Background:
Mackay SHS is located in Mackay in the Central Queensland education region. The school has a current enrolment of 1,014 students and in 2012 celebrated its centenary year. The Principal, Mr Steve Paulger, was appointed in July 2009.

Commendations:
- Since the previous Teaching and Learning Audit there has been a marked improvement across the domains of An Explicit Improvement Agenda; A Culture That Promotes Learning; and Targeted Use of School Resources.
- There is evidence of a commitment to explicit instruction, peer mentoring and collegial coaching arrangements.
- The school has made significant progress in preparing for Year 7 students to enter high school across all six principles of junior secondary schooling and has forged strong linkages and partnerships with local primary schools.
- The school offers an extensive range of quality programs to meet the needs of the student population. These include: Learning Support classes in Years 8 and 9, Agriculture programs, Instrumental Music, Sporting Academy Programs in Rugby League, Netball and Football, English as an Additional Language/Dialect (EAL/D) and extensive extracurricular activities. The newly established School of Mathematical Excellence program offers a unique academic opportunity for students with mathematical ability.

Affirmations:
- Students and staff members display respectful and caring relationships.
- The school has a harmonious environment and is proud of the diversity of cultures present.
- The Department’s Developing Performance Framework (DPF) is being implemented throughout the school.
- The school has introduced a differentiation placemat in the junior school and there are some excellent differentiation strategies evident in some classrooms.
- A range of expert teachers across the faculty demonstrate excellent teaching practices and instructional leadership.
- Some faculties have introduced individual and class target setting.

Recommendations:
- Continue to implement the pedagogical framework and the development of consistent expectations around a range of practices that give clarity about what students are expected to learn and be able to do. These practices include, but are not limited to, assessment task sheets, course outlines, front ended assessment, A level exemplars, moderation practices, cyclical instructional feedback, target and goal setting and achievement ladders.
- Develop the peer mentoring and collegial coaching model into formal mentoring and coaching arrangements for all teaching staff members, which are characterised by regular observation of teaching practice, modelling and feedback by peers and school leaders and self-reflection by teachers. Support this with professional development and align the process with teachers’ DPFs.
- Develop a whole school curriculum plan that aligns with the P - 12 Curriculum Framework, which provides a reference point to monitor the effectiveness of delivery. This plan should also clearly map assessment and be subject to regular quality assurance.
- Investigate the use of standardised testing to build a rich data profile for each student and use these profiles to ensure the learning needs of all students are met.
- Review induction practices for new and beginning teachers.
- Continue to develop and implement a focused attendance strategy.
- Review the school’s Data Plan to ensure that there is regular school wide analysis and discussion of systematically collected data on student achievement. Give a high priority to staff members’ professional development that builds data and literacy skills to a level where analysis and conversations reflect a sophisticated understanding of data concepts.