



Mount Mee State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Mount Mee State School strives to provide the best possible education for children in Preparatory to Year 6. The school has developed a well deserved reputation for its supportive learning environment based on a respect for everyone in the school community. We believe that schools are successful when they seek to involve the school community in the development of educational programs and decision making. By working in partnership with the community, responding to local needs and valuing social and cultural diversity we can create a learning environment that responds to student needs and development.

Our school's mission is to prepare young people to lead successful and productive lives. To achieve this it is important to create a safe and connected learning community that promotes a sense of belonging, encourages resilient, motivated learners and provides challenging tasks in an environment of high expectations and rich feedback. Understanding the intent and following the three school rules is central to our positive school environment: BE SAFE, BE RESPECTFUL and, BE A LEARNER.

Within all of the three multi-age classrooms, staff are innovative in their endeavours to engage children in dynamic learning – ranging from exploring sustainable practices and inviting pirates to visit, to building self-powered cars. Teachers aim to provide students with the SKILL, the THRILL and the WILL to learn. To equip staff to achieve school aims, professional development is a strong focus with the concept of Great Teachers= Great Results having strong support in the school.

This School Annual Report reflects the school's progress in achieving agreed upon goals during the 2016 school year.

Principal's Foreword

Introduction

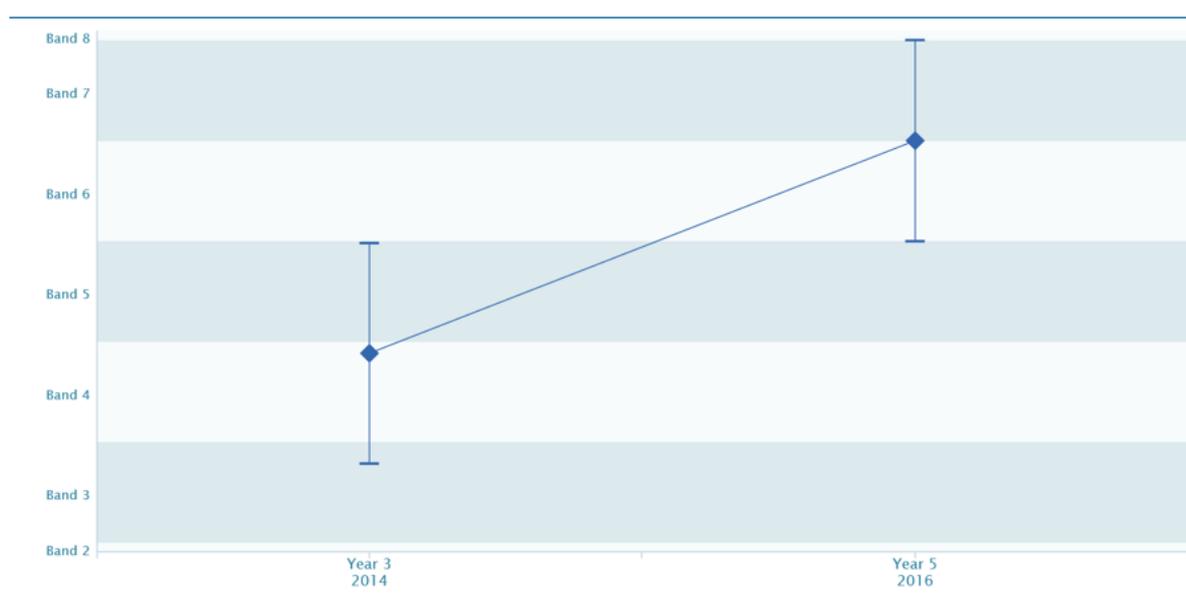
School Progress towards its goals in 2016

During 2016, Mount Mee State School made significant progress in a number of areas as outlined in our Annual Implementation Plan.

Reading

In 2016 our primary focus of developing and embedding school wide content knowledge and pedagogical best practice in reading was very successful. Staff engaged in the North Coast Region Reading project. Through this project staff were supported by a Principal Project Officer: Australian Curriculum, to increase knowledge regarding comprehension strategies and the pedagogical practice known as the Gradual Release of Responsibility. Data collected prior and after the implementation of the project indicates a marked increase in teacher confidence and capability in the teaching of reading. As of the end of 2016, all teachers utilised this practice for the teaching of reading. NAPLAN data indicates a positive gain for all students in reading between their year 3 NAPLAN test results in 2014 and their Year 5 NAPLAN test results in 2016. Parent information sessions and opportunities for parents to build their capacity to support their child's learning in reading were conducted.

