

# Mackay West State School

## Executive Summary





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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 West State School** from **31 October** to **2 November 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Phillip Savill	Peer reviewer
Ken Rogers	External reviewer

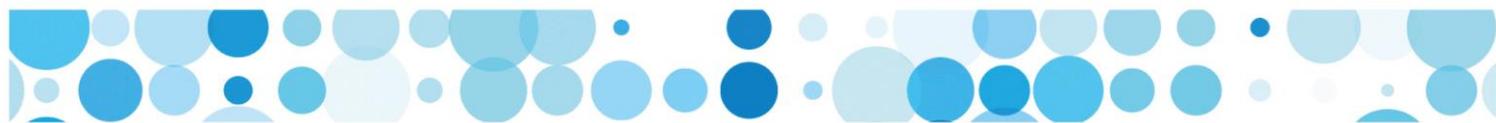


## 1.2 School context

<b>Location:</b>	Pinder Street, Mackay West <ul style="list-style-type: none"> <li>• Junior Campus – Bridge Road</li> <li>• Senior Campus – Pinder Street</li> </ul>
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1924
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	678
<b>Indigenous enrolment percentage:</b>	9 per cent
<b>Students with disability enrolment percentage:</b>	5 per cent – verified disability 17 per cent – Nationally Consistent Collection of Data on School Students with Disability (NCCD)
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	983
<b>Year principal appointed:</b>	2014
<b>Day 8 Staffing Teacher Full-time equivalent numbers:</b>	65.22
<b>Significant partner schools:</b>	Mackay State High School – Academic Excellence Years 5 and 6, Eimeo Road State School – moderation, Cordalba State School, Kurnai College Victoria – literacy, Mackay North State High School/Griffith University – Instrumental Music State Honours Ensemble Program (SHEP)
<b>Significant community partnerships:</b>	Mackay Regional Council Library, The Smith Family, Early childhood providers – Ooralea Education and Care, Mackay Crèche and Kindergarten (C&K), Goodstart Early Learning Centre, Community sports – Pioneer Tennis coaching (onsite), Mackay Basketball, Souths/Hurricanes Cricket, Auskick, Mackay Table Tennis Association, Queensland Badminton Association, Magpies Sporting Club – assistance with oval restoration, EyeQ Optometrist, Police-Citizens Youth Club (PCYC) – Outside School Hours Care (OSHC), Queensland Police – Adopt-a-Cop



<b>Significant school programs:</b>	Literacy – partnered with Dr Carol Christensen, Commonwealth Scientific and Industrial Research Organisation (CSIRO) science Years 5 and 6; English co-teaching model; Positive Behaviour for Learning (PBL) behaviour and social skills; The Arts – instrumental, choirs, eisteddfod/school concert, Rock Pop Mime, Mackay Orchestra and bands, Fanfare; Sports – Sporting Schools Program, local club and associations coaching development; Years 4, 5 and 6 – laptop classes, Opti-MINDS, Academic Excellence Program, IMPACT Year 4 – reading and critical thinking; Years 5 and 6 – Deadly Choices Indigenous Program, Life Education: respectful relationships; Student council; Secondary transition and scholarship program – Mackay State High School, Mackay North State High State Year 6 – Indigenous and students with disability; Early years transition – Children’s Health Queensland: Health Readiness Program
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### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Special Education Services (HOSES), Business Manager (BM), two Support Teachers Literacy and Numeracy (STLaN), guidance officer, 26 teachers, 14 teacher aides, 30 students, Parents and Citizens' Association (P&C) president and vice president and tuckshop convenor.

Community and business groups:

- Mackay Basketball, Souths Cricket, Mackay Regional Council Library and Mackay C&K.

Partner schools and other educational providers:

- Principal Mackay State High School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

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



## 2. Executive summary

### 2.1 Key findings

#### **Staff value positive and caring relationships to promote successful learning.**

Staff members take pride in accepting, supporting and encouraging the learning and social and emotional development of students who come to the school. There is a commitment by school staff members to the wellbeing and learning of each student. Students communicate that they feel supported and cared for by the staff members and that positive relationships exist between students and staff.

