

Mount Mee State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Mount Mee State School strives to provide the best possible education for children in Preparatory to Year 6. 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 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.

All staff are innovative in their endeavours to engage children in dynamic learning – ranging from conducting a dinosaur dig and building a dinosaur museum to investigating indigenous building practices.

This School Annual Report reflects the school's progress in achieving agreed upon goals during the 2015 school year.

School progress towards its goals in 2015

During 2015, Mount Mee State School made significant progress in a number of areas as outlined in our Annual Implementation Plan.

ACARA Priorities – In 2015, our primary focus of embedding English, Mathematics, Science, History and Geography was successful. Staff were encouraged to know and continue to build their knowledge and expertise in regards to the Achievement Standards and Content Elaborations from the Australian Curriculum in all key learning areas for their year level. We began to develop familiarisation with other Australian Curriculum subjects of Technologies, Health and Physical Education and the Arts however, continued to use Essential Learnings for these other KLAS.

Literacy Priority

In 2015, we engaged with the North Coast Region Success Schools Project: Reading. This project involved working with a Principal Education Advisor- Australian Curriculum to further develop best practice pedagogy in regards to reading. Teachers implemented Pearson's Gradual Release of Responsibility when presenting a

complete reading block that involved; modelled reading, shared reading, guided reading and independent reading procedures.

The focus of the Success School's project was comprehension strategies. Staff continued to work with and embed Sheena Cameron's Reading Comprehension strategies .

Parent information sessions and opportunities for parents to build their capacity to support their child's learning in reading were conducted.

Numeracy Priority

Numeracy hot spots that indicated school wide areas of numeracy misconception were identified. The North Coast Region Diagnostics were implemented as a vehicle for determining areas of need in the number strand. Teachers implemented best practice 'warm-ups' and problem solving routines. Teachers completed the cycle by tracking data to determine success.

Parent information sessions and opportunities for parents to build their capacity to support their child's learning in numeracy were conducted.

Upper 2 Bands Priority

We continued to ensure that a variety of processes were in place for the identification and support of students in the Upper 2 Bands in English and Mathematics. Differentiation strategies were implemented across all year levels using diagnostic assessment to guide practice. 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. The LEXIA reading program was purchased and made available to all students for both home and school individually targeted learning. Students were also involved in opportunities aimed at deepening and extending understanding such as; Unify & Booster Online Projects and UNSW testing.

Development of Whole of School Professional Learning Plan – In 2015, we continued with the implementation of Marzano's, Art and Science of Teaching. As a staff, we continued to explore opportunities for discussion around contemporary approaches to teaching and learning through the analysis of Rules and Routines (DQ6) across the school and the setting of Learning Goals (DQ1) in each classroom.

The National Professional Standards for Teachers and self – assessment tool were used to guide teacher development and provide individual direction. Teachers were actively involved in peer observation and feedback cycles in the areas of reading and numeracy.

Transitions

Transitions of students to Prep year and to high school continued to be a focus for Mt Mee State School. The TOTS program run by the Prep/1/2 class teacher every second Friday continue to provide pre prep students and their families an opportunity to gain familiarity with the environment and routines of school. All children who attended Tots regularly subsequently enrolled in Prep in 2016.

In 2015, protocols regarding student leadership arrangements were continued and further developed.

Opportunities to build ties with state high schools were sought and developed. Year 5 & 6 students participated in a leadership day with another local primary school and high school and visited a High School.

Future outlook

In 2016 we aim to complete the following projects:

- Implement the Annual Performance Development Plan for Teachers utilising the AITSL (Australian Institute for Teaching and School leadership) self-assessment tool
- Continue to develop and implement a coaching framework which focuses on conversations with staff about data analysis, planning and programming, lesson observations and feedback
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Unify & Booster Projects and, UNSW testing).
- Continue to implement the North Coast Region Numeracy Project processes.
- Provide programs and opportunities for parents to build their capacity to support their child's learning
- Continue to implement the practices of the North Coast Region Success Schools; Reading. Include professional development for teacher aides as well as teachers.
- Utilise the Thinking and Learning processes of Lane Clark in order to support engagement from all students and engage deep thinking. Relate this to Marzano's ASoT questions; 2,3,4.