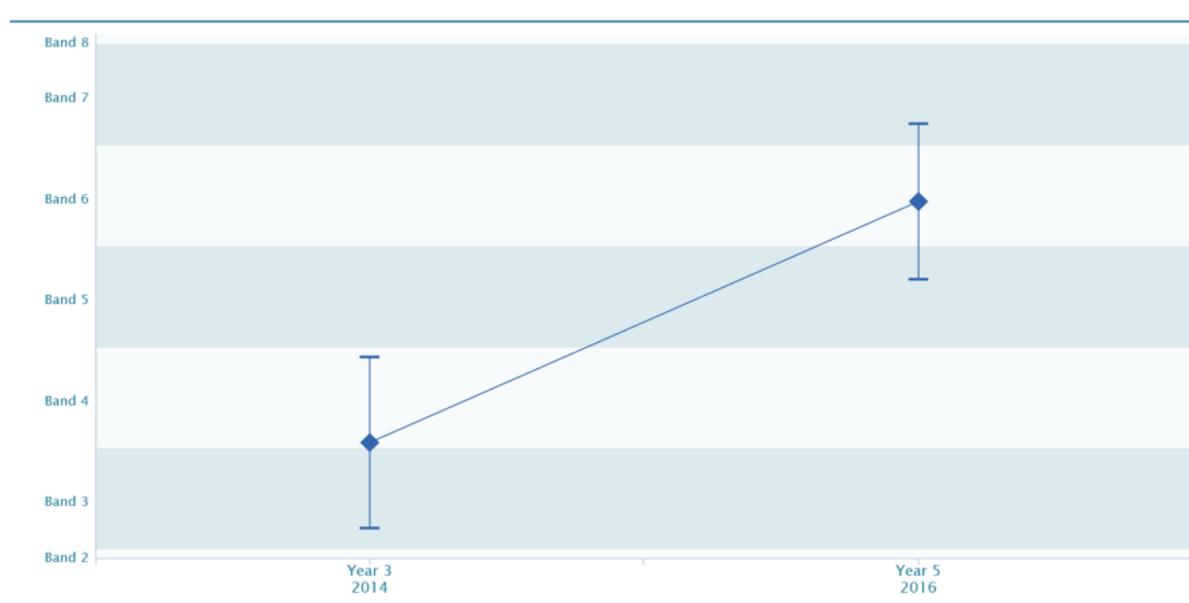
NAPLAN Reading Relative Gain for Year 3-5 students 2014-2016



Numeracy Priority

The North Coast Region Diagnostic assessments continued to be conducted in 2016. The aim of the diagnostics is to determine common areas of concern regarding the understanding of number concepts across classrooms. Teachers implemented best practice 'warm-ups' and problem solving routines. Teachers completed the cycle by tracking data to determine success. Diagnostics assessment taken before and after explicit instruction describe a strong improvement in number concept understanding in all classes for most students. NAPLAN data indicates a positive gain for all students in numeracy between their year 3 NAPLAN test results in 2014 and their Year 5 NAPLAN test results in 2016. Teachers were involved in observation and feedback rounds to assist in refining practice. Parent information sessions and opportunities for parents to build their capacity to support their child's learning in numeracy were conducted.

NAPLAN Numeracy Relative Gain for Year 3-5 students 2014-2016



Deep Learning Priority

We continued our aim of high performance for all students in 2016 with the school wide focus on Deep Learning. We believe that although targeted programs definitely do bring results for some students, the best outcomes for all can be gained through the consistent implementation of school wide pedagogical practices that promote deep understanding. As such, in 2016 a considerable amount of time and budget was allocated to professional development in the area of Deep Learning as presented by Lane Clarke. The work of Lane Clarke aligns very well with The Art and Science of Teaching design questions 2, 3 and 4 which assist teachers to determine effective ways to assist students to work with knowledge. Teachers were involved in off-site training, school based workshop days and peer observation and feedback sessions. The school focus on deep thinking is reflected in the new pedagogical framework for the school which was developed in 2016. In this document the concepts of providing and supporting students to develop the thrill, will and skill to learn is deeply embedded.

