabinga State School, Kingaroy State School, Coolabunia State School
<b>Significant community partnerships:</b>	Rotary – Interact, Meals on Wheels, Blue Care, Danny’s Diner, instrumental music
<b>Significant school programs:</b>	Clontarf, School To Work - Technical and Further Education (TAFE), Science, Technology, Engineering and Mathematics (STEM) - Year 10 elective.



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, 66 teachers, 15 non-teaching staff, guidance officer, school chaplain, school health nurse, Clontarf representative, Community Education Counsellor (CEC) and 134 students.

Community and business groups:

- Head of Kingaroy TAFE, Queensland Police Service (QPS) Adopt-a-Cop, representative of South Burnett Community Training Centre (CTC) – Youth and Community Services, representative of Rotary/host of Pioneer Motel, Queensland Teachers Union (QTU) regional organiser and Blue Dog representative.

Partner schools and other educational providers:

- Principal Kingaroy State School and principal Coolabunia State School.

Government and departmental representatives:

- Mayor of South Burnett Regional Council, State Member for Nanango and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1 2018)	School Data Profile (Semester 1 2018)
OneSchool	School budget overview
Professional learning plan 2018	School Opinion Survey 2017
School improvement targets	KSHS Wellbeing Framework
Kingaroy SHS Pedagogical Framework	Professional development plans
Kingaroy SHS Data Analysis and Implementation	School newsletters, Facebook and Website
Responsible Behaviour Plan for Students	Curriculum Assessment and Reporting Implementation Plan Kingaroy SHS 2018
A Whole School Approach to Intervention (WSI) in Literacy and Numeracy	



## 2. Executive summary

### 2.1 Key findings

**The welcoming nature of the school community is exemplified by the positive, inclusive and caring relationships between students, staff and parents.**

The school is highly regarded across the wider community. Community members consistently articulate that staff members and students make visitors feel valued and welcome. Staff members promote and maintain an environment reflective of the expectation that all students will learn successfully. The school is committed to the development of every student's academic, emotional, social, physical, artistic and creative potential. It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility.

**The school has developed a Curriculum Teaching Assessment and Reporting Plan to guide all curriculum implementation this year.**

This document includes an outline of the school assessment policy. A school Curriculum Plan outlines an overview of the school structures, policies and procedures and provides clear school direction. All staff members refer to faculty plans as the main curriculum document that influences their planning and teaching. Teaching staff members do not indicate these as the key curriculum documents of the school.

**Teaching staff seek to understand individual student learning levels through analysis of student achievement data.**

Teachers consider student learning levels when developing unit and lesson plans. Teachers' understanding and application of differentiation strategies vary. The systematic and ongoing use of student achievement data to inform differentiated instruction is not yet apparent.

**Positive Behaviour for Learning (PBL) artefacts are displayed throughout the school.**

The school has clear, well documented responses to inappropriate behaviours with Positive Behaviour for Learning (PBL) artefacts displayed throughout the school. The school is successfully moving to Tier 2 PBL, with lessons based on a focused behaviour delivered weekly in all form classes. The leadership team recognises the need to ensure the whole-school approaches to effectively managing student behaviour through the PBL process are consistently embedded across the school.

**Staff members identify that the needs of students and families are changing.**

This change is occurring as the broader community demographic is shifting. School staff members report that this is impacting the school and bringing a range of different challenges to their work.



**Literacy input, particularly regarding the Reading and Writing Action Plans are identified as an integral part of the explicit improvement priority of Quality Teaching.**

Writing strategies are narrow, focused and visible to staff members and students in classrooms across the school. Reading strategies are provided for all teachers particularly in Years 7 and 8 for the core areas of English, mathematics, science and social science by heads of programs and the master teacher. National Assessment Program – Literacy and Numeracy (NAPLAN) data indicates the Mean Scale Score (MSS) achievement in Year 7 and Year 9 in reading and writing is statistically below the nation. There has been an increase in the Upper Two Bands (U2B) achievement of Year 9 writing from 2016 to 2017.

**The school has very strong support from the whole local community.**

The school enjoys a strong reputation for quality academic outcomes, capable teachers and high-profile learning programs. Continued growth and sustainability of programs is supported through effective resourcing of these programs. Community leaders speak very highly of the school's image in the wider community and of the school's involvement in community activities.



## 2.2 Key improvement strategies

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

Develop teacher capability to continually adjust the learning program and the teaching practice to ensure the progress of each individual student.

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.

Review and prioritise the focus on the teaching of writing and reading informed by the literacy data.