

# Mackay North State High 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 reviews, 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

Mackay North State High School acknowledges the shared lands of the Yuwibara nation and the Yuwibara people of the Yuwi language region.

### About the school

Education region	Central Queensland Region
Year levels	Years 7 to 12
Enrolment	1330
Indigenous enrolments	12.5%
Students with disability	23.5%
Index of Community Socio-Educational Advantage (ICSEA) value	963

### About the review

 <p>4 reviewers from 5 to 8 March 2024</p>	 <p>302 participants</p>	 <p>124 school staff</p>
 <p>131 students</p>	 <p>17 parents and carers</p>	 <p>30 community members and stakeholders</p>

### Key improvement strategies

#### Domain 5: Building an expert teaching team

Review and refine the professional development plan to provide differentiated opportunities to broaden teachers' capability to implement a range of effective teaching strategies.

#### Domain 1: Driving an explicit improvement agenda

Create opportunities for deepening leadership capability to support teaching, improve learning outcomes and drive aligned school improvement.

Formalise quality assurance processes to ensure consistent enactment of intended practices and ways of working across the school.

#### Domain 7: Differentiating teaching and learning

Collaboratively develop a whole-school model of inclusive education to promote a culture and shared values that remove barriers and support inclusion.

### Key affirmations



#### Students and staff describe a positive culture founded on the 'spirit and soul' of the school.

Staff express a strong commitment to building and maintaining respectful, positive and caring relationships with students. They identify this as a key step in engaging students in their learning and academic achievement. Staff value and are responsive to the diverse backgrounds, strengths and aspirations of their students. Students speak of diversity as a strength of the school. Many staff members are past students. Students and staff express a strong sense of pride and belonging. Staff, students, parents and community members recognise this is a 'good school'.



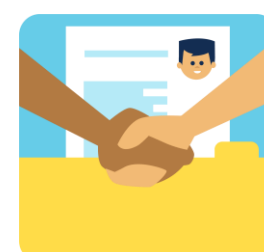
#### The principal proudly explains how staff and student voice is collected through consultation.

Staff discuss the opportunity to contribute to key initiatives, including the Annual Implementation Plan (AIP). They communicate highly valuing the opportunity to contribute and for their voice to be heard. Students describe a number of consultative forums, such as the Big Student Council meeting, which enables them to contribute to school policy, decision-making and events. They express a belief that their opinions are valued and leaders are responsive to their ideas and proposals.



#### Teachers actively participate in a professional learning community.

Teachers share a willingness to build their capability through a range of internal and external professional learning, readings and data reflection sessions. They speak highly of the established induction process and beginning teachers' program. In particular, teachers highlight the collegial support provided to build the confidence of teachers new to the profession and improve their teaching practice. Teachers and leaders speak confidently about their familiarisation with the Australian Curriculum Version 9 (ACV9). They comment that the opportunity to create planning documents has deepened their knowledge of curriculum and assessment.



#### An extensive range of partnerships support students, the school and the curriculum.

Significant partnerships are established to enrich the school. Many First Nations Elders connect regularly with students and staff. Community members praise the school's significant instrumental music program, which staff and students describe as the 'gem' of the school. Parents indicate students from many areas enrol at the school to be involved in the music program. Political leaders express strong support for the school. They praise its growth over time and outline its connections with a wide range of community groups.