

Depot Hill 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

Depot Hill 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	61
Indigenous enrolments	50.8%
Students with disability	51.6%
Index of Community Socio-Educational Advantage (ICSEA) value	815

About the review

 2 reviewers from 15 to 16 August 2024	 60 participants	 16 school staff
 28 students	 9 parents and carers	 7 community members and stakeholders

Key improvement strategies

Domain 3: Promoting a culture of learning
Develop staff knowledge and understanding of multi-tiered system of supports to promote clear and consistent strategies and expectations for student engagement and wellbeing.

Domain 8: Implementing effective pedagogical practices
Enact opportunities for purposefully discussing and reflecting on effective teaching practices to foster a shared understanding and language about pedagogy that meets students' diverse learning needs.

Domain 7: Differentiating teaching and learning
Clarify school-wide approaches to differentiation to ensure practices are consistently implemented, monitored and reviewed for impact.

Domain 3: Promoting a culture of learning
Review and refine school-wide systems and processes for supporting student behaviour, learning and engagement to ensure a common understanding and consistent enactment of agreed practices.

Key affirmations



The principal and Head of Department – Curriculum lead a cluster approach to quality curriculum planning.

Leaders explain they collaboratively develop the curriculum, tapping into the collective expertise of cluster colleagues. Teachers appreciate clarity in knowing what to teach. They comment that the curriculum plan model allows them to focus on the teaching and learning sequence to meet students' needs. Leaders and teachers describe how moderation at multiple junctures contributes to capability building in the Australian Curriculum and consistency of teacher judgements.



Parents and community members express pride in the school.

Parents and community members speak highly of the school and comment positively on the welcoming approach adopted by staff. They highlight the school's strong community spirit and talk about how staff, parents and the community work together to provide support for students. Parents reference staff being 'on their side' to work as a team. Staff express they appreciate positive connections with families.



Leaders describe a holistic approach to supporting students to achieve success.

Staff speak of a commitment to providing a quality education for all students, commenting that they 'do their very best for every student who steps in the door'. Staff discuss using a range of strategies to provide students with opportunities to engage in learning on a daily basis. Students talk about the care that staff show them, and express that their teachers are 'amazing'. Leaders speak of involving parents, support services, health professionals and other agencies to support student engagement, learning and wellbeing. Parents express appreciation for the consideration and care for the diverse needs of families, describing the school as inclusive.