



MOUNT MEE STATE SCHOOL

QUADRENNIAL SCHOOL REVIEW 2009 – 2012
SCHOOL STRATEGIC PLAN 2015 - 2018



Our Mission


To prepare young people to lead successful and productive lives.

To do 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.*

Approval Process

The Quadrennial School Review is verified. The School Strategic Plan is a meaningful statement of school achievement and strategic direction that meets school needs and systemic requirements and is therefore endorsed.


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Trevor Buchanan
Principal


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Jill Warschau
P&C President


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Trevor Walker
Assistant Regional Director

20 August 2014

20 August 2014

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Section 1: Statement of Purpose

Mount Mee State School is the sole education campus located on Mount Mee, seventy-five kilometres North-West of Brisbane. Since 2010, the school has worked with parents to develop and deliver upon the school mission; **to prepare young people to lead successful and productive lives.** To be able to do this, staff and parents believe 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.

Mount Mee State School prides itself on the ability to provide a highly effective primary education for the community of Mount Mee and Ocean View, while delivering a diverse range of extra-curricular and co-curricular programs enabling unique opportunities for the students of the school and wider community; as such the school forms an important component of the community hub.

The school has sustained an average enrolment of 85 students since 2008, with annual increase of 1-2% of enrolments for students with disabilities and students with learning difficulties. From 2015, Mount Mee State School will operate multi-aged classes from Preparatory to Year Six.

The school operates with an ICSEA of 1054, placing it within the 73 percentile of socio-educational advantage, however an observable difference of community income has occurred since 2009 where 80% of families were within the top 25% of incomes. Over the last four years the school has dropped to an average of 30% of families within the top 25% and has had years with 40% of families in the lowest 25% of incomes.

Mount Mee State School has maintained a core staff body since 2011 with an average retention of 96% since 2010. All staff are highly experienced within their roles and their personal career experiences and areas of interest provide valuable elements to the school's program.

The school lives to its motto – Strive to Excel, with several accolades since 2010 including a Regional Showcase Award for Innovation, winner and finalist positions in national and international film festivals, the Platypus award for environmental education, continued success at inter-school debating competitions, showcasing of student support programs at regional events and sustained improvements in student outcomes.

It is the commitment of staff, parents and students to our school mission and motto that makes Mount Mee State School a great school.



Section 2: Evaluation of school performance

To determine the level of success in achieving the 2010-2012 goals and targets, an evaluation including the input of the school community, school staff and students was undertaken over a four week period. This evaluation included a survey of parents and staff on past and present performance, along with discussions around working towards future directions. Students were involved in a collaborative discussion utilising X-Charts to develop an understanding of the perspectives of students. Each mode of evaluation was supported through access to school performance data, and staff clarifications.

From 2010 – 2014 Mount Mee State School worked towards the achievement of strategic goals in the areas of Learning, Schools and Workforce.

2.1 Learning

Goal: *To implement a learning framework to prepare students for living in complex, multicultural, networked societies.* This was to be achieved through the development of a curriculum framework with a multi-age structure, a focus on reading and writing and a development of ICT skills in staff through pedagogical licences.

A whole of school curriculum plan was introduced in 2010 and evolved to map out the Australian Curriculum utilising the Queensland Studies Authority (now QCAA) curriculum plans for multi-age schools. Explicit, researched curriculum and assessment programs have been developed for English and are currently being finalised for Mathematics.

2010-2014 student performance was evaluated against the Year 2 Net (up until 2011) and NAPLAN data.

Learning Achievement Indicators	Description	Target by 2012	Achievement			
Year 2 Net	Percentage of students not requiring additional support for the Year 2 Net by 2012.	Reading 95% Writing 95% Number 95%	2010 & 2011 Achievement – 100% of students not requiring additional support.			
NAPLAN	Percentage of Year 3 at or above the NMS	Reading 90% Writing 90% Spelling 95% Grammar 95% Numeracy 95%	2011	2012	2013	
	Percentage of Year 5 at or above the NMS	Reading 90% Writing 90%	100	100	100	Achieved
			85.7	100	100	Achieved
			85.7	100	92.9	Marginally
			85.7	100	100	Achieved
			100	86.7	85.7	Requires Attention
			93.3	80	77.8	Requires Attention
			93.3	80	77.8	Requires Attention



