

Mount Mee State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mount Mee State School** from **8 to 9 March 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

John Bosward

Internal reviewer, SIU (review chair)

Pauline Porch

Peer reviewer



1.2 School context

Location:	Mt Mee Road, Mount Mee
Education region:	North Coast Region
Year opened:	1884
Year levels:	Prep to Year 6
Enrolment:	74
Indigenous enrolment percentage:	1.4 per cent
Students with disability enrolment percentage:	6.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1013
Year principal appointed:	2015
Full-time equivalent staff:	4.62
Significant partner schools:	Super Six Principal Cluster: Delaneys Creek State School, Eudlo State School, Beerburrum State School, Conondale State School, Mount Kilcoy State School, Peachester State School, Montville State School
Significant community partnerships:	Mount Mee District Historical Society Inc., Mount Mee Community Hall, Rural Fire Service Queensland, Mt Mee Garden Club
Significant school programs:	TOTS, debating, electives



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), two teachers, itinerant music teacher, three teacher aides, Parents and Citizens' Association (P&C) president, 12 parents, seven students, Business Manager (BM), chaplain and guidance officer.

Community and business groups:

- Mount Mee District Historical Society representative.

Partner schools and other educational providers:

- Principal Delaneys Creek State School.

Government and departmental representatives:

- Regional Head of Department (HOD) English and ARD.



1.4 Supporting documentary evidence

Communication Flow Charts	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Student Summary Profiles	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Chaplaincy Report	Student reports
Student Support Snap Shots	Staff Meeting Minutes
NAPLAN data analysis	NAPLAN writing criteria summary
Behavioural Flowchart	School
Classroom Profile	School Policies and Programs
Show Me Data Spreadsheet	Individual Curriculum Plan
Headline Indicators (Semester 2, 2017)	Sun Screener Administration Book
School based curriculum, assessment and reporting framework	Mount Mee Improvement Priorities: Writing & Numeracy



2. Executive summary

2.1 Key findings

The school tone is positive, warm and caring.

Classrooms are well managed and focused on learning. Students demonstrate a sense of belonging and speak highly of all staff members and the interest shown in their welfare and learning. The school's vision, '*Strive to excel*' is expressed and enacted through all aspects of the school's operation and guides staff members to 'prepare young people to lead successful and productive lives'.

The school has built a culture of engaged, enthusiastic and high achieving staff members who are implementing evidence-based, contemporary pedagogical practices.

Processes are established to ensure all staff members share the responsibility for student learning with a drive to succeed. A culture of continuous Professional Development (PD) is apparent amongst staff members. Staff members demonstrate an effective knowledge of pedagogical practices across the school.

Staff members promote and maintain an environment reflective of high expectations.

Staff members respectfully manage support and encourage student learning with a belief that all students can be successful learners. A culture of shared responsibility for student learning and success is apparent in all classrooms.

The school places a high priority on the school-wide analysis and discussion of systematically collected student achievement data.

Teachers report that opportunities are provided during staff meetings to discuss student achievement data, identify trends and plan for improvement in teaching and student learning. This process is valued by staff members. They articulate the belief that reliable and timely data regarding student outcomes and continuing to refine their data literacy skills are crucial to the school's improvement agenda and to classroom planning for effective learning.

The principal and teaching staff members express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

To track the learning of individual students in relation to the AC, the school has commenced the implementation of an AC achievement standards mapping process. Individual student progress is mapped against achievement standards for mathematics and focus areas of English.



All staff members demonstrate a strong conviction to effective teaching.

Opportunities exist for the professional growth of staff members through a range of resources and activities. Staff members are encouraged to reflect on their practice and take ownership of their learning pathways. Staff members indicate the need to continue to enhance pedagogical practices to benefit student achievements.

The principal and staff members are building a learning environment that supports the wellbeing of students, staff members and the community.

A focus on student and staff wellbeing is apparent across the school with staff members striving to provide social and emotional learning that will enhance students' ability to succeed in school, careers, and life. Processes are established to help facilitate the health and happiness of staff members. The principal reports the need to continue to monitor and support wellbeing across the school.

All staff members demonstrate a strong commitment to effective teaching.

Staff members are encouraged to create classroom and other learning environments that embody a culture of learning in which all students are engaged, challenged, feel safe to take risks and are supported to learn. All staff members accept personal responsibility for driving improvements in teaching and learning throughout the school.



2.2 Key improvement strategies

Continue data collection and analysis processes that inform quality teaching and learning practices and further enhance staff members' data literacy skills.

Build on current achievement standards mapping processes to further strengthen the alignment of student learning across the AC.

Continue to develop and embed the school's instructional model to further enhance pedagogical practices.

Build on current processes to embed strategies to monitor and maintain high levels of staff member and student wellbeing.