

# Kelvin Grove State College

## School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students’ learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.







### Acknowledgement of Country

Kelvin Grove State College is located in Barrambin. We acknowledge the shared lands of the Yugara and Turubul people.

### About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 12
Enrolment	3642
Aboriginal students and Torres Strait Islander students	1.2%
Students with disability	17.2%
Index of Community Socio-Educational Advantage (ICSEA) value	1133

### About the review

 <p>6 reviewers from 31 July to 1 August 2025</p>	 <p>99 school staff</p>	 <p>228 students</p>
 <p>12 staff and student forums</p>	 <p>82 interviews</p>	 <p>29 parents and community members</p>

### Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and Reviews and School Improvement validation.

**Domain 1: Driving an explicit improvement agenda**  
Refine, clarify and align whole-college systems, processes and communication protocols to embed organisational coherence, address impact on workload, and sustain a collective focus on Prep to Year 12 education.

**Domain 6: Leading systematic curriculum implementation**  
Develop and systematically enact a sequenced whole-college curriculum plan informed by the K–12 curriculum, assessment and reporting framework (K–12 Framework) to ensure coherent and consistent curriculum delivery, assessment, moderation, and reporting.

**Domain 7: Differentiating teaching and learning**  
Consolidate the college-wide approach to differentiation and inclusion, including clear roles and responsibilities, protocols and processes, to strengthen consistency of practice and the collective capacity of staff.

**Domain 5: Building an expert teaching team**  
Formalise additional opportunities for structured staff collaboration, peer learning, and sharing of best practice to strengthen collective efficacy and instructional leadership, and drive consistent implementation.

### Key affirmations



**Staff, students, and families value the strong sense of community and connection across the college, highlighting how this creates a shared sense of belonging.**

New students and staff describe feeling genuinely welcomed and embraced through caring relationships and a shared sense of belonging. Students and parents convey the broad range of curricular and co-curricular opportunities ensures all students feel included, valued and engaged in college life. Staff, students and families speak proudly about their connection to the college, reflecting a cohesive and supportive community built on mutual respect. They affirm this collective identity is a defining feature of the college, nurtured over generations. Leaders highlight the upcoming 150th celebration, recognising the college’s rich history and long-standing commitment to public education, which will bring the community together to honour shared achievements.



**Leaders, staff and community partners highlight mutually beneficial partnerships that enhance student engagement, wellbeing and pathways, and provide opportunities to enrich learning.**

Leaders describe a wide range of partnerships with universities, Registered Training Organisations (RTO), sporting associations, local industry and the local arts community. They describe how mentoring, access to specialist resources, elite-level coaching, targeted professional development (PD), pathway support and participation in research projects provide unique experiences for students and capability development for teachers. Students and parents highly value these opportunities and the role they play in helping students cultivate expertise, strive for excellence, and confidently pursue their chosen pathway. Partners appreciate the collaborative approach taken by staff to ensure all partnerships are mutually beneficial. Parents and students express the quality of these programs influences their choice of school.



**Leaders describe how the priority of attracting, retaining and developing an expert teaching team supports the rigor and quality of curriculum delivery.**

Many staff outline their industry experience or additional postgraduate study undertaken in their teaching area of expertise. Leaders speak of prioritising the placement of their expert teachers to their specific subject area to maintain learning area integrity across the curriculum. Staff and leaders express a commitment to both their own and colleagues’ ongoing professional growth. They explain deliberate processes for succession planning across the staff team and describe leveraging individual teachers’ strengths and knowledge to help develop and enhance collective capability.



**Staff value and speak highly of the collegial relationships, trust and support among their teams, describing how this contributes to a positive work environment.**

Staff celebrate collective efficacy, collegiality, and mutual support across teaching teams and non-teaching staff. They articulate their support for one another in their ways of working in teams across the college. Staff appreciate the work of the leadership team in driving the ‘whole-of-college’ approach to fostering an authentic Prep to Year 12 culture. They speak of how the leadership team recognises and honours sector-specific contexts, while devising ways to cultivate cohesion across all college staff. Teachers speak highly of the support and trust of Heads of Department (HOD) and Associate HODs. They describe HODs as being at the core of the work in leading and supporting their teams.



**Staff, students, parents and community partners praise the wide range of extracurricular and enrichment opportunities available to students, including events, clubs, committees and personal development programs.**

Staff, students, parents and community partners highlight the variety of opportunities that contribute to a vibrant college culture and encourage inquiry, creativity, engagement and learning beyond the classroom. Leaders, teachers, parents and students appreciate the breadth of curriculum pathways that enable students to pursue their passions, strengths, aspirations and post-school pathways. Parents and students value the specialised academic, arts and sports programs, praising how these support student engagement, achievement and personal growth. They emphasise that the rich curricular and co-curricular opportunities encourage students’ personal growth as well-rounded, young global citizens.