In addition to new learning regarding Deep Thinking, Mt Mee State School staff continued and refined embedded school based practices such as the utilisations of differentiation strategies that were designed to respond to the results of diagnostic assessment. School based programs built upon research, such as Target Zero aimed at providing individual and targeted support to ensure that the differentiated needs of students were met. Students were also involved in opportunities aimed at deepening and extending understanding such as; Unify & Booster Online Projects and ICAS testing.

Future Outlook

In 2017 we have 3 school priorities:

Wellbeing

We believe that for school members to learn and achieve at an optimal level their sense of wellbeing must be monitored and planned for. As such Wellbeing is our umbrella school priority for 2017. Key actions currently being undertaken in 2017 are centred on:

- Seeking and responding to information regarding wellbeing through the use of various surveys and tools; School Opinion Survey, the Learning and Wellbeing- School Planning and Evaluation Tool, school based parent and student surveys.
- Implementing our new Responsible Behaviour Plan for Students with a special focus on restorative practice and resilience education. To be completed by the end of 2017

- Creating Developing Performance Plans for all staff that reflect both school based priorities and personal interest to be completed by Term 3 2017
- Increasing community input into decision making through the P&C. The use of surveys and discussion forums will enable this to occur.

Deep Learning

We are continuing our focus on Deep Learning into 2017. To do this the creation of the Whole School Curriculum, Assessment and Reporting Plan to support implementation of Australian Curriculum will be completed. Through the structure of this document, staff will engage in a range of specific pedagogical practices that aim to promote high expectations regarding student learning. Key actions currently being undertaken in 2017 are:

- Continued implementation of Deep Thinking processes as described by Lane Clark and by ASoT design questions: 2. What will I do to help students effectively interact with new knowledge? 3. What will I do to help students practice and deepen their understanding of new knowledge? And, 4. What will I do to help students generate and test hypotheses about new knowledge? Continue to develop links to the work of Lane Clark.
- Develop and implement best practice school routines for goal setting and providing useful and timely feedback. ASoT Design Question 1. What will I do to establish and communicate learning goals, track student progress, and celebrate success? This is a Professional Learning Community project to be led by experienced senior teacher.
- Explore Contemporary Practice website and increase the use of Information and Communication Technologies (ICTs) within units of work. Supported by exploration of the ICT Australian Curriculum Achievement Standards and Content Descriptors to obtain a clear understanding of each year level's priorities. Led by Experienced Senior teacher
- Engage in Tierney Kennedy's [Back to Front Maths](#) Problem Solving webinars.
- Implement Target Zero intervention groups based on the internal data sources. Supported by additional teacher aide time funded through I4S
- Engagement of targeted students in the Impact and Booster online program in Writing and Coding.

Writing

Interrogation of school based and systemic data indicated that writing would be an appropriate focus for 2017.

Key actions currently being undertaken in 2017 are:

- Engaging in a Writing Project supported by the Band 6 principals cluster and a region through a Principal Project Officer: Australian Curriculum. Aims to develop best practice pedagogy and greater teacher knowledge in the teaching of Writing.
- Pearson's **Gradual Release of Responsibility Model** to teach writing. Engage in observational and feedback rounds to support this.
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, UNSW testing, Target Zero).
- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations.
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Target Zero (school based individual intervention plans) Speech programs.
- Implement strategies and programs to cater for the ability levels and optimal learning for students (differentiated teaching, On Line Upper 2 Band Project, ICAS testing)

Achievement Targets for 2017 include:

TARGETS- 2017

Student Attendance - 95 %

Student Achievement- 80% of students achieving C # or more

Semester	English		Math		Science	
	1	2	1	2	1	2
Prep #	85	85	85	85	85	85
Year 1	85	90	80	80	85	90
Year 2	90	100	80	85	95	100
Year 3	90	95	90	95	95	100
Year 4	80	85	80	85	90	95
Year 5	85	90	80	85	95	100
Year 6	85	90	85	90	95	100