- Revise and implement the Responsible Behaviour Plan for Students with a focus on well-being through the implementation of the Bounce Back Resilience Program and Restorative Practice.
- Review Whole School Reading Program
- Review and adapt Curriculum Framework.
- Implement two further emotional and social well being programs via Chaplaincy.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	85	32	53	1	96%
2014	80	38	42	1	93%
2015	77	34	43		99%

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 2015, 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:

Mount Mee State School concluded the 2015 school year with an enrolment of 77 students. This enrolment consisted of 34 girls and 43 boys from Prep to Year 6. The school maintained 96% of its enrolment throughout the year. Our school enrolls students from a broad range of economic backgrounds with 29% of students being from the bottom quarter of the ICSEA scale which is slightly higher than the 25% that is the Australian distribution. The middle quarters are similar to the nation. 19% of our students are drawn from the top quartile whilst the national distribution is 25%. This reflects a continually changing enrolment group with a marked increase in enrolments in the bottom ICSEA quarter from 2014 – 2015. It also describes a decrease in student enrolments from the top quarter from 2014-2015. (source: My School Website).

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	20	23
Year 4 – Year 7 Primary	16	16	27
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents

	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	0	2
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.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings

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 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 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 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 4-7. Every second year Mount Mee State School presents at the conference. 2015 was a year of participation without presentation.
- 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.

Extra curricula 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
- Easter parades and performances
- Participation in the Regional Readers Cup.
- Under Eights Day activities for students from Prep to Year 7
- ARL 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.
- 6/7 Camp
- Participation in the Literature Festival.
- Graduation Dinner at GlenGarrif Restaurant
- Active After School Sport - one day a week for seven weeks of each term.

- Participation in the community Anzac Day service at Dahmongah Lookout.
- Participation in the Woodford Show.
- Representation at District and Regional Cross Country, Athletics and Rugby League competitions.

How Information and Communication Technologies are used to improve 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 7 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 7. 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

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 participated in a program of Anti-bullying education culminating in a recognition of Bullying- No Way! Day and Harmony Day.

Surveys were conducted of the student body to determine their sense of inclusiveness. Results were discussed and strategies implemented to address challenges.

In 2015 a school chaplain was engaged to further support families and students to manage challenges to their every day life. The school chaplain conducted a program targeted towards Year 6 girls in Term 4 as well as pastoral care and lunch time activities.

During 2015, our school continued to embed our three expectations for students to tie together our various social skill programs;

We respect and value each other

We value learning

We act safely

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school (S2001)	100%	100%	100%
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%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	96%	100%
teachers at this school treat students fairly (S2008)	100%	92%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	96%	100%
student behaviour is well managed at this school (S2012)	100%	96%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	100%	100%
they like being at their school (S2036)	89%	97%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	97%	97%	100%
their teachers expect them to do their best (S2039)	97%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	97%	100%	100%
teachers treat students fairly at their school (S2041)	89%	95%	96%
they can talk to their teachers about their concerns (S2042)	86%	94%	96%
their school takes students' opinions seriously (S2043)	94%	89%	100%
student behaviour is well managed at their school (S2044)	94%	92%	92%
their school looks for ways to improve (S2045)	97%	100%	100%
their school is well maintained (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things (S2047)	94%	97%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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)	88%	100%	90%
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%	100%	90%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school takes staff opinions seriously (S2076)	100%	100%	90%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	90%
their school gives them opportunities to do interesting things (S2079)	100%	100%	90%

'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 schools Tuckshop/classroom 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: anxiety, mathematics, reading and oracy.

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.

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.

