

Denison 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

Denison State School acknowledges the shared lands of the Western Kangoulu people.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	394
Indigenous enrolments	14.2%
Students with disability	12.7%
Index of Community Socio-Educational Advantage (ICSEA) value	958

About the review

 3 reviewers from 11 to 13 June 2024	 112 participants	 51 school staff
 31 students	 23 parents and carers	 8 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Align school vision, improvement priorities and related targets with the Annual Implementation Plan to provide clarity for staff and the quantitative monitoring of impact on student learning.</p> <p>Domain 3: Promoting a culture of learning Collaboratively develop a shared understanding and expectations for supporting student behaviour to promote the consistent application of agreed processes and a positive culture for learning.</p> <p>Domain 7: Differentiating teaching and learning Develop teachers' knowledge and understanding of inclusive education to support the consistent implementation of practices that address student need.</p> <p>Domain 1: Driving an explicit improvement agenda Clarify roles and responsibilities of all staff in relation to the strategic agenda to enhance shared ownership and understanding of staff contributions to school operations and direction.</p> <p>Domain 5: Building an expert teaching team Create opportunities for all staff to build their skills and knowledge concerning students with complex needs to further support the social, emotional and learning needs of students.</p> <p>Domain 6: Leading systematic curriculum implementation Review curriculum documents, shared planning opportunities and implementation processes to support the delivery of the Australian Curriculum in line with the planned schedule.</p>

Key affirmations



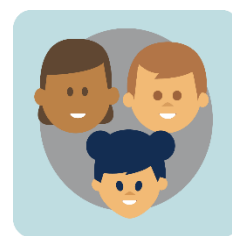
Pedagogy is considered one of the school's levers to drive student engagement and improve outcomes.

Teachers meet regularly to discuss pedagogy and develop a shared understanding and language. Teachers work in cohort teams to choose teaching approaches to trial each term. Leaders visit classrooms to observe and provide feedback on the approach chosen. Students express they appreciate the range of teaching strategies used to engage them in learning. In the 2023 School Opinion Survey, 91.6% of students agree with the statement 'My teachers motivate me to learn'.



Staff, students and parents identify a strong sense of pride and belonging in the school.

Parents indicate they love the school and comment that teachers play a significant role in the learning and wellbeing of their child. Staff express they value the collegial working environment and the positive, caring and trusting space in which they work. Students communicate they appreciate their teachers and indicate that their voice is valued as they initiate or advise on many projects.



Students express they value the many engaging opportunities available to support their learning.

Students and staff highly regard the school's innovative digital technology and design program. Contextualised units, aligned to the general capabilities, are co-designed and moderated within the cluster based on student interest. A connection with another school supports a Human Powered Vehicle project. Staff provide many clubs and options to engage students in extracurricular activities during lunch breaks. Students and parents express they appreciate these innovative approaches to deliver engaging curriculum.



Teachers meet regularly to discuss teaching and learning and build their knowledge and capability.

Leaders and teachers communicate they value structured opportunities for collegial learning through learning walks, observations and Classroom Profiling. Staff discuss engaging in collaborative planning each week to build capability to achieve school priorities. Leaders access professional learning opportunities and embrace evidence-informed approaches to teaching.