

# McDowall 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

McDowall State School acknowledges 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	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	988
Aboriginal students and Torres Strait Islander students	1.8%
Students with disability	9.7%
Index of Community Socio-Educational Advantage (ICSEA) value	1113

### About the review

 4 reviewers from 19 to 21 August 2025	 264 participants	 108 school staff
 98 students	 53 parents and carers	 18 community members and stakeholders

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Collaboratively develop a whole-school vision, underpinned by shared values and beliefs, systems and processes, to shape a shared identity and support a united approach to school improvement.

**Domain 6: Leading systematic curriculum implementation**  
Refine collaborative curriculum unit planning to strengthen understanding of the Australian Curriculum and embed the teaching of reading through the learning areas.

**Domain 8: Implementing effective pedagogical practices**  
Broaden collaboration processes to include discussions of data and the principles of pedagogy to inform responsive pedagogical decisions and monitor their impact on learning.

**Domain 7: Differentiating teaching and learning**  
Prioritise teachers' understanding and application of co-planning, co-teaching, co-debriefing and co-reflecting for classroom differentiation to ensure the effective and consistent implementation of inclusive teaching practices.

### Key affirmations



**The principal, leaders and staff highlight the united, visible and supportive leadership team that work together cohesively to drive improvement priorities.**

Staff praise leaders for their supportiveness and willingness to lead by example. They express a belief that leaders value staff opinion and are committed to empowering them as professionals. Staff appreciate the principal's leadership in consulting with staff to stimulate feedback about school priorities. Leaders articulate they promote the gathering of perception data to gain an understanding of staff, student and parent opinions. The principal, leaders and staff refer to Placement Consensus<sup>1</sup> and parent questionnaires as key tools for gathering this information.



**Staff emphasise the importance of the holistic development of students that fosters positive dispositions and provides opportunities for extracurricular pursuits.**

Parents, staff and students celebrate the range of extracurricular learning opportunities the school offers. Parents express appreciation for the comprehensive opportunities for learning, which allows their child to pursue their passions. Students proudly affirm how the school community celebrates their creative, sporting and academic achievements. Parents highlight the bespoke instrumental music program, explaining how it adds value to their child's education.



**Teachers praise the range of professional learning opportunities, which contribute to their capability development and the continuous improvement of teaching and learning.**

Leaders emphasise the importance of building staff capability, valuing the range of experience each staff member brings to the team. They highlight a professional and collaborative approach to improving student outcomes. Leaders explain capability development is supported through professional learning and reading, mentoring, coaching and reflection. Teachers value opportunities for coaching, mentoring, modelling and watching others work as ways of learning from each other's practice.



**Leaders express passionate commitment to inclusion, intentionally creating a welcoming and supportive environment, enabling students to experience a sense of belonging.**

The principal and leaders emphasise inclusion is everyone's business. They communicate an expectation that all students are appropriately supported to ensure they experience success in their learning. Staff convey their commitment to shared responsibility for positive student academic, engagement and wellbeing outcomes. Parents praise staff for their dedication to supporting their child and providing access to learning according to their needs.

<sup>1</sup> Placemat Consensus (Kagan, S. & Kagan, M. (2009). *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing.)