		Spelling 95%	93.3	80	77.8	Requires Attention
		Grammar 100%	93.3	80	77.8	Requires Attention
		Numeracy 100%	100	100	88.9	Requires Attention
	Percentage of Year 7 at or above the NMS	Reading 90%	100	77.8	90.9	Achieved
		Writing 85%	90	100	77.8	Marginally
		Spelling 100%	90	100	90.9	Requires Attention
		Grammar 100%	100	88.9	72.7	Requires Attention
		Numeracy 95%	100	100	100	Achieved

It is to be noted that in most instances 10%-20% is represented by one student due to the cohort sizes. Individual performance was reviewed where National Minimum Standards (NMS) had fallen below targets. In analysing these individual data sets, most instances of performance below the NMS were due to a new enrolment in that given year.

Further to this data, it is to be noted that the school began a focused drive on improving the percentage of students performing in the Upper Two Bands (U2B) in all areas of NAPLAN. This has resulted in an average performance of the school being statistically similar to and numerically equal to or above the nation since 2011.

In addition to NAPLAN Data, Teaching and Learning Audit results were utilised to evaluate the level to which our school has worked to the achievement of this goal.

	Domains							
	An explicit improvement agenda	Analysis and discussion of data	A Culture that promotes learning	Targeted use of school resources	An expert teaching team	Systematic curriculum delivery	Differentiated classroom learning	Effective teaching practices
2010	Medium	Low	Medium	Medium	Medium	Medium	Medium	Medium
2011	High	High	High	High	Medium	Medium	Medium	Medium
2014	High	High	High	High / Outstanding	High / Outstanding	High	High	High



In the achievement of improving ICTs across the school, all learning areas were installed with Interactive Whiteboards, wireless networking across all teaching blocks was incorporated and iPads were introduced into regular classroom practice and intervention programs. ICT asset replacement was driven around access, with the incorporation of touchscreen computers in P/1, moving to desktops in 2/3 and a combination of laptop and desktops in Year 4-7. 50% of teachers obtained their pedagogical licence with 20% of staff trained as Pedagogical Licence Facilitators and 100% of teacher aides trained in the MSSWD ICT framework for teacher-aides.

2.2 Schools

Goal: *To create learning communities that meet diverse student, parent and community needs.* This was to be achieved through the implementation of BER and State Schools of Tomorrow funding, the implementation of the Responsible Behaviour Plan for Students, implementation of the Solar Schools Project and development of a School Sustainability Plan.

During the period of 2010 – 2014, the Responsible Behaviour Plan for Students was reviewed and verified twice, leading to the development of the school's expectations of We Respect and Value Others, We Value Learning and We Act Safely. The school underwent a Discipline Audit in June 2014. This audit reflected a high performance across all domains.

Behaviour Domain	Principal Leadership	Parent & Community Engagement	Data Informed Decision Making	Clear Consistent Expectations for Behaviour	Explicit Teaching of Appropriate Behaviour to All Students
Rating	High	High / Outstanding	High	High	High

The Solar Schools Project was finalised in 2010 with all emergency and external night lights powered by the solar panel system.

The BER and SSOT projects were delivered on time and within budget, providing a new resource centre, P/1 classroom, new administration and resource preparation areas and improved classroom work areas.

The desired Kindy was not feasible due to limited enrolments and facility requirements that could not be committed to by the school.



Targets set within the School Opinion Survey were achieved. Student responses are comparable to like schools and state performance while parent responses exceeded like and state school groupings.

Indicators	Targets	Achievement		
		2012	2013	
Percentage of students and parents/caregivers satisfied that they are getting a good education at school	90% (s)	94.6%	94.7%	Achieved
	90% (p)	100%	100%	Achieved
Percentage of parents/caregivers satisfied that the school is a good school	97%	100%	100%	Achieved

2.3 Workforce

Goal: *Ensure the workforce has the capacity and flexibility to deliver the objectives of QSE-2010.* This was to be achieved through teacher professional development in reading, a focus on the writing process and the use of Primary Connections.

While there has been a significant focus on the delivery of professional development in reading and writing, this has had a different focus than the strategies identified in the 2010 – 2012 SSP. The professional development has focused on the current research around reading and writing and delivering intervention programs. This has resulted in significant gains in reading for individual students, with lowest performing students improving at 2-3 PM Benchmarks in six weeks of intervention and improvements in the U2B results on NAPLAN with 54.5% of Year 7 and 66.7% of Year 5 students in the U2B for reading in 2013.

The targets set from the school opinion survey were achieved.

