

Mount Mee State School

Queensland State School Reporting

2013 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	Trevor Buchanan (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 2013 school year.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

During 2013, Mount Mee State School was committed to strengthening school & community partnerships, preparing for the transition of Year 7 into High School, implementing a numeracy intervention program that reflects the high level of work already achieved in reading, enhancing teaching practice & pedagogy and enabling a strong and shared Leadership. As a school we again successfully increased parent satisfaction in the school as recognised through the school opinion survey. This was achieved through improved communication methods including the use of digital technologies and the establishment of clear expectations at the commencement of the school year with a detailed parent information evening. This was supported through regular inclusions in school publications.

As a school we continued our links with community groups including EnviroCom, Moreton Bay Regional Council and extended our partnerships to an international scale developing links with two world leading environmental management schools in Ireland. Our achievements were acknowledged by our invitation to again be apart of the Kids Teaching Kids Program and award of the Golden Platypus Environmental Management from the Moreton Bay Regional Council.

2013 saw the implementation of the Australian Curriculum for History and preparation for Geography. History was successfully incorporated into the school's program and reported upon during Semester One. Mount Mee State School began its journey to implement the Pedagogical Framework using Mazarno's Art and Science of Teaching. This framework tied together the many programs pre-existing within the school.

2013 was a successful year for Mount Mee State School with the delivery of all priorities apart from the numeracy intervention plan, which will be fully implemented in Semester Two, 2014.

Future outlook

Mount Mee State School intends to build upon the success of the last three years through a refined focus on Literacy and Numeracy Intervention, refining our best practices through a unified pedagogical framework, a shared understanding of best practices in reading instruction and continuing our preparation for our Year 7 into High School transition for 2015.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	83	37	46	93%
2012	87	37	50	88%
2013	85	32	53	96%

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

Characteristics of the student body:

Mount Mee State School concluded the 2013 school year with an enrolment of 85 students. This enrolment consisted of 32 girls and 53 boys from Prep to Year 7. The school maintained 96% of its enrolment throughout the year with a total of 90 students accessing education from Mount Mee State School at different periods throughout the year. Our school enrolls students from a broad range of economic backgrounds with a fairly even spread of students from the bottom quarter of the ICSEA scale, through the top quarter in Australia. 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		
	2011	2012	2013
Prep – Year 3	20	21	24
Year 4 – Year 7 Primary	20	12	16
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	2	1
Long Suspensions - 6 to 20 days	0	4	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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, student 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, modeling 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, Guitar, Environmental Education and Creative Arts.

-Film & Media. Students from Year 4 & 5 are engaged in creating documentaries about important social issues. These are included in National Film Festivals.

Extra curricula activities

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 Birches 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

Our school at a glance

How Information and Communication Technologies are used to assist learning

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.

All staff developed personal skills with a range of professional development such as a Training Day on Interactive Whiteboards and training for the One School application. Staff were involved in professional development on the Smart Classrooms PD framework.

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.

During 2013, our school introduced three expectations for students to tie together our various social skill programs, these are;

We respect and value each other

We value learning

We act safely

Parent, student and staff satisfaction with the school

From 2011 to 2013, 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 (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%

Our school at a glance

teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	97%	100%
student behaviour is well managed at this school* (S2012)	97%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	95%
they like being at their school* (S2036)	87%	89%
they feel safe at their school* (S2037)	92%	100%
their teachers motivate them to learn* (S2038)	87%	97%
their teachers expect them to do their best* (S2039)	92%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	97%
teachers treat students fairly at their school* (S2041)	77%	89%
they can talk to their teachers about their concerns* (S2042)	72%	86%
their school takes students' opinions seriously* (S2043)	79%	94%
student behaviour is well managed at their school* (S2044)	88%	94%
their school looks for ways to improve* (S2045)	92%	97%
their school is well maintained* (S2046)	87%	100%
their school gives them opportunities to do interesting things* (S2047)	92%	94%

Performance measure

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

Our school at a glance

their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

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.

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 consumptions at the school spike 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	28,729	0
2011-2012	30,452	0
2012-2013	41,924	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

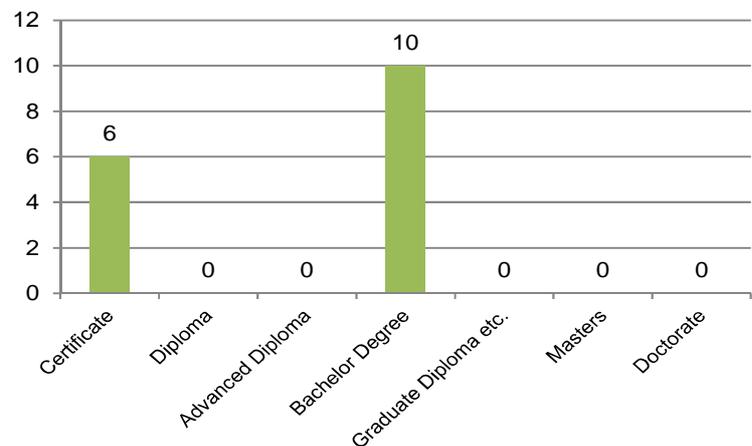
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	10	6	0
Full-time equivalents	5	3	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	6
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	16



* 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 2013 were \$ 13 650.

The major professional development initiatives are as follows:

ICTs, pedagogical framework, literacy, numeracy and catering for individual needs

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Our staff profile

Average staff attendance

	2011	2012	2013
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 was retained by the school for the entire 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%

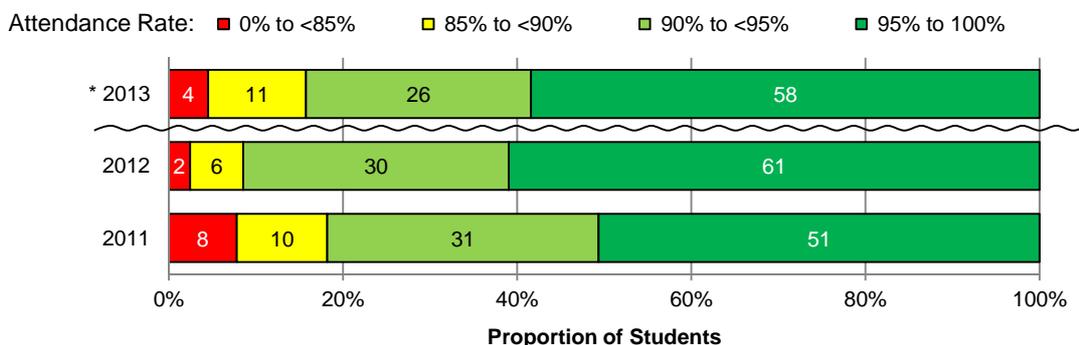
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	94%	95%	97%	93%	92%	96%	92%
2012	94%	95%	96%	97%	94%	94%	96%
2013	97%	94%	95%	94%	93%	94%	93%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 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.

Performance of our students

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

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Achievement – Closing the Gap

Mount Mee State School had a 1% indigenous during 2013. The attendance of indigenous students has sustained an average of 99.5%. This is 5.1% attendance greater than the average Non-Indigenous attendance. Current indigenous mean academic performance is higher than non-indigenous demonstrating a positive gap.