

Mackay Northern Beaches 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 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

Mackay Northern Beaches State High School acknowledges the shared lands of the Yuwi people as the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Central Queensland Region
Year levels	Years 7 to 12
Enrolment	1072
Aboriginal students and Torres Strait Islander students	14.3%
Students with disability	11%
Index of Community Socio-Educational Advantage (ICSEA) value	953

About the review

 <p>4 reviewers from 15 July to 18 July 2025</p>	 <p>253 participants</p>	 <p>95 school staff</p>
 <p>125 students</p>	 <p>22 parents and carers</p>	 <p>11 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Build the capability of all leaders in coordinating line management practices to strengthen the line of sight into classrooms and support consistently led curriculum design and teaching.

Domain 8: Implementing effective pedagogical practices
Collaboratively develop a shared understanding and language about pedagogy to enable collaborative discussions determining effective pedagogy choices during curriculum planning and review.

Domain 5: Building an expert teaching team
Prioritise collaborative capability development processes to foster reflective practice, expand disciplinary knowledge and ensure continuous improvement of teaching expertise for all staff members.

Domain 2: Analysing and discussing data
Build teachers’ capability in using in-depth data analysis to plan the next steps in learning for individuals and groups of students, and monitor progress towards targets.

Review and refine the data plan with key staff, aligning relevant data sets with improvement strategies and targets, to effectively inform decisions, school-wide priorities, interventions and initiatives.

Domain 3: Promoting a culture of learning
Reinforce and consistently apply school-wide agreed behaviour processes at all levels to support a safe and orderly environment that maximises student learning time.

Key affirmations



Staff and students celebrate a culture of care and dedication within the school, which fosters engagement and belonging for staff and students.

Leaders and staff highlight a culture of care and commitment focused on student learning and future pathways. Students affirm teachers’ genuine investment in their wellbeing fosters a strong sense of belonging. Students and parents praise staff dedication to providing students with additional experiences. They value the diverse extracurricular opportunities that contribute to a positive and engaging school culture.



Teachers highlight they value collaborative planning processes that build their capability in curriculum planning, teaching and assessment and support them to respond to the needs of students.

Teachers praise the collaborative planning processes implemented to design and construct the Australian Curriculum (AC) and respond to senior syllabuses. Leaders describe how these processes encourage focused conversations about the alignment of planning to the AC and build teacher expertise to effectively design curriculum plans. Teachers affirm the value of intentional collegial discussions to deepen their curriculum knowledge. They identify how this time provides opportunities to build collective expertise in delivering the curriculum and in developing common approaches to teaching and assessment practices.



School community members speak with pride about the school’s extensive learning environment, strong visual appeal and the comprehensive teaching resources that support learning for all students.

Parents and visitors to the school comment favourably about the design of buildings, modern facilities and the physical layout of the grounds, sporting areas, walkways and signage. Staff and students express a strong sense of pride and appreciation for their spacious physical surrounds and highlight specific areas such as the performing arts centre, multi-purpose sports courts, kitchens, adjacent dining area and the visual arts gallery. Many parents comment the facilities support the school in meeting their expectations to deliver a broad range of curriculum and learning experiences for their child.



Staff, students and parents appreciate how the broad and innovative curriculum offerings engage students and reflect student aspirations and community expectations.

Leaders and teachers praise the broad curriculum offerings, which include extension and support programs, and 22 General and 11 Applied senior subjects. They note the 9 Certificate II and 5 Certificate III courses that engage students in workplace learning. Teachers and students describe a range of co-curricular and extracurricular programs, which complement the curriculum. They articulate the 29 extracurricular activities across The Arts, sport, wellbeing, community and special interest projects enhance student engagement. Teachers describe how student interests and skills for life are being developed by these programs.