



Mount Mee State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	1368 Mt Mee Road Mount Mee 4521
Phone	(07) 5433 5333
Fax	(07) 5498 2327
Email	principal@mtmeess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	The Principal

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 2017 school year.

School progress towards its goals in 2018

During 2018, Mount Mee State School made significant progress in a number of areas as outlined in our Annual Implementation Plan.

Well Being Priority

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 2018. Key actions undertaken in 2018 were 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.
- Implementation of our Responsible Behaviour Plan for Students with a special focus on restorative practice and resilience education.
- Creating Developing Performance Plans for all staff that reflect both school based priorities and personal interest.
- Increase in community input into decision making through the P&C. The use of surveys and discussion forums has enabled this to occur.
- Development through consultation of communication and grievance flowcharts for use by all staff and community members.

Writing Priority

Interrogation of school based and systemic data indicated that writing would be an appropriate focus for 2018. Key actions undertaken in 2018 were:

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

Deep Learning Priority

Focus on Deep Learning has continued into 2018. To do this the creation of the Whole School Curriculum, Assessment and Reporting Plan to support implementation of Australian Curriculum has been completed. Through the structure of this document, staff engaged in a range of specific pedagogical practices that aimed to promote high expectations regarding student learning. Key actions undertaken in 2018 were:

- 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? We continued to develop links to the work of Lane Clark.
- Engaged in 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 and has been led by an experienced senior teacher.
- Explored Contemporary Practice website and increase the use of Information and Communication Technologies (ICTs) within units of work. This was 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.
- Engaged in Tierney Kennedy's Back to Front Maths Problem Solving webinars.
- Implemented 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.

Future Outlook

Mount Mee State School's explicit improvement agenda for 2019 will continue to focus on the three priorities of Well Being, Writing and Deep Learning. These three priorities have a twenty-four to thirty-six month timeline to ensure sustainability and evidence-based success.

Well-Being

The key actions currently being undertaken in 2019 are centred on:

- Engage with the Wheel of Well-being in response to needs highlighted through the Learning and Wellbeing- School Planning and Evaluation Tool I in 2018. (Principal, Term 1-4)
- Develop a Health and Well-Being framework based on Bully No Way! AC: Health, Bounce Back, Wheel of Well Being and WELL productivity. (Principal, Term 1)
- Implement Health and Wellbeing Framework. (Principal- Term 2-4)
- Continue and embed implementation plan for embedding Restorative Practice in school community. (Principal, Term 1-4)
- Engage external agents (Life Education) to build student understanding of social, emotional and physical wellbeing
- challenges for specific developmental stages. Continue to utilise Circle Time as a vehicle for discussing and addressing social and emotional concerns for students. (Teaching staff- Term 1-4)
- Invite community input in decision making process through P&C and parents forums.
- Create Developing Performance Plans for all staff that reflect both school based priorities and personal interest.
- Provide leadership opportunities supported by principal and/or experienced senior teacher mentoring.
- Continue to support a professional learning community for teachers and teacher aides through the Super Sixes Best Practice Network. (Principal- Term 1-4)
- Respond to feedback gained through the School Opinion Survey. (Principal, Term 1-4)
- All staff to be trained in First Aid. (BSM- Term 1)
- Staff not yet trained in NVCI to be trained.
- Staff to participate in the WELL Productivity program- professional support program. (Principal, Term 1-4)

Writing

The key actions currently being undertaken in 2019 are centred on:

- Embed Mount Mee SS Writing Plan aiming to create a paradigm shift from teacher centred to child centred to approach and a shift from the perception of writing as a task to a craft. (Principal- Term 1-4)
- Improve disposition of teachers and student towards writing.
- Build capacity of teachers to demonstrate how good writers write.
- Develop consistent processes for the teaching of writing.
- Achieved through support from Regional Head of Department support and cluster opportunities (**Best Practice Networks-Super Sixes**), develop best practice pedagogy and greater teacher knowledge and understanding of the teaching of writing tasks. Develop consistent practices across the Mountain Cluster by building anchor charts. (including establish conditions for learning and differentiation, unpacking assessment tasks and developing feedback guides. Teachers involved in peer observation rounds and reflective practices regarding the teaching of writing. Funded through I4S)
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting. Individual teacher decisions to align with Whole School Curriculum, Assessment and Reporting Plan. (Support Teacher Literacy and Numeracy- Term 1)
- Complete a thorough interrogation of NAPLAN data (Principal and teaching staff, Term 1 and 4)
- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations. Target Zero Funded by I4S and class based programs (Support Teacher Literacy and Numeracy Term 1-4)
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these. (Support Teacher Literacy and Numeracy and Senior teacher- Term 2)
- Use the reading, writing and numeracy procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback. (Principal- Term 1-4)
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in writing. (Turning a task into a craft quick writes.)
- Develop Professional Learning Community protocols for regular moderation of writing minimum of two times a term with a focus on discernible differences. (Principal- Term 2)
- Connect with neighbouring schools to develop a systematic moderation timetable across 2019. Minimum of once a semester. (Principal – Term 1-4)