Reducing the school's environmental footprint

Mount Mee State School collects and uses its own water through water tanks and dams. Our school has increased our water storage capacity by an additional 5000 L in 2013. The school also has solar panels operating which reflected in a reduction of power consumption in 2010 – 2011. A small increase in power is observed in 2011 – 2012 due to the inclusion of an additional building and septic system. 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. In an attempt to return power consumption to the 2010 – 2011 usage, the school has begun removing old bar heater units and replacing these with inverter systems which are more economical and power efficient. Increases in power consumption have been observed in 2012-2013 due to the increase of water pressure pumps across the school. Reductions in power consumption in 2014 are attributed to a reduction in the use of the air conditioners. This reduction was further observed in 2015. 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
2012-2013	41,924	0
2013-2014	37,876	0
2014-2015	16,376	

*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.

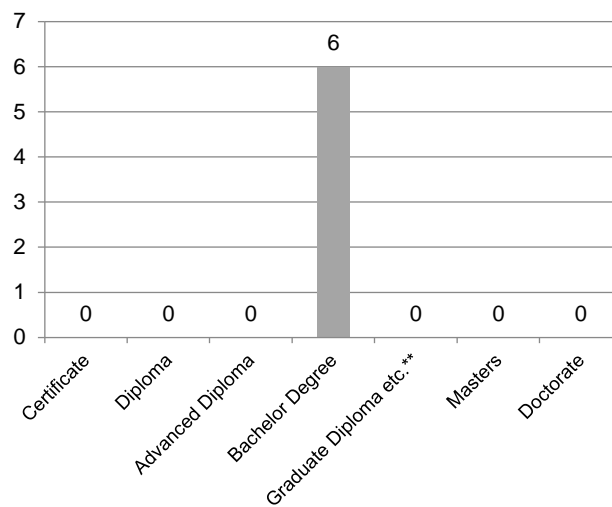
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time equivalents	4	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	6



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$15 043

The major professional development initiatives are as follows:

- Coaching rounds in both mathematics and reading
- Brain Learning Conference
- Principal conferences
- Principal coach and mentoring
- Positive Schools Conference.
- Professional Standards of Teachers ATSIL
- Analysing student performance data.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	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 2015 school year.

School income broken down by funding source

School income 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

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

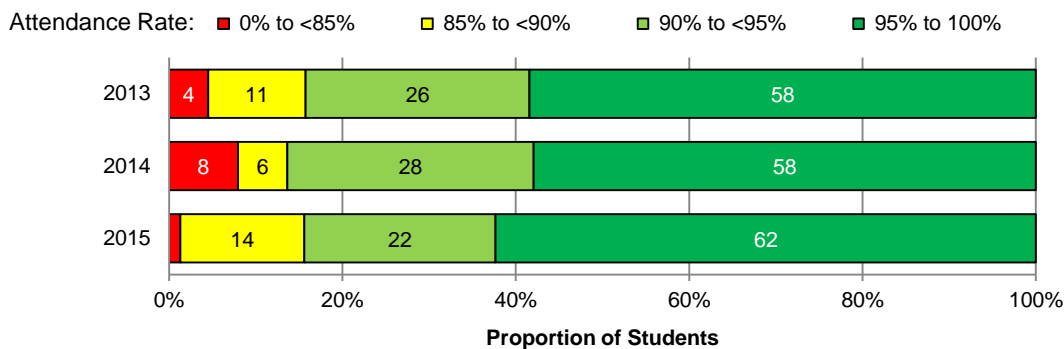
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	97%	94%	95%	94%	93%	94%	93%					
2014	96%	90%	96%	94%	96%	96%	94%	93%					
2015	97%	95%	93%	95%	95%	95%	96%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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. 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. This data is obtained by daily marking of class rolls in the morning and afternoon. Phone contact is made with parents by the second day of an unexplained absence. Where a singular absence is unexplained, contact with parents is made within the week. The majority of absences of students are due to illness.

The TOTS program assists in transition to school as well as promoting Mount Mee as a school of choice.

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

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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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.