#### **The school leadership team views the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.**

The school has provided all staff members with time to work collaboratively in cohort teams to plan 10-week curriculum units at each year level. Teachers are encouraged and supported in learning from colleagues through being observed or observing others utilising an agreed collegial feedback template. Teaching staff members articulate their appreciation of these opportunities to assist them to further improve their classroom practice.

#### **The principal has established a strong improvement agenda for the school that is focused on the teaching of reading.**

The Explicit Improvement Agenda (EIA) of reading has been a consistent focus throughout the strategic plan's four-year cycle and all staff work within school expectations for the teaching and consolidation of student reading skills. Teachers are committed to improving student learning outcomes and express a desire to continually improve their practice.

#### **There is a prevailing sense of optimism from team members and members of the leadership team regarding the positive contribution each executive management group is having on student learning and wellbeing.**

The principal acknowledges the importance of a collaborative approach in developing the school's strategic direction and the need to build staff and community understanding of priority agendas. The establishment of long and short-term timelines for implementation of emerging school agendas and consolidation of existing agendas and valued school programs is yet to occur. The establishment of clear roles, responsibilities and accountabilities for key staff members and teams in driving these agendas forward is emerging.

#### **The school provides opportunities for teachers to undertake leadership roles outside the classroom.**

The school has established six teams to lead school-wide approaches in curriculum and pedagogy, literacy– reading, inclusion, student wellbeing, staff wellbeing and community engagement and partnerships. Many classroom teachers lead or are members of these teams. Staff members have welcomed this opportunity to be involved in designing the



school's strategic approach in these areas. School leaders are aware of the need to strategically plan future iterations of these committees to ensure that they are relevant and aligned to the current priorities of the school.

**The school recognises the need to ensure inclusive practices are operating in all classrooms.**

The school is undertaking a structural and cultural change with respect to meeting the learning and wellbeing needs of students with disability. As part of this change, teachers and support teachers are co-planning and co-teaching to ensure that all students are able to access the same learning opportunities with the same aim to reach an 'A' standard. This approach has required a number of significant changes in practice for some staff. The readiness of some teachers and teacher aides to adopt these legislatively required changes is variable. The leadership team is cognisant of the need for continued work in this area.

**Strategies and actions for improving student reading outcomes are research-based and respond to student learning needs.**

These are identified through the analysis of school-based and systemic data sets. The school has explicit expectations for the teaching of reading. Members of the leadership team and staff articulate the next steps in curriculum development will need to include consideration of how teachers align the school reading program with the Australian Curriculum (AC).

**The leadership team recognises that highly effective teaching is the key to improving student learning outcomes.**

A detailed pedagogical framework based on the Dimensions of Teaching and Learning (DoTL) and the Australian Professional Standards for Teachers (APST) is established and communicates expectations for the use of effective teaching strategies throughout the school. These principles capture the complexity of the work and provide a model for achieving the school's vision '*Every student is Learning, Succeeding and Thriving*'. This framework is recently developed and members of the leadership team acknowledge that further time is required to embed a consistent use of high-yield strategies across the school.

**The school is highly regarded by staff, parents, students and members of the local community.**

This is reflected in the range of positive and encouraging comments received regarding the school. Parents and students express great pride and satisfaction in the quality and diversity of the opportunities made available to students in co-curricular and extracurricular programs particularly in the Arts, sports and science. Community partnerships are viewed as increasingly important and are utilised to broaden student knowledge, increase engagement levels and facilitate successful transitions.



## 2.2 Key improvement strategies

Develop clear and explicit targets accompanied by long and short-term timelines that will clearly communicate to staff, parents and students how the school will implement emerging explicit improvement agendas in balance with the consolidation of existing agendas and valued school programs.

Establish clear roles, responsibilities and accountabilities for key staff members and teams to support the implementation and consolidation of school priority agendas and valued school programs.

Review staff involvement in strategic planning for identified school priorities, through executive management committees, to ensure that this strategy is effective, sustainable and relevant to the current priorities of the school.

Continue to drive the structural and cultural change required to develop inclusive practices that address the learning and wellbeing needs of students with disability.

Ensure that the teaching of literacy, including targeted teaching, enables students to access all aspects of the AC.

Ensure agreed high-yield strategies for quality teaching and learning are embedded into the repertoire of practice of all teachers.