Indicators	Targets	Achievement		
		2012	2013	
Percentage of workforce engaged in professional development opportunities	85%	100%	100%	Achieved
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives.	80%			
Percentage of staff members satisfied with morale in the school	100%	N/A	100%	Achieved
Percentage of general component of school grants budget or equivalent expended on professional development for school staff.	>10%	>10% \$17098	>10% \$13650	Achieved



2.4 General Summary of School Performance

Parents and staff identified that all sixteen of the goals, between learning, schools and workforce were achieved. While parents believed that all goals should now be sustained, staff identified some of the goals that need to continue with a greater focus;

- Assessment that is aligned with the curriculum.
- Moderation of assessment.
- A focus on the writing process.
- Purposeful integration of ICTs into units of work.
- Training teachers for effective reading and comprehension.
- Training teachers around the process of writing.
- Maintaining work on spelling and grammar.
- Sharing our practices.

It is recognised that these goals are part and parcel of best practice and should be a normal element of our ongoing staff development, hence the identification of requiring greater focus.

Parents and staff believe that our school mission and three behaviour expectations are valued and practised extensively by staff, students and parents and this is realistic and appropriate for our school. Parents believe our school curriculum is embedded, while staff believe that this is somewhat embedded and needs greater focus.

Parents would like to see students accessing the school's library more, and the language of the "School Curriculum", including Virtues and Habits of Mind needs to be explicit both at home and school.



In determining our future goals and priorities, parents and staff were asked to comment upon our school's performance against the current DETE priorities and recommendations for future practice. Students were asked to comment about what our school currently does well and what they believe we could do better.

Parents

Successful Learners

Parents were complimentary in their insights into the school's operation outlining our school is already meeting the departments expectations. Two key thoughts from parents are an increased focus on play based curriculum structure for the early years and supporting the transition to secondary school by maintaining the high expectations of students and the teaching of organisational skills.

High Standards

Parents were complimentary of our school's communication of performance and expectations. They would like to see the school continue to use the various modes of communication and ensure that the changes occurring through our system, particularly in regards to autonomy of practice and accountability be discussed annually as has previously occurred at parent information sessions led by the Principal.

Great People

Parents were complimentary of the school's management of human resources, the strategies implemented to support individual students and the delivery of a consistent curriculum. One recommendation from parents was to see the provision of a wider selection of Religious Instruction opportunities within the school.

Engaged Partners

Parents were highly complimentary on the professionalism of teachers and the accessibility of information either through the classroom teacher or school in general. Parents recognised the diverse range of ways that the community is already involved within the school, however would like the school to make greater use of web / electronic communication to share the units of work and homework expectations of each class.



Staff

As a school staff, there was a more critical reflection upon our current performance with several key ideas presented for focus;

Successful Learners

- Improved sharing for commonality of approach, not only amongst teachers, but all staff. This is not only in curriculum, but behaviour.
- Formalise attendance contracts for high-level non-attendees < 90%.
- A greater focus on the U2B students, especially from Year 5.
- Defining who our transition partnerships need to be with, considering our school feeds into eight state secondary schools, six private secondary schools and enrolls students from eight different early childhood settings.

High Standards

- Build the capacity of individuals to use current tools to know their own student data and identify what data is important.
- Refinement of project plan processes.
- Reviewing professional development programs, particularly in Behaviour Management for all staff.

Great People

- Reviewing consultation processes and management of school budget.
- Increased peer modelling and coaching processes.
- Extend policy practices developed in English into all other Learning Areas.
- Improvement strategies for numeracy and writing.

Engaged Partners

- Development of a parent handbook with parent friendly information on how they can assist at home.
- Building greater opportunities for feedback and training for staff on how to give feedback to parents.



Students

Students were complimentary of the diverse range of activities offered by the school, the staff and school's environment. Students identified several key ideas that they would like to see develop in the school;

Facilities: New toilet block, air conditioners across the school and tuckshop three times per week.

Curriculum: Reinvigoration of instrumental music programs and more sport.

Resources: Increased ICTs, with a 1 to 1 ratio.

Students also identified several ideas that are not possible within the scope of the school;

- Receiving payment for being a student.
- Individual selection of subjects.
- Shorter school days.



Section 3: Strategic Direction 2015 - 2018

Through the contributions of staff, students and parents and the utilisation of school performance data, teaching and learning audits and discipline audit the following key priorities for Mount Mee State School between 2015 and 2018 have been developed.

