

Kentville 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

We acknowledge the shared lands of the Yuggera nation and the Yuggera people of the Yuggera language region.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	23
Indigenous enrolments	17%
Students with disability	9%
Index of Community Socio-Educational Advantage (ICSEA) value	892

About the review

 <p>2 reviewers from 17 to 19 May 2024</p>	 <p>46 participants</p>	 <p>12 school staff</p>
 <p>23 students</p>	 <p>8 parents and carers</p>	 <p>3 community members and stakeholders</p>

Key improvement strategies

<p>Domain 6: Leading systematic curriculum implementation Review the school curriculum plan, starting with English year and unit plans to align curriculum, teaching and assessment to ensure all students receive their curriculum entitlement to ensure all students receive their curriculum entitlement.</p>
<p>Domain 1: Driving an explicit improvement agenda Develop a clear and coherent Annual Implementation Plan (AIP) and associated Explicit Improvement Agenda (EIA) to provide clear direction and a shared understanding of school priorities for all stakeholders.</p>
<p>Domain 2: Analysing and discussing data Develop professional learning opportunities to build staff capability in triangulating data sets to foster consistent and accurate Level of Achievement (LOA) determinations.</p>
<p>Domain 5: Building an expert teaching team Implement whole-school moderation processes at multiple junctures to enhance staff assessment literacy and their capability in determining LOAs.</p>

Key affirmations



Staff articulate the importance of building relationships and connecting with all students so that students feel safe, happy and valued at school.

Parents describe the positive relationships staff have with students, and how staff collectively build and instil confidence in their child. Staff and parents identify this has supported student engagement at school. 2023 Semester 2 School Online Reporting Dashboard (SORD) data indicates student attendance is above the state-wide target and schools of relative comparison.



Staff and families describe the school as welcoming and inclusive, and a place where all students and staff feel looked after.

Stakeholders describe the school community as a 'family'. Staff and parents identify this is a school of choice, with parents driving past other schools so their child can attend this school. Parents describe staff as 'transformational' to their child's wellbeing and engagement, and acknowledge the time and effort staff dedicate to ensuring every child is included.



Staff and families describe the partnership with the Parents and Citizens' Association (P&C) as a strength of the school.

Leaders, staff and parents describe the small community P&C that excels in fundraising significant amounts to support students' needs. They articulate the P&C are dedicated, active and support all students. Stakeholders highlight that the P&C has raised over \$30 000. These funds are invested in students by providing a daily breakfast club, books, iPads, touchscreens in each learning space, and subsidisation for swimming.



Leaders place a high priority on retaining experienced staff.

Staff are described by the school community as experienced with many having worked at the school for a significant number of years. Staff articulate their appreciation for the ongoing collaboration and teamwork that occurs within the school to improve students' wellbeing and engagement.