Deep Learning

The key actions currently being undertaken in 2019 are centred on:

- Number: Implement Mount Mee SS Numeracy Plan (Principal- Term 1-4)
- Build student understanding and capability to demonstrate core competencies
- Develop positive dispositions towards mathematics
- Build teacher capability to develop and present deep knowledge questions regularly
- Build teacher aide capacity to support students through problem solving
- Build parent understanding of numeracy demands.
- Build teacher knowledge and understanding of whole class strategies for a highly engaged classroom (Anita Archer) through participation in the 'Maths Engagement Project' facilitated by Simon Pentergast. Through coaching, observation, data collection feedback, teachers embed engagement practices into professional practice.
- Achieved through: input from Regional Head of Department (whole staff workshops, one on one planning, resource provision), implementation and implementation of Show Me diagnostics, peer observation and feedback rounds, use of ASoT reflection scales for teacher reflection and goal setting, Professional Learning Community to develop great questions for short planning rounds of three weeks. Funded through I4S.
- Implement Target Zero intervention groups based on the internal data sources. Supported by additional Teacher aide time funded through I4S. (Support Teacher Literacy and Numeracy- Term 1-4)
- Continued implementation of Deep Thinking processes as described by Lane Clark. Specifically asking: what now? Making tasks real life or life like in responses to a real world challenge or need. (Principal, Term 1-4)
- Continued focus on 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. (Principal, Term 1-4)

- 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? Best practice routines developed by senior teachers in a 2017 research project. (Senior teacher- Term 1-4)
- Build teacher capability to provide meaningful formative feedback by attending professional Development on Embedding Formative Assessment Masterclass with Dylan William Emeritus Professor of Educational Assessment, University College London. Presented by Queensland Educational Leadership Institute.
- Implement School Curriculum, Assessment and Reporting Plan to support implementation of Australian Curriculum.(Support Teacher Literacy and Numeracy- Term 1-4)
- Explore Contemporary Practice website and increase the use of ICT's 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. (Senior teacher- Term 1-4)
- Implement ICT skills units of work as part of NAPLAN Online Readiness. Units of work increase student and teacher capability to use ICT skills to explore ideas and communicate ideas. (Senior teacher- Term 1-4)
- Develop and implement STEAM units of work. Development to be completed as an action research project by senior teacher. (Senior Teacher- Term 1-4)
- Implement Digital Technologies units of work with a focus on coding utilising newly purchased resources. (Principal and Teachers Terms 1-4)

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	71	72	70
Girls	29	29	31
Boys	42	43	39
Indigenous		1	2
Enrolment continuity (Feb. – Nov.)	96%	93%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Mount Mee State School concluded the 2018 school year with an enrolment of 70 students. This enrolment consisted of 31 girls and 39 boys from Prep to Year 6. Our school enrolls students from a broad range of economic backgrounds with 24% of students being from the bottom quarter of the Index of Community and Socio-Economic Advantage (ICSEA) scale which is slightly lower than the 25% that is the Australian distribution. The lower of the two middle quartiles being 30% in 2018 that is higher than the nation scoring as 25%. The distribution of the higher of the middle quartile students at Mount Mee SS is 28% that is higher than the Australian distribution of 25%. The national distribution of students drawn from the top quartile is 25% with our student distribution being 18%. The most significant difference in distribution when compared with the nation, is in the top quartile however when compared with historical data from 2015 the distribution trends are similar. The trends describe that there has been a slight increase in enrolments away from the lower quartile and to the upper of the two middle quartiles from 2015-2017 (Source: My School Website). The ICSEA in 2015 was 1019 and in 2018 it has increased to 1024. In 2018 one student identified as being of Aboriginal or Torres Strait Islander cultural background and there was one student who identified themselves as coming from a home where English is a second language.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	26	23	23
Year 4 – Year 6	23	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Mount Mee State School is committed to providing a diverse, rich and engaging 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 6 are invited to participate in the annual inter-school debating competition between Mount Mee State School, Mount Kilcoy, Delaney's Creek State School and Woodford P-10 State School. 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. 2018 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 P-6 are actively involved in learning how to code through the use of apps, resources and devices. Students learn the processes and systems required for creating digital solutions to problems. They then use these plans to create and test solutions.
- Electives. Students from Year 2 to 6 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 and mathematics competitions.

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
- Year 5/6 excursions and incursions to Tullawong high as part of transition program
- Graduation Dinner at Glengariff 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 and/or talent quest 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 has access to a class set of laptops which are used across the three classrooms. Intentional consideration is given to the types of computers students access throughout the school, commencing with touch screen computers in the P/1/2 environment, moving to a combination of desktops and laptops in Year 3/4 and laptops in Year 5/6. ICTs are also incorporated across our school with the inclusion of Interactive Whiteboards in all teaching spaces. iPads are utilised in classroom instruction and student support programs.

Social climate

Overview

The small school environment of Mount 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 are presented on parade and at the graduation ceremony to recognise the importance of using 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.

