

# Kingston State College

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Kingston State College acknowledges the shared lands of the Yaggera and Yugambeh people as Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

### About the school

Education region	South East Region
Year levels	Years 7 to 12
Enrolment	886
Aboriginal students and Torres Strait Islander students	14.7%
Students with disability	41.6%
Index of Community Socio-Educational Advantage (ICSEA) value	917

### About the review

 <p>4 reviewers from 25 to 27 February 2025</p>	 <p>124 participants</p>	 <p>65 school staff</p>
 <p>40 students</p>	 <p>8 parents and carers</p>	 <p>11 community members and stakeholders</p>

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**

Communicate to all staff how current priorities positively impact the broader improvement agenda, to provide clarity and foster a commitment to long-term school improvement.

**Domain 2: Analysing and discussing data**

Systematically enact whole-school practices for analysing and discussing data, including the disaggregation of data for priority cohorts, to inform targeted teaching and learning.

**Domain 7: Differentiating teaching and learning**

Collaboratively review the vision for inclusion using evidence-informed practices to build a shared understanding of inclusion and commitment to improving learning outcomes for all students.

Collaboratively review the structural differentiation model to evaluate its effectiveness in engaging, challenging and extending the full range of learners alongside their similar age peers.

**Domain 8: Implementing effective pedagogical practices**

Collaboratively review and broaden the range of pedagogies used in response to the expanding curriculum to embed subject-specific strategies that support, challenge and extend all learners.

### Key affirmations



**Staff, students and parents describe the caring and supportive culture that helps students to achieve success in their learning.**

Students express they value the range of support provided by staff to improve their learning outcomes. They comment that house spirit, leadership opportunities, the Student Representative Council, and whole-school events foster a strong sense of belonging. Staff detail the range of wellbeing activities that enhance school culture and staff cohesion. Parents praise the support and care provided to their child by the school and staff.



**Staff celebrate the collaborative collegial culture that promotes a sense of high trust and mutual support.**

Teachers convey that their commitment to school improvement is underpinned by a sense of trust in the leaders. They value the role of collaboration in developing curriculum and teaching and learning. Staff describe how developing collaborative approaches to implementing school-wide change has a positive impact on staff morale and fosters a collective commitment to the school.



**Staff affirm a commitment to further developing their expertise to continue to provide effective teaching and learning for all students.**

Leaders and teachers convey their commitment to continuous improvement of their practice. Staff appreciate the range of collegial engagement opportunities available to all teachers. Leaders and teachers promote the classroom walkthrough processes within the school to provide feedback on teaching practices. Teachers appreciate the explicit link between their professional goals and the school priority of effective feedback. Staff value the internal mechanisms for leadership development through the ‘Shadow Leaders’ initiative.



**Teachers appreciate the time created to design, calibrate and review curriculum to develop a robust and engaging learning for all students.**

Leaders value curriculum quality assurance processes and moderation practices. Staff mention the expansion of curriculum offerings within senior secondary to enhance student retention and engagement. Teachers articulate that implementation of the Australian Curriculum Version 9 is on track.



**Staff and community members express a sense of optimism for existing and emerging partnerships that provide enhanced learning opportunities and pathways for students.**

Staff highlight a commitment to continue to build strong school–community partnerships with a range of stakeholders to improve students’ access to traineeships, pathway options and scholarship opportunities. Both current and new partners are excited about connections with the school.