<i>DETE Priorities 2014 - 2018</i>		<i>School Priority linked with the DETE Strategic Plan 2014-2018</i>	<i>Specific School Strategies</i>
<i>Successful Learners</i>	<ul style="list-style-type: none"> • Transition students successfully from early years programs to school, through the stages of schooling and into further education, training and employment. • Improve learning outcomes for all students with an emphasis on reading, writing, numeracy and science. • Target strategies so students achieve at the highest level . • Embed junior secondary principles to ensure a successful move of Year 7 into secondary. • Use early warning indicators, including attendance, to identify students at risk of disengaging with learning to target interventions. 	<p>Define and strengthen transition partnerships with Early Childhood and Secondary Sectors.</p> <p>Sustain a detailed focus on delivering outcomes for all students through targeted and researched support programs.</p> <p>Sustain and refine early identification processes for students at risk of academic disengagement.</p> <p>Sustain a focus on high student performance and individual pathways to success.</p>	<p>Formalise attendance contracts for high-level non-attendees <90%.</p> <p>Define transition partnerships with Secondary and ECE and explore opportunities for cross campus learning opportunities. Increase opportunities for ECE centres to participate in school visits such as Science Days and Under 8 events.</p> <p>Continue to review the school assessment plan, formalise numeracy diagnostic processes and implement a tool for writing evaluation.</p> <p>Strengthen focus on the Habits of Mind as a process for enhancing student performance.</p> <p>Developing, monitoring and evaluating individual student learning goals.</p> <p>Sustain Flexible staffing arrangements to enable elective, extension and support programs.</p>
<i>Great People</i>	<ul style="list-style-type: none"> • Build principal leadership capability by providing differentiated coaching for principals and more regular feedback. • Lift the quality of instruction by supporting teachers to understand their practice through professional feedback, rewarding high performance and encouraging collaboration. 	<p>Sustain a focus on high level pedagogical practice through the Art and Science of Teaching and Learning.</p> <p>Develop support measures for staff and students for mental welfare.</p>	<p>Professional development with a focus on explicit teaching and effective pedagogy particularly the Art & Science of Teaching and Learning.</p> <p>Peer and external observation of teaching practices and implementation of coaching models to improve student results.</p> <p>Utilising reflective practice guides and AITSL Professional Standards for Teachers and School Leaders to develop purposeful Developing Performance Plans.</p> <p>Review and refine explicit teaching practice guides for Reading, Writing, Spelling, Speaking & Listening and Number.</p> <p>Develop partnerships with external organisation in the creation of school based Mental Health programs and support structures.</p>



<p><i>Engaged Partners</i></p>	<ul style="list-style-type: none"> • Empower families to be engaged in their child’s learning and the school community by improving access to information about their child and their school. • Develop partnerships that contribute to improving student engagement and learning outcomes. • Build autonomy by strengthening engagement with school communities in local decision making. 	<p>Maintaining a purposeful engagement of parents within the school and their child’s education.</p> <p>Actively engage community groups and wider organisations for the benefit of improving student outcomes.</p>	<p>Development of a parent handbook for supporting students within the school and at home.</p> <p>Developing skills for all staff in providing effective feedback to parents on student performance and ways to improve.</p> <p>Sustaining positive promotion of the school and wider community through media based projects.</p> <p>Continue and extend partnerships with community organisations in developing environmental education programs.</p> <p>Sustain and extend partnerships with the Caboolture Early Learning Centre and other support organisations in delivering student support programs.</p>
<p><i>High Standards</i></p>	<ul style="list-style-type: none"> • Improve learning outcomes through consistent curriculum and analysis of student data to inform whole-of-school and individual improvement strategies. • Use external review to inform the support and intervention needed to lift performance of schools and the system. • Review the state school resourcing framework to support autonomy and focus on learning outcomes. • Provide safe and supportive learning environments for staff and students. 	<p>Deliver an effective curriculum to all students that is built upon current research and is reflective of student performance and needs.</p> <p>Provide a learning environment for students that is safe, supportive and engaging for all staff and students.</p>	<p>Professional development in the utilisation of classroom data tools to influence classroom practices.</p> <p>Review and refine student learning profiles for individual learners.</p> <p>Implement project plans to streamline budget planning, increase transparency of funding allocations and enhance future planning processes.</p> <p>Updating staff skills in behaviour management and extreme case management.</p> <p>Continue to review whole of school curriculum and assessment plans to sustain alignment with the Australian Curriculum.</p> <p>Build commonality of approach amongst all staff through peer mentoring and shared modelling of practice.</p>



