

Keppel Sands 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

Keppel Sands State School acknowledges the shared lands of the Darumbal nation and the Darumbal people of the Darumbal language region.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	18
Indigenous enrolments	11%
Students with disability	11%
Index of Community Socio-Educational Advantage (ICSEA) value	905

About the review

 2 reviewers from 1 to 2 October 2024	 36 participants	 7 school staff
 17 students	 4 parents and carers	 8 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively review the vision and values alongside strategic priorities to ensure they remain relevant in the current context and promote a focus on high expectations.

Domain 8: Implementing effective pedagogical practices
Prioritise planned opportunities for discussing effective teaching practices for the range of learners and multi-age setting to build a shared language and understanding about pedagogy.

Domain 6: Leading systematic curriculum implementation
Systematically enact moderation practices throughout the teaching and learning sequence to strengthen teachers' understanding of the Australian Curriculum and support consistency of Levels of Achievement judgements.

Domain 5: Building an expert teaching team
Formalise processes for collaborative capability development, both internally and within the local cluster, to enable teaching staff to learn from each other's practices.

Key affirmations



The principal and staff highlight a united commitment to improving outcomes for all students.

The principal leads an improvement agenda focused on student wellbeing and academic achievement. They speak of working with staff to promote a student-centred approach to teaching and learning. Staff describe a shared focus on improving teaching and learning, with high expectations for engagement, behaviour, wellbeing and achievement. Parents comment that they value the school's focus on the holistic development of all learners.



Staff promote a school-wide culture of continuous professional learning.

The principal advocates for an open and transparent approach to leadership, commenting that this supports teamwork. Staff express appreciation for this approach. They convey they value the role of the principal in supporting their professional growth and the regular opportunities to discuss teaching and learning. The principal comments that collaboration is embedded to build an expert team. Staff discuss how the culture of collaboration encourages opportunities for feedback and networking.



Staff, parents and students celebrate a shared sense of belonging.

The principal outlines a wide range of partnerships across the local and broader community that contribute to the life of the school. Community members remark they highly value the work of the principal and staff in connecting with community. Staff describe positive, caring and trusting relationships with stakeholders. Parents express they value the staff and their hard work and dedication in supporting their child. Students describe their teachers as kind and supportive. They comment that they 'like the school because we learn how to be ourselves'.



Staff articulate that they support each student to realise their potential.

The principal and staff speak of placing a high value on supporting all students' needs to enable them to learn successfully. Teaching staff refer to regular discussions about student progress. They comment that digital technologies are used to support active, individualised learning. Parents express they value the small school approach to supporting all learners. They comment that the staff know the students well and tailor learning to meet the needs of individuals. Students appreciate the range of opportunities available to engage in learning.