Mount Mee State School
Queensland State School Reporting
2014 School Annual Report

Postal address	1368 Mt Mee Road Mount Mee 4521
Phone	(07) 5433 5333
Fax	(07) 5498 2327
Email	the.principal@mtmeess.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Pam Carlile (Principal)

Principal's foreword

Introduction

Mount Mee State School strives to provide the best possible education for children in Preparatory to Year 7. 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 incorporating the growing and cultivation of vegetables to the importance of academic studies in developing personal futures.

This School Annual Report reflects the school's progress in achieving agreed upon goals during the 2014 school year.

School progress towards its goals in 2014

During 2014, Mount Mee State School made significant progress in a number of areas as outlined in our Annual Implementation Plan.

ACARA Priorities – In 2014, our primary focus of embedding English, Mathematics, Science, History and introducing Geography was successful. Staff were encouraged to know the Achievement standards and Content Elaborations from the Australian Curriculum in all key learning areas for their year level. We continued to use Essential Learnings for the other KLAs.

Literacy Priority

In 2014, we introduced a shared understanding and pedagogical practice of the 5 reading procedures: 1. Reading aloud to students 2. Modified reading 3. Shared reading 4. Guided reading and 5. Independent reading. We aligned the reading framework to Pearson's Gradual Release of Responsibility Model to ensure that the five

aspects of reading were explicitly addressed ie. 1. Fluency 2. Broad and deep vocabulary 3. Active comprehension strategies 4. Text and textual features and 5. Knowledge of the world.
Sheena Cameron's Reading Comprehension strategies were introduced to all staff. Further alignment of practice was created through the development of a shared understanding of the   4 writing procedures: 1. Modelled writing; 2. Shared writing: 3. Guided writing; 4. Independent writing

Numeracy Priority
Numeracy hot spots that indicated school wide areas of numeracy misconception were identified. Numeracy rich routines were investigated in preparation for a 2015 numeracy focus.

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 need of students were met.

Development of Whole of School Professional Learning Plan – In 2014, 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 were used to guide teacher development and provide individual direction.

Flying Start initiative
2014 saw the last year that Year 7 students would be enrolled at Mount Mee State School. Protocols regarding leadership arrangements were continued and further developed. Opportunities to build ties with state high schools were sought and developed.

Future outlook

In 2015 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
- 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).
- A whole school focus on writing and spelling.
  - Develop a shared understanding and pedagogical practice of the 4 writing procedures: ***Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing.***
  - Continue to focus on the 6+1 traits of effective writers
  - Align writing pedagogy to Pearson's Gradual Release of Responsibility Model
  - Implement an across year level process to accommodate the Words Their Way approach to teaching spelling.
- Implement the North Coast Region Numeracy project processes.
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Provide programs and opportunities for parents to build their capacity to support their child's learning
- Upper school specialist rotation lessons in preparation for High School

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	87	37	50	88%
2013	85	32	53	96%
2014	80	38	42	93%

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

Characteristics of the student body:

Mount Mee State School concluded the 2014 school year with an enrolment of 80 students. This enrolment consisted of 38 girls and 42 boys from Prep to Year 7. The school maintained 91% of its enrolment throughout the year. Our school enrols students from a broad range of economic backgrounds with a slight decrease in the number of students being drawn for the bottom 25% of the ICSEA scale, and a fairly even spread across the remaining quarters. This reflects a continually changing enrolment group over the previous four years where 40% of enrolments were coming from families identified as being in the bottom quarter of the ICSEA scale (source: My School Website).

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	24	20
Year 4 – Year 7 Primary	12	16	16
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	1	0
Long Suspensions - 6 to 20 days	4	0	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

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:

- Mount Mee Radio Kids. This program is targeted at Year 5, 6 & 7 Students, to improve public speaking skills and student confidence. In partnership with 101.5FM, students broadcast an hour long weekly show to a listening audience of approximately 30 000 listeners
- 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.
- Electives. Students from Year 4 to 7 are involved in a range of hour long elective programs each week. These programs include ICTs, Debating, Manual Arts, 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 Ocean View Winery Restaurant
- Active After School Sport - two days 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.
- Chess Club

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 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. Further personal growth was supported through Virtues Education which was implemented by a specialist teacher. This complimented the focus on 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.

During 2014, our school embedded 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

From 2011 to 2014, Mount Mee State School has seen a continued improvement in Staff Member Satisfaction with morale and parent satisfaction with the school in general. Our parent and staff satisfaction exceeds State averages and our student satisfaction is comparable to State averages. The school had a response of approximately 60% of families and 50% of students.