Prep – Working with and Above

ACHIEVEMENT- NAPLAN

- % of students achieving U2B

U2B	Yr 3	Yr 5
Writing	25%	25%
Numeracy	25%	30%

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	80	38	42	1	93%
2015*	77	34	43		99%
2016	71	29	42		96%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Mount Mee State School concluded the 2016 school year with an enrolment of 71 students. This enrolment consisted of 29 girls and 42 boys from Prep to Year 6. Our school enrolls students from a broad range of economic backgrounds with 29% of students being from the bottom quarter of the Index of Community and Socio-Economic Advantage (ICSEA) scale which is slightly higher than the 25% that is the Australian distribution. The lower of the two middle quartiles has increased from 29% in 2015 to 31% in 2016 and is higher than the nation which scores as 25%. Another considerable change is in the top quartile with Mount Mee SS with a decrease from 19% of our students being drawn from the top quartile in 2015 to 14% in 2016. The national distribution of students drawn from the top quartile is 25%. This reflects a continually changing enrolment group with a marked decrease in enrolments in the top ICSEA quarter from 2015 – 2016. It also describes an increase in student enrolments away from the top quarter into the lower middle and lower quartiles from 2015-2016. (Source: My School Website). The ICSEA in 2015 was 1019 and in 2016 it dropped to 1013. In 2016 one student was identified as being of Aboriginal or Torres Strait Islander cultural background. There were no students who identified themselves as coming from a home where English is a second language.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	23	26
Year 4 – Year 7	16	27	23
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Mount Mee State School is committed to providing a diverse and rich curriculum, including a strong commitment to delivering expected outcomes in State Wide Policies. To enrich the learning of our Students Mount Mee State School offers students the opportunity to participate in:

- Inter-school debating. Students from Year 4 to 7 are invited to participate in the annual inter-school debating competition between Mount Mee State School, Delaneys Creek State School and Woodford P-10 State School, Kilcoy State School and Mount Kilcoy. Each Term, students are challenged with new topics to debate in various formats.
- TOTs. Our TOTs program is a structured playgroup, conducted by our P/1/2 teacher. Students from Prep are engaged as social leaders, modelling appropriate play and learning for future enrolments of Mount Mee State School. The P/1/2 teacher demonstrates reading practices and provides ideas for parents with young children to engage in imaginative play.
- Environmental Education. Set in the beautiful environment of Mount Mee it is natural that our curriculum includes a strong environmental focus. This is realised by a gardening club (The Freaks), participation in World Environment Day, and Kids Teaching Kids- an action based program that culminates in a conference attended by a group of students from Year 4-6. Every second year Mount Mee State School presents at the conference. 2016 was a year of participation with a presentation. Students presented on how important it is to sustain and restore our natural environment.
- Digital Technologies. Students from Years 3-6 are actively involved in learning how to code through the use of apps. Students learn the processes and systems required for creating digital solutions to problems. They then use these plans to create solutions.
- Electives. Students from Year 4 to 7 are involved in a range of hour long elective programs each week. These programs include ICTs, Debating, Sport, Environmental Education and Creative Arts.
- School based and interschool Spelling Bees.
- Students from year 3-6 are involved in distance education computer based Booster and IMPACT programs in writing and mathematics.

Co-curricular Activities

Activities outside the normal school routine are seen as being of much value in assisting the development of children's full potential. Extra-curricular activities are arranged for children throughout the year. These include cultural and artistic performances, participation in local sports, musical and academic competitions, school camps and discos.

- Fancy Dress Discos
- School play
- Easter parades and performances
- Participation in the Regional Readers Cup.
- Under Eights Day activities for students from Prep to Year 6
- Australian Rugby League Gala Day at Kilcoy
- Participation in the Valley of Champions – Netball & ARL competition.
- Choral items for Carols on the Mountain and the Carols Service at Mt Mee Community Church.
- 5/6 Camp
- Participation in the Literature Festival.
- Year 5/6 excursions to Pine Rivers high as part of transition program.
- Graduation Dinner at GlenGarraf Restaurant
- Active After School Sport - one day a week for seven weeks of each term.
- Participation in the community Anzac Day service at school and at Dahmongah Lookout.
- Participation in the Woodford Show.
- School play which involves students from across the school.
- Representation at District and Regional Cross Country, Athletics and Rugby League competitions.
- Involvement in ICAS competitions
- Chaplaincy programs aimed at specific cohorts of students from across the school: Friends for Life, Shine and Vital-Unlimited.

