

Kingston State School

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 School acknowledges the shared lands of the Guringin and Yuggera people. We pay our respects to their Elders, past and present.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	501
Aboriginal students and Torres Strait Islander students	24%
Students with disability	30%
Index of Community Socio-Educational Advantage (ICSEA) value	895

About the review

 <p>3 reviewers from 6 to 9 May 2025</p>	 <p>98 participants</p>	 <p>51 school staff</p>
 <p>12 students</p>	 <p>29 parents and carers</p>	 <p>6 community members and stakeholders</p>

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Implement collaborative curriculum planning processes across learning areas to deepen teachers’ knowledge and understanding of the Australian Curriculum and enhance their capability and confidence to plan and deliver the curriculum.

Domain 3: Promoting a culture of learning
Formalise opportunities for authentic collaboration, feedback and sharing of ideas among staff and leaders to promote transparency, shared ownership, collegiality and mutual trust.

Formalise a whole-school approach to supporting student behaviour, wellbeing and engagement to drive consistency of practice, a common language and high behaviour and engagement expectations.

Domain 6: Leading systematic curriculum implementation
Systematically enact explicit whole-school moderation processes and protocols at multiple junctures to ensure alignment between curriculum, teaching, assessment and reporting.

Domain 7: Differentiating teaching and learning
Initiate a multidisciplinary approach to coordinating support services, involving classroom teachers, FamilyLinQ and key stakeholders, to maximise targeted support for identified students and families.

Domain 9: Building school-community partnerships
Investigate opportunities for further engaging families and cultural groups in the school to strengthen partnerships that support student learning and engagement.

Key affirmations



Staff members emphasise how their colleagues’ support and shared passion for their work fosters a positive learning culture and working environment.

Staff describe a strong collegial culture that allows teaching and learning to occur in a respectful and trusting environment. They express their enjoyment in working at the school and often mention cohort collegiality as a positive aspect of their work environment. Staff describe a prevailing belief that all students can achieve, and convey they are strongly invested in supporting students to realise their full potential in a positive and supportive environment.



Parents highlight staff members’ dedication to supporting their child to achieve, and recognise this commitment drives positive student outcomes.

Parents convey they value the teaching team and recognise that positive student outcomes result from the efforts of capable and committed teachers. Students speak appreciatively of their positive relationships with staff, and affirm they know their teachers care about them. Staff describe working collaboratively to ensure teaching and learning considers the ‘whole child’. The principal, leaders and staff emphasise their personal and professional dedication to the school. They express an ongoing commitment to improving reading, engagement and wellbeing outcomes for all students.



Staff affirm they are highly invested in continuously learning and improving their practice to lift students’ learning outcomes.

Staff articulate a school-wide priority to improve students’ reading outcomes through strengthening evidence-informed practices for the teaching of reading. Leaders and teachers describe the significant investment of time and resources to strengthen teachers’ capability in this area and support the implementation of a school-wide approach to teaching reading. They explain a range of processes are established to monitor students’ reading progress and prioritise support.



Leaders and staff celebrate how opportunities for collaboration and targeted investments in time and resources support the ongoing development of an expert teaching team.

Leaders recognise the dedication and broad range of experience among the staff team. The principal explains they prioritise financial resources and investments in time to develop the teaching team’s capability. Teachers celebrate the opportunities provided to connect within their cohorts to collaboratively plan and analyse student data. They indicate they are well supported to implement the new approach to teaching reading through opportunities to engage in watching others work and modelling of practices through recorded lessons. Early career teachers express appreciation for the strategic approach to supporting them early in their career through focused coaching and teacher release time to enable them to build capability and reflect on their practices.