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. This plan has now been embedded and this is evident through the 2018 school opinion survey. There has been a marked improvement in the parent and child school opinion survey results in 2018. In 2018 the school chaplaincy program was continued to further support families and students to manage challenges to their everyday life. The school chaplain conducts targeted programs for special cohorts of students as well as pastoral care and lunch time activities.

During 2018, we continued to embed our three school rules for students:

BE SAFE
BE RESPECTFUL
BE A LEARNER

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	100%	100%
• this is a good school (S2035)	92%	100%	100%
• their child likes being at this school* (S2001)	92%	100%	94%
• 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)	92%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	77%	94%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	92%	94%	94%
• student behaviour is well managed at this school* (S2012)	92%	94%	94%
• this school looks for ways to improve* (S2013)	92%	100%	100%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	100%	100%
• they like being at their school* (S2036)	100%	100%	96%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	100%
• teachers treat students fairly at their school* (S2041)	85%	95%	96%
• they can talk to their teachers about their concerns* (S2042)	97%	100%	96%
• their school takes students' opinions seriously* (S2043)	94%	100%	96%
• student behaviour is well managed at their school* (S2044)	88%	100%	96%
• their school looks for ways to improve* (S2045)	97%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	97%	100%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• 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%	100%	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%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%

Percentage of school staff who agree [#] that:	2016	2017	2018
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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. 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 education programs

Mount Mee State School strongly values the creation of a safe and connected learning community that promotes a sense of belonging and encourages resilient, motivated learners. Our three school rules are central to our positive school environment: BE SAFE, BE RESPECTFUL and, BE A LEARNER. To support our approach we have adopted a Restorative Practice pedagogy as a whole school approach. Restorative practice is a strategy that seeks to repair relationships that have been damaged. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the target and the bully express their acceptance of the proposed solution/s and discuss what can be done to prevent a recurrence. The situation is then monitored by school staff and further intervention occurs if the situation does not improve. The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The school uses a range of resources to support to deliver these programs, including the Daniel Morcombe Foundation, Respectful Relationships, Habits of Mind, Bullying! No Way!, Bounce Back, High Five and SALT.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	5	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Mount Mee State School collects and uses its own water through water tanks and dams. The school has a bank of solar panels which has greatly reduced our electricity consumption. 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 student-led nude food program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	32,972	6,948	30,648
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	8	6	0
Full-time equivalents	4	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	
Bachelor degree	6
Diploma	
Certificate	

*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 2018 were \$15054.35.

The major professional development initiatives are as follows:

- Professional development of teachers focussing on the school priority of writing using the services of a regional coach (Sue Murphy)
- Participation in *Well Productivity* online learning program
- First Aid
- Classroom observations and Profiling
- Assessment and Moderation (Cross cluster pre and post moderation/planning led by regional coach Sue Murphy)
- Coaching in Active Participation facilitated by Simon Pentergast
- Professional development for teachers in deep learning in Mathematics using the services of a regional coach.
- Mandatory Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	DW	100%	DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	94%	94%
Year 1	95%	93%	95%
Year 2	94%	94%	93%
Year 3	96%	94%	88%
Year 4	93%	96%	92%
Year 5	94%	95%	94%
Year 6	96%	93%	94%

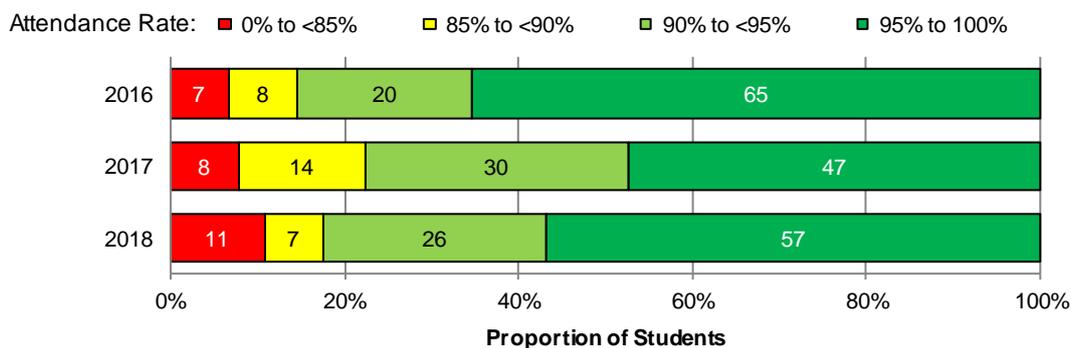
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

The process used to manage student attendance at Mount Mee State School is as follows:

- Rolls are marked twice daily. At the commencement of the school day and beginning of the final session.
- Unexplained student absences are followed up by Administration Staff on a daily basis and rolls are monitored on a daily basis. Unexplained absences are communicated through an automated text messaging service and monitored by Administration staff.
- Contact with parents is recorded in One School. If there are further absences that are forming a pattern or are concerning, the Principal is then informed and makes contact with the family to organize a meeting to discuss the issues concerning the student's absence. If there is continuation of the non-attendance then this is managed in line with DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036.
- If a student is absent for any reason this must be communicated to the school by the parent / caregiver via phone, note, text, email, QParents or in person.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.