

Kawana Waters 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

Kawana Waters State College acknowledges the Traditional Custodians of the land where we live and learn, the Gubbi Gubbi peoples, whose lands stretch from Caboolture to Childers and west to Kilkivan. We pay our respects to Elders past and present.

About the school

Education region	North Coast Region
Year levels	Prep to Year 12
Enrolment	2180
Aboriginal students and Torres Strait Islander students	5%
Students with disability	25%
Index of Community Socio-Educational Advantage (ICSEA) value	1039

About the review

 4 reviewers from 20 to 21 May 2025	 275 participants	 82 staff
 151 students	 X parents and carers	 19 community members

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

Expand all leaders' instructional leadership capability, including in leading curriculum, teaching and pedagogy, to systematically monitor student learning and the enactment of the Australian Curriculum.

Domain 2 – Analysing and discussing data

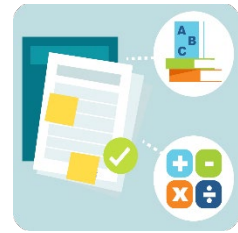
Strengthen processes for monitoring and evaluating student learning to identify next steps in teaching, inform pedagogies and support students' learning progression.

Domain 7 – Differentiating teaching and learning

Refine the whole-college approach to differentiation, including a tiered support model, to create a shared understanding and strengthen staff confidence and capability in differentiating teaching and learning.

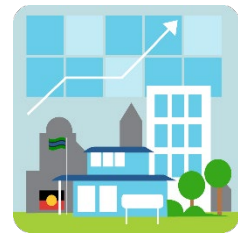
Strengthen staff capability in implementing a range of differentiation practices, including reasonable adjustments, to ensure all students are appropriately engaged and challenged.

Key affirmations



Students and staff speak positively of the breadth of learning opportunities that support students' interests and provide successful future pathways.

Students appreciate the range of curriculum-related opportunities afforded to them through teachers' dedication and expertise. Staff emphasise the importance of ensuring all students are supported to succeed, and outline the range of strategic pathways they have established to further enhance student learning opportunities. The diverse pathways and support for students' individual interests and talents are viewed by students, families and staff as a genuine strength of the college.



Staff speak confidently of the college's strategic direction and praise leaders for providing clarity and aligning priorities and expectations to drive improvement.

Staff speak highly of leaders for maintaining a consistent and clear improvement agenda. They describe the college's leadership as deliberate, measured and supportive of staff to understand their role in delivering curriculum expectations. Teachers attribute their positive morale to leaders' relational approach, describing how they set personal examples while supporting staff.



Staff describe a culture of collegial care, trust and professional support that encourages growth and strengthens teaching practice across the school.

Staff speak of a strong sense of professional trust and feeling confident to suggest new ideas and approaches to leaders and colleagues. They comment that collegial care and support foster a strong culture of shared learning and collaboration, both informally and through structured professional development. Teachers believe the collective commitment to professional growth promotes a positive work environment where staff feel valued and supported to continuously develop their practice.



Parents, students and staff highlight the college as a caring learning environment with high expectations that fosters respect for students as individuals.

Staff share their belief that every student can learn, and comment they strive to develop a deep understanding of students' individual strengths. Leaders articulate that a culture of care is supported by the personalised and mutual relationships staff build with students. Parents identify the links between home and school as important in supporting students' success. Students comment their teachers care about them and their achievements.