How Information and Communication Technologies are used to Assist Learning

Our school is well equipped with computers. All of our class computers are connected to our school Curriculum server which also allows access to the internet. The computer is viewed as a valuable learning tool, and students are instructed in how to make effective use of available hardware and software resources. Each student from Prep to Year 6 had access to a minimum of four work stations in each classroom and multiple other computers across the school. Intentional consideration is given to the types of computers students' access throughout the school, commencing with touch screen computers in the P/1 environment, moving to desktops in Year 2/3 and a combination of desktops and laptops in Year 4 to Year 6. ICTs are also incorporated across our school with the inclusion of Interactive Whiteboards in all teaching spaces and 11 iPads utilised in classroom instruction and student support programs.

Social Climate

Overview

The small school environment of Mt Mee assists the development of a safe and supportive climate. Students are well known by all staff, and issues are dealt with promptly, if and when they arise. Parents are involved in the process of developing solutions and have indicated a high level of satisfaction with these aspects of school management. The school expects students to demonstrate a high standard of behaviour and every effort is made to assist them to develop appropriate relationships with each other and all members of the school community. There is a continual focus on the importance of everyone using and displaying the Habits of Mind that are required for successful learners. Certificates were presented on parade and at the graduation ceremony to recognise the importance of using the positive habits of mind.

A strong focus on student well-being was evidenced through the tracking of behaviour challenges to enable strategic response to patterns of negative behaviour. The school participates in a range of learning experiences that aim to support children to become effective social participants. These programs include: Anti-bullying education culminating in a recognition of Bullying-No Way! Day and Harmony Day. Other programs include: Circle time; a structured approach for exploring challenges that effect student resiliency, Bounce Back; a resource that is utilised to support teachers when planning learning experiences focussed on wellbeing and the Respectful Relationships curriculum.

In 2016 the Responsible Behaviour Plan for Students was reviewed at great depth and included input from parents. Adaptations were made to the plan in response to the drop in some of the school opinion survey data in 2016. The plan is to be implemented in 2017. There was a slight decrease in parent and child school opinion survey results in 2016 in regarding how student behaviour is managed at our school and in regards to teachers treating students fairly. After discussion it is suggested that this may be due to the introduction of Restorative Practice to the school behaviour management processes. Further information regarding this approach to behaviour management is to be shared in 2017. It is worth mentioning that the staff rated this matter at 100% agreement; behaviour is well managed at our school.

In 2016 the school chaplain was continued to further support families and students to manage challenges to their everyday life. The school chaplain conducted targeted for special cohorts of students as well as pastoral care and lunch time activities.

During 2016, our school continued to embed our three expectations for students to tie together our various social skill programs. These expectations were tightened to become rules

BE SAFE

BE RESPECTFUL

BE A LEARNER

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	92%
this is a good school (S2035)	96%	100%	92%
their child likes being at this school* (S2001)	100%	100%	92%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	92%
teachers at this school motivate their child to learn* (S2007)	96%	100%	100%
teachers at this school treat students fairly* (S2008)	92%	100%	77%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	96%	100%	92%
student behaviour is well managed at this school* (S2012)	96%	100%	92%
this school looks for ways to improve* (S2013)	100%	100%	92%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	97%
they like being at their school* (S2036)	97%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	97%	100%	100%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	97%
teachers treat students fairly at their school* (S2041)	95%	96%	85%
they can talk to their teachers about their concerns* (S2042)	94%	96%	97%
their school takes students' opinions seriously* (S2043)	89%	100%	94%
student behaviour is well managed at their school* (S2044)	92%	92%	88%
their school looks for ways to improve* (S2045)	100%	100%	97%
their school is well maintained* (S2046)	94%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	97%	96%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	90%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	90%	100%
their school takes staff opinions seriously (S2076)	100%	90%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	90%	100%
their school gives them opportunities to do interesting things (S2079)	100%	90%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are welcomed into our school firstly through our P&C Association, where parents have a valuable and recognised input into the operation and priorities of our school. On a day to day basis, parents are encouraged to assist in classrooms as parent helpers. Parent volunteers are used to assist in the school's tuckshop/classrooms and library.

The TOTs program explicitly invites parents and families of pre-prep aged children to become involved in a pre-prep program. TOTs provides parents with a vehicle for building networks with other school parents and gain familiarity with the school environment and routines.

