

# Macknade 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

Macknade State School acknowledges the shared lands of the Wargamaygan, Nyawaygi and Bindal Nations and the Wargamaygan, Nyawaygi and Bindal people of the Wargamaygan, Nyawaygi and Bindal language region.

### About the school

Education region	North Queensland Region
Year levels	Prep to Year 6
Enrolment	5
Indigenous enrolments	nil
Students with disability	20%
Index of Community Socio-Educational Advantage (ICSEA) value	992

### About the review

 2 reviewers from 15 to 16 October 2024	 26 participants	 11 school staff
 5 students	 4 parents and carers	 6 community members and stakeholders

### Key improvement strategies

**Domain 8: Implementing effective pedagogical practices**  
Prioritise regular opportunities for staff discussions about effective teaching practices appropriate for the school context to build a shared language and understanding of pedagogy.

**Domain 6: Leading systematic curriculum implementation**  
Refine the whole-school plan for curriculum implementation, aligning to the P-12 Curriculum, assessment and reporting framework, to ensure every student is provided with access to their entitled curriculum.

**Domain 7: Differentiating teaching and learning**  
Strengthen staff capability in co-constructing learning goals with students to provide students with targeted feedback and encourage them to monitor their own learning.

**Domain 1: Driving an explicit improvement agenda**  
Sharpen targets aligned to school priorities to monitor and measure the impact of school improvement strategies and actions.

### Key affirmations



**Staff, parents and community members praise the positive culture of the school.**

Staff, parents and community members highlight the hard work of the principal in building a supportive learning environment. The principal describes consistent daily routines that underpin the calm and inclusive tone in the school. Parents recognise the dedication and effort of all staff and express that staff ‘cannot do enough for our kids every day’. Parents refer to the holistic support their child receives to achieve their very best, and appreciate the high-quality curriculum.



**The principal and staff speak proudly of the individualised approach to student learning.**

Teaching staff refer to the school priority of personalised learning, commenting that they believe all students are capable of success when provided with tailored support. Teachers explain that Personalised Learning Plans are developed for all students. They describe these plans as detailing differentiation, adjustments and intervention. Teachers outline the range of data they work with to monitor students’ social, academic and wellbeing outcomes. They describe how this data and information about student learning is regularly shared to ensure everyone is aware of each student’s next steps for success.



**Community members, parents and local cluster colleagues describe the teaching team as ‘experts in their field’.**

Staff comment that the principal establishes a tone that fosters high expectations and the sharing of effective practice. They express appreciation for a culture of ongoing mutual feedback linked to improving their practice and student outcomes. Staff remark that ongoing capability development is valued and describe how observations, feedback and mentoring contribute to their professional growth.



**Staff and parents describe a strong sense of belonging to the school.**

Many staff, parents and community members have long-standing and multi-generational links to the school and speak proudly of the family atmosphere. The principal highlights how the playgroup, sports and community events contribute to strengthening this culture. Staff describe how older students mentor younger students in the classroom and playground, speaking of how this enhances the sense of belonging.