

**EQ Vision** – Inspiring minds, Creating opportunities, Shaping Queensland’s future.  
**EQ purpose** – Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

# Mount Mee State School 2018

## Explicit Improvement Agenda Mount Mee SS focus- Wellbeing, Deep Learning and Writing *Every Student Succeeding*

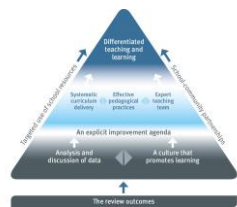


# Mount Mee State School

**Vision:** Strive to Excel  
**Mission:** to prepare young people to lead successful and productive lives.



### School Improvement



An explicit growth (improvement) agenda

Analysis and Discussion of Data

A Culture that promotes learning

Targeted used of School Resources

An expert teaching team

Systemic Curriculum Delivery

Differentiated teaching and learning

Effective Pedagogical Practices

School-Community Partnerships

### TEACHING AND LEARNING FOCUS

#### Improvement Strategy (Responsible Officer, Timeline)

##### Wellbeing

- Engage with the Wheel of Well-being in response to needs highlighted through the Learning and Wellbeing- School Planning and Evaluation Tool I in 2017. ( 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)

##### Deep Learning

- 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.
  - 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. New coding resources to be purchased as part of ICT budget. Products chosen according to versatility and ability to be used across year levels. Expertise sought at Digi Tech Skills Expo in 2017. ( Senior Teacher- Term 1-4)

##### Writing

- Embed Mount Mee SS Writing Plan aiming to create a paradigm shift from teacher centered to child centered 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 in the teaching of Writing. 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 discernable differences. ( Principal- Term 2)
- Build connections with neighboring schools with an aim of establishing a moderation timetable across 2018. Minimum of once a semester.( Principal – Term 2 & 3)

### TARGETS- 2018

**Student Attendance - 95 %**

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

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

# Prep – Working with and Above

### ACHIEVEMENT- NAPLAN

• % of students achieving U2B

U2B	Yr 3	Yr 5
Writing	30%	35%
Numeracy	20%	40%
Reading	40%	40%

ARD Tony Roberts

P&C President

Principal