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	96%
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%
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%	100%	96%
teachers at this school treat students fairly* (S2008)	100%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	97%	100%	96%
student behaviour is well managed at this school* (S2012)	97%	100%	96%
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:	2012	2013	2014
they are getting a good education at school (S2048)	95%	95%	100%
they like being at their school* (S2036)	87%	89%	97%
they feel safe at their school* (S2037)	92%	100%	100%
their teachers motivate them to learn* (S2038)	87%	97%	97%
their teachers expect them to do their best* (S2039)	92%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	97%	100%
teachers treat students fairly at their school* (S2041)	77%	89%	95%
they can talk to their teachers about their concerns* (S2042)	72%	86%	94%
their school takes students' opinions seriously* (S2043)	79%	94%	89%
student behaviour is well managed at their school* (S2044)	88%	94%	92%
their school looks for ways to improve* (S2045)	92%	97%	100%
their school is well maintained* (S2046)	87%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	92%	94%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		88%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

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.

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 in the school 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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	30,452	0
2012-2013	41,924	0
2013-2014	37,876	0

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	9	6	0
Full-time equivalents	5	3	0

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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**
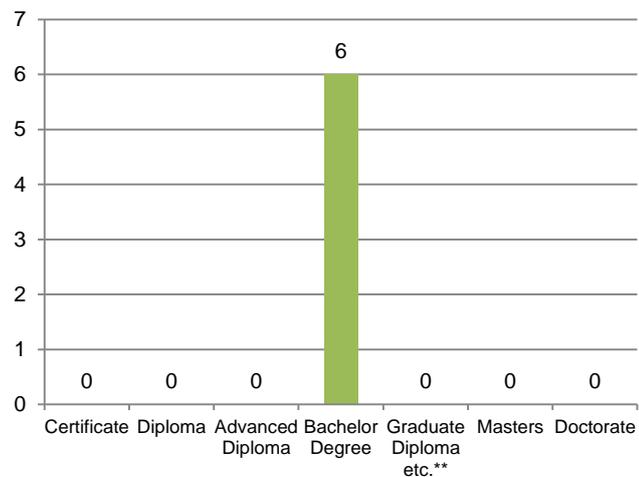
*Teaching staff includes School Leaders

**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 2014 were $18500

The major professional development initiatives are as follows:

Cog Med Training, Pearson's Gradual Release of Responsibility, aligning running record processes, reading comprehension strategies, More Support for Students with Disabilities Digital Practice Guide, Professional Standards of Teachers ATSIL, analysing student performance data.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 76% of staff was retained by the school for the entire 2014 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/.

Find a school

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[   ] [GO]

Search by suburb, town or postcode

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Sector ☑ Government
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[SEARCH]

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%

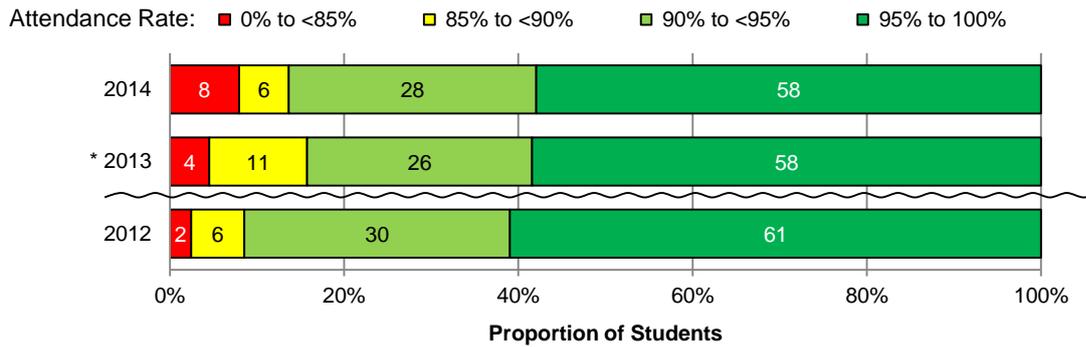The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	95%	96%	97%	94%	94%	96%					
2013	97%	94%	95%	94%	93%	94%	93%					
2014	90%	96%	94%	96%	96%	94%	93%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	8	6	28	58
* 2013	4	11	26	58
2012	2	6	30	61

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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 of 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.

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

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Queensland Government

Achievement – Closing the Gap

Mount Mee State School had a 1% indigenous student population during 2013. The attendance of indigenous students has sustained an average of 100%. This is 5% attendance greater than the average Non-Indigenous attendance. Current indigenous mean academic performance is higher than non-indigenous demonstrating a positive gap.