

Mackay North State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 School** from **11 to 13 June 2018**.

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 consider 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

Mona Anau	Internal reviewer, SIU (review chair)
James Watt	Peer reviewer
Graeme Hall	External reviewer



1.2 School context

Location:	Cnr Evans Avenue and Harvey Street, North Mackay
Education region:	Central Queensland Region
Year opened:	1915
Year levels:	Prep to Year 6
Enrolment:	421
Indigenous enrolment percentage:	19.4 per cent
Students with disability enrolment percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	927
Year principal appointed:	2018 (acting)
Full-time equivalent staff:	29
Significant partner schools:	Northview State School, Glenella State School, Mackay North State High School
Significant community partnerships:	Deadly Choices, Rats of Tobruk schools, Camp Australia, Crèche and Kindergarten (C&K) Mackay North Community Kindergarten
Significant school programs:	Ready-Set-Go, Indigenous Homework Program and Afternoon Group, Science, Technology, Engineering, Arts and Mathematics (STEAM) Afternoons



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, guidance officer, Head of Special Education Services (HOSES), Head of Curriculum(HOC)/pedagogical coach, Business Manager (BM), teacher librarian, two Parents and Citizens' Association (P&C) representatives, administrative officer, 20 parents, four cleaners, 25 teachers, four student captains, six teacher aides and grounds officer.

Community and business groups:

- Camp Australia.

Partner schools and other educational providers:

- Mackay North Community Kindergarten, Mackay North State High School, Glenella State School and Northview State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
School data plan	Professional development plans
Responsible Behaviour Plan	School newsletters and website
School based curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

The school has created an open and welcoming culture that engages students, parents and community members.

Staff members provide a safe and supportive environment to enhance student learning. Students and staff have an obvious sense of belonging. All parents are welcomed and staff, students and parents speak highly of the school. Interactions between staff, students, parents and families are caring, polite and inclusive.

The school has strategies to promote positive communication with parents.

The School Communication Book outlines High 5, daily expectations, Super Bee Behaviour and a range of restorative strategies. The Communication Book is highly valued by staff, parents and students. It provides clear and open communication regarding student expectations, behaviour and individualised feedback.

The school reflects the belief that students are at different stages of their learning and may be progressing at different rates.

Teachers work at understanding where students are at in their learning including their current knowledge and skills. Teachers work to ensure all students, including high achieving students are appropriately engaged, challenged and extended by designing classroom activities to meet student needs, levels of readiness, interests, aspirations and motivations. Staff and parents acknowledge the effectiveness of the REM (reteach, maintain, extend) differentiation program.

The curriculum and assessment plan provides a detailed yearly curriculum overview for Prep to Year 6.

The plan outlines content taught in all key learning areas. It identifies formative assessment tasks and includes folios of students' work, marking guides, observations, checklists and work samples. In addition, the plan references summative assessment. The principal is aware of the need to refine and clarify the purpose of the diagnostic, formative and summative assessment tools to deepen staff understanding.

Informal classroom walkthroughs are a regular feature of instructional leadership within the school.

The leadership team has commenced a program of incidental walkthroughs and classroom observations, and has provided informal feedback to teachers as a result of their observations. Teachers and the leadership team value these opportunities to engage in discussion regarding professional practice.



Teachers set high expectations for every student's progress towards achieving school learning goals.

Students are aware of the organisational arrangements made for differentiation and curriculum delivery relating to their learning. Some students are able to articulate their learning goals in general terms. The school recognises refinement of individual student goals can lead to improvement in learning outcomes.

The school places a high priority on staff and student wellbeing.

There is a strong collegial approach to supporting every individual at the school. A range of activities is established to support individual staff including staff morning teas and celebrations, 'coffee runs', 'birthday buddies' and Yoga. The formalisation of a staff and student wellbeing framework to further support individual needs of staff and students could yet occur.

The school actively engages parents and families in its educational and extracurricular programs.

Parents report that the school and its staff are welcoming and approachable, and that it is an inclusive school. Parents report that the school and its staff put the interests and wellbeing of students before all else, and they are confident that their child is well cared for and well educated at the school.



2.2 Key improvement strategies

Refine and clarify the purpose of diagnostic, formative and summative assessment tools to strengthen alignment of assessment tasks with the Australian Curriculum (AC) and P-12 curriculum, assessment and reporting framework (P-12 CARF).

Develop and implement a formal observation and feedback culture to enhance pedagogical practice within the classroom, aligned with school and system priorities for improved student learning outcomes.

Enhance student involvement in and awareness of their goal setting, and develop strategies to improve students' capacity to articulate their own learning goals and programs.

Formalise a staff and student wellbeing framework to further support the individual needs of staff members and students.