OUR SCHOOL, OUR EXPECTATION

	Look Like	Feel Like	Think Like	Sound Like
Our School	<p>Welcoming, environmentally aware, well maintained</p> <p>Respectable, friendly, organised, modern, presentable</p>	<p>Supportive, a community, sense of belonging, calm with a slight edge of excitement, safe</p> <p>Welcoming, comfortable, bright</p>	<p>Sustainable, a drive to excel, cohesively</p> <p>Together, open to new ideas, proud</p>	<p>Productive, nature, purposeful</p> <p>Positive, polite, mature, encouraging, fun, cheerful,</p>
Our Classrooms	<p>Organised, relevant to context of learning, welcoming and informative, goals and success criteria on display</p> <p>Colourful, ICTs, concentrating on tasks, many resources,</p>	<p>Fun, safe, happy, sense of achievement</p> <p>Safe, secure, calm but buzzing</p>	<p>Inquiring, challenged, creative</p> <p>Positive, encouraging, best of ability</p>	<p>On-task, relevant questioning, Modelled-Shared-Independent (gradual release of responsibility)</p> <p>Fun, sharing of opinions, focussed work</p>
Our Staff	<p>Professional, we know what we are doing.</p> <p>Presentable, calm</p>	<p>Optimistic, valued, driven, supported to risk take& make decisions for the benefit of students, resilient</p> <p>Proud, needed, caring</p>	<p>Creative, proactive, clarity of direction, reassured of own strengths, know how to improve and sustain</p> <p>About the kids</p>	<p>Happy, enthusiastic, unified, reflective in practices, can “sell” our school</p> <p>Humorous but firm, encouraging, know what they are doing, caring</p>
Our Students	<p>Engaged, active, communicate/cooperate, pride in self-presentation</p> <p>Smart, respectable, proud, well behaved</p>	<p>Happy, they are learners, successful, belong</p> <p>Respected, responsible, involved, appreciated</p>	<p>Creatively, outside the box, environmentally aware, achievers, resourceful</p> <p>Positive, understanding of the value of school, together, everyone’s equal, creative</p>	<p>Respectful, happy, confident, can communicate how they are performing</p> <p>Polite, respectful, compliant with routine and order, involved, organised</p>



Section 4: School Improvement Targets 2015 - 2018

The performance of all students in the Years 3, 5, 7 and 9 National Assessment Program – Literacy and Numeracy (NAPLAN) tests, including the percentage of students at or above the National Minimum Standard and the percentage of students in the upper two bands of each domain	Year and Domain		Current Performance 2013		2018 Target	
			NMS	U2B	NMS	U2B
	Year 3	Reading	100%	42.9%	100%	45%
		Writing	100%	14.3%	100%	45%
		Spelling	92.9%	21.4%	100%	45%
		Grammar & Punctuation	100%	28.6%	100%	45%
		Numeracy	85.7%	28.6%	100%	45%
	Year 5	Reading	77.8%	66.7%	100%	45%
		Writing	77.8%	33.3%	100%	45%
		Spelling	77.8%	33.3%	100%	45%
		Grammar & Punctuation	77.8%	55.6%	100%	45%
		Numeracy	88.9%	22.2%	100%	45%
	Year 7	Reading	90.9%	54.5%	100%	45%
		Writing	77.8%	27.3%	100%	45%
		Spelling	90.9%	18.2%	100%	45%
		Grammar & Punctuation	72.7%	54.5%	100%	45%
		Numeracy	100%	45.5%	100%	45%
The gap between Indigenous and non-Indigenous student reading and numeracy mean scale scores in Year 3			NA		0%	
The gap between Indigenous and non-Indigenous attendance rates			+ 5%		0%	
Average attendance rate for students			94.5%		95%	
Percentage of students satisfied/agree that they are getting a good education at school (S2048)			94.7%		95%	
Percentage of parents/caregivers satisfied/agree that their child is getting a good education at school (S2016)			100%		100%	
Percentage of parents/caregivers satisfied/agree that this is a good school (S2035)			100%		100%	
Percentage of school staff who agree that they have good access to quality professional development (S076)			100%		100%	
Overall percentage of school staff who agree with the individual staff morale items (composite measure based on S016, S017, S018, S019 and S020)			100%		100%	