

Mackay North State High School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mackay North State High School** from **24 to 27 February 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Smith	Internal reviewer, SIU (review chair)
Robyn Burton-Ree	Peer reviewer
Jo Soothill	Peer reviewer
Ken Rogers	External reviewer



1.2 School context

Location:	Valley Street, North Mackay	
Education region:	Central Queensland Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1412	
Indigenous enrolment percentage:	13.6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	9.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	15.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	967	
Year principal appointed:	2018	
Significant partner schools:	Pioneer State High School, Mackay Engineering College (MEC), Fitzgerald State School	
Significant community partnerships:	Pioneer-Fitzroy-Highlands District Returned and Services League of Australia (RSL), Queensland Conservatorium – Griffith University	
Significant school programs:	Instrumental music program including marching band, Lest We Forget – ANZAC	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSSES), 10 Heads of Department (HOD), 55 teachers, 134 students, Business Manager (BM), School Based Police Officer (SBPO), canteen convenor, Community Education Counsellor (CEC), School-Based Youth Health Nurse (SBYHN), chaplain, facilities officer, two Youth Support Coordinators (YSC), six teacher aides, five administrative assistants, eight cleaners, two computer technicians and five parents.

Community and business groups:

- Marian Sub-Branch Inc. RSL and Griffith University.

Partner schools and other educational providers:

- Principal of Pioneer State High School, principal of Fitzgerald State School, principal of Mackay North State School and coordinator of MEC.

Government and departmental representatives:

- Mayor of Mackay Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Investing for Success 2020 (draft)
Investing for Success 2019	Strategic Plan 2017-2020
School budget overview	School Data Profile (Semester 1, 2019)
OneSchool	Professional Development Planner 2019
School improvement targets	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Report card and NAPLAN update Semester 1 2019	School based curriculum, assessment and reporting framework
Headline Indicators (October 2019 release)	



2. Executive summary

2.1 Key findings

The principal, school leaders and staff members are committed to the development of an environment reflective of high expectations that all students will learn successfully.

The tone of the school is warm and inviting and classrooms are calm and busy, with interruptions to teaching time kept to a minimum. Respectful and caring relationships are apparent in interactions between staff members, students and parents. Students express that they appreciate the interest that teachers take in their work, and that they value the additional time invested by so many teachers in co-curricular and extracurricular activities for student benefit.

The school focuses energy and attention on systematic curriculum delivery.

Teachers articulate that the school has a coherent, sequenced plan for curriculum delivery aligned to the Australian Curriculum (AC) and the new Queensland Certificate of Education (QCE). Teachers speak positively regarding the collaborative support they provide and receive through the coalition of local secondary schools. Significant efforts to making curriculum locally relevant are apparent.

The leadership team recognises the importance of developing and maintaining quality relationships and partnerships.


The school has established and developed partnerships with local feeder schools, other secondary schools, universities, local businesses, government agencies, national, international and local community organisations resulting in the provision of extended learning opportunities for staff members and students. The school has an active and supportive Parents and Citizens' Association (P&C) with members acknowledging strong support for the leadership and direction provided.

Executive leaders articulate clear beliefs for learning and have established high expectations for behaviour, engagement and attendance.

A caring culture exists at the school. Parents express appreciation for the professionalism and dedication of staff members. Staff members are dedicated to improving learning outcomes for all students. All members of the executive leadership team are yet to be fully engaged in the school's strategic agenda. The school leadership team members acknowledge the need to further develop and implement Quality Assurance (QA) practices to guide the implementation of all school projects.

School leaders recognise that highly effective teaching is the key to improving student learning and engagement.

They support teachers in striving to enact school-wide curriculum expectations through consistent teaching and learning practices across classrooms and the monitoring of learning across year levels. The documented pedagogical framework encompasses the New Art and



Science of Teaching (NASOT) and Explicit Instruction (EI). Executive leaders identify the need to refresh their approach to this work and articulate their commitment to NASOT. They acknowledge the need to differentiate this work in recognition of varying teacher capability and experience.

The school leadership team views the development of an expert teaching team as integral to improving outcomes for all students.

The principal and school leaders place a high priority on identifying, employing and retaining the best possible teachers and support staff members for the school. Leaders acknowledge the need for a systematic approach to observation, feedback, modelling and coaching for teachers. They articulate a commitment to developing and implementing consistent and effective school-wide teaching practices. Teachers indicate a desire for more feedback in relation to their pedagogy.

Teachers and leaders indicate that significant emphasis is placed on identifying and addressing barriers to learning.

Staff members articulate commitment to engaging every student in learning opportunities appropriate to their readiness and needs. Parents acknowledge the school's commitment to inclusion and are appreciative of teachers' efforts in knowing and supporting their child. School leaders express their desire to support teachers to further establish classroom practices to differentiate learning experiences to meet the needs of the full range of students. They acknowledge that the adjustment of unit plans, day-to-day lessons and assessment to tailor classroom activities to levels of readiness and need, including high achievers, remains an area for continuing capability development.

The school places emphasis on the core values of respect, resilience and confidence.

These core values are reinforced on assemblies, in home group sessions, and through the student wellbeing program. The school has established the Student Services Team, the Social Justice Team, the Curriculum Access and Transition Team (CATT), and senior and junior year coordinators to ensure that comprehensive identification, intervention and case management support is established when students and their families require assistance. Staff, parents and students recognise the invaluable contributions that these teams make to the social, emotional and academic wellbeing of all students and the positive culture of the school.

Music and the performing arts are recognised as signature programs of the school.

A wide range of co-curricular and extracurricular activities is provided by the school. These include two concert bands, a string orchestra, string quartet, stage band, drumline ensemble, percussion ensemble and vocal ensemble, all of which have been highly successful in local and state-wide competitions. The school's signature musical ensemble is the marching band that is the largest school marching band in Australia with over 140 members. This band has represented Australia at the Sydney and Beijing Olympics, the Shanghai Tourism Festival, Disneyland and the Los Angeles Independence Day Parade.



2.2 Key improvement strategies

Establish and enact agreed protocols for the executive leadership team leading to consistency and sustainability in driving the school's improvement agenda.

Develop and implement QA practices to guide lines of sight for the effective implementation of all school initiatives.

Strengthen the commitment to a school-wide pedagogical framework and implement with fidelity.

Develop and implement a whole-school approach to collegial observation and feedback to recognise the importance of effective feedback, self-reflection and intrinsic motivation for teachers' professional growth.

Strengthen staff capacity to differentiate teaching and learning for all students, including high achievers, across all subjects.