Parent information sessions are an important way that we can include our parents not only in our school community and also recognise and support their responsibility as home educators. Parent sessions were provided on: mathematics, reading and reading readiness.

Through Chaplaincy parents and community members are also encouraged to become involved in our school life. Parents are invited to be members of the Chaplaincy committee, be involved in events and attend Breakfast Club.

Staff attend the Mount Mee Community Hall Committee meetings with an aim to offer services of the school to the committee. It also serves as a valuable link to community events. The school presents annually at the Mount Mee ANZAC Day ceremony. In addition, in 2016 a special project was worked on in conjunction with the Mount Mee and Districts Historical Society that culminated in the publishing of a Book: Mount Mee ANZACs.

As a school we attempt to provide timely and meaningful feedback to parents. We achieve this by providing parent / teacher meetings twice a year and offer other opportunities to meet with teachers as required. We also welcome parents to our Awards Night and all extra-curricular activities such as our Science Day, Discos and Debating Competitions.

Parents are involved in meetings to devise individual responses to specific needs: academic, behavioural, emotional or social, of children who exhibit challenges in some or all of these areas.

Surveys are a tool that are used frequently as a means to collect parent feedback on different aspects of school life. The survey are both systemic: School opinion Surveys, and school created.

Having parents in our school is important, not only to our staff, but to the children and when and wherever possible we encourage parents to be in and be a part of our school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	2	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Mount Mee State School collects and uses its own water through water tanks and dams. Power consumption at the school spikes during winter, with daily temperatures sitting at or below 10 Degrees Celsius. The school runs heaters in the classrooms to provide an appropriate learning environment. The increase in power consumption in 2015-2016 is attributed to an increase in the use of the air conditioners and heaters in a cold winter. There are paper recycling bins in every classroom. Paper is collected and delivered to the local waste station. The school utilises compost bins and recycling bins. There is continual education regarding the use of these bins and a reduction in waste is encouraged through the nude food program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	37,876	0
2014-2015	16,376	
2015-2016	32,972	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	5
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$18707.15

The major professional development initiatives are as follows:

- Peer observation rounds
- The Reading Project: PEA-AC observation and discussion
- Deep Learning (Lane Clark) professional seminars
- Curriculum planning days

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW		DW

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

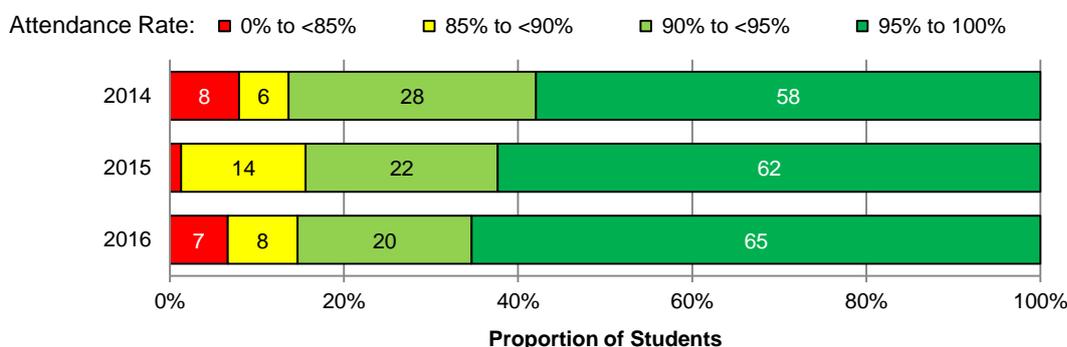
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	90%	96%	94%	96%	96%	94%	93%					
2015	97%	95%	93%	95%	95%	95%	96%						
2016	92%	95%	94%	96%	93%	94%	96%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. The roll is marked electronically at both 9am and 2pm. The administration staff in the office is alerted by 9:15am and 2:10pm regarding any students who are not accounted for. Parents are contacted by phone to determine reasons for absence. If parents and all emergency contacts are not able to be contacted by office administration staff the Queensland Police Service is contacted. Mount Mee State School recognises that every day at school counts. Non-attendance of students at Mount Mee State School is an issue that the school takes seriously and attempts to minimise. This is achieved by regularly monitoring absence trends. The majority of absences of students are due to illness.

The importance of attendance is mentioned regularly in the school newsletter.

Advertisements are inserted in local newspapers to highlight the School as the best choice of school for local families.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

