

# Kedron State School

## 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

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

### About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	487
Aboriginal students and Torres Strait Islander students	3.4%
Students with disability	17.8%
Index of Community Socio-Educational Advantage (ICSEA) value	1113

### About the review

 <p>3 reviewers from 17 to 18 June 2025</p>	 <p>43 school staff</p>	 <p>29 students</p>
 <p>5 community members and stakeholders</p>	 <p>6 parents and carers</p>	 <p>17 staff and student forums</p>

### Key improvement strategies

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

**Domain 1: Driving an explicit improvement agenda**  
Enhance collaborative processes for co-design of the improvement priorities and associated actions to strengthen ownership of, and shared accountability for improvement priorities.

**Domain 6: Leading systematic curriculum implementation**  
Strengthen moderation processes at the planning stage and throughout the teaching cycle to ensure alignment between curriculum, pedagogy, assessment and reporting and deepen staff understanding of the Australian Curriculum Version 9 (ACV9).

Collaboratively build a shared language and understanding about a whole school approach for the explicit teaching of reading through the Australian Curriculum to build teacher capability in consistently enacting effective practices.

**Domain 8: Implementing effective pedagogical practices**  
Collaboratively develop a shared language and understanding of pedagogy to use a whole school approach when determining teaching practices and strategies appropriate to the curriculum, the learning and the learners.

**Domain 7: Differentiating teaching and learning**  
Broaden staff capability in differentiating teaching and learning for individuals and groups to ensure all students are appropriately engaged, challenged and extended in their learning within the curriculum.

### Key affirmations



**School community members describe being connected by mutual appreciation for each other and collegial ways of working to achieve shared goals.**

Staff members describe caring and collaborative interactions among their team, and a strong sense of belonging and collective efficacy. They remark that colleagues step in to help each other and that they feel safe to show vulnerability, and ask for advice about teaching practices or how to best support students in their learning. Teachers who are new to the school speak highly of the structured support provided as they built their confidence in enacting the school’s ways of working. Staff speak warmly of their deep respect for the leadership team, commenting on their considered leadership style, open and authentic communication, and genuine care for staff. Staff describe the support leaders provide and high levels of mutual trust. Parents and students universally express appreciation for staff members’ expertise and professionalism.



**Leaders, teachers and students speak appreciatively of working and learning in a community that sets consistent expectations and prioritises academic achievement.**

Teachers and leaders highlight academic achievement is a priority, and is reflected in established processes, including the focus on goal setting and feedback. Teachers convey they highly value the leadership and guidance of the Head of Department – Curriculum during allocated time each term for intentional collaborative planning with key teachers and year level teams. They remark this supports them in building a shared understanding of the curriculum and is strengthening their confidence and capability to implement the ACV9 for English and Mathematics. Teachers confidently speak about the school priorities and how the ‘Kedron Cross’ supports consistent expectations and ways of working. Students speak with pride about their school being a caring and supportive place to learn, with consistent expectations.



**Staff promote a holistic school-wide approach to supporting students, to ensure all students develop into happy, well-adjusted citizens.**

Leaders praise the recent introduction of a whole-school social and emotional learning program, locally known as ‘Connecting4Success’. They affirm investigating opportunities to build students’ self-efficacy, agency and self-regulation to complement the focus on academic achievement. Teachers celebrate how student-centred practices influence the positive culture of the school and foster the development of well-rounded citizens. Staff and community acknowledge that student engagement and wellbeing sit at the core of developing capable and confident learners. Teachers speak of setting individualised STRIVE (Start Strong, Think, Ready, Independent, Value Effort, End Strong) learning goals with students to support a culture of efficacy. Leaders speak proudly of providing additional human resource allocations to ensure each student has access to the support needed to maximise their learning outcomes. Students express appreciation for how staff build strong, supportive relationships that empower every student to achieve. They comment on the diverse range of fun and engaging opportunities that teachers provide in classrooms and at break times.



**Students, parents and teachers affirm that leaders, staff and school community members value connections to the community.**

Leaders celebrate a range of productive relationships with community groups. They value the YMCA programs as highly regarded services that share the school’s vision and values. Members of the Parents and Citizens’ Association express appreciation for mutually respectful and supportive relationships with school staff. They praise working collaboratively with staff to host a series of events and programs that are widely regarded as key community activities. Parents highlight how a ‘parent rep’ for each class shares relevant items of information, supplementary to the newsletter, with other parents. Staff at the local Kindergarten speak of highly productive connections and a range of effective processes that promote children’s successful transitions from Kindergarten to Prep.