
MOUNT MEE STATE SCHOOL

**A REVIEW OF 2015 – 2018 STRATEGIC PLAN AND IMPLEMENTATION
4 YEAR SCHOOL STRATEGIC PLAN 2019 - 2022**



Strive to Excel

Mount Mee State School's school vision of preparing young people to lead successful and productive lives aligns neatly with the Department of Education and Training State School Strategy 2016-2020. It underpins a culture of learning that promotes continual improvement for all. The whole school community recognises the values of; Dedication, Connection, Excellence, Wonder and Integrity as those that will best guide our school into the future. Students are supported to demonstrate these values through the school rules of: Be Safe, Be Respectful and Be a Learner.

APPROVAL/ENDORSEMENT PROCESS

A Review of the Strategic Plan 2015 – 2018 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2019 - 2022 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

Pam Carlile
PRINCIPAL

22.102.2019

Glenn Owens
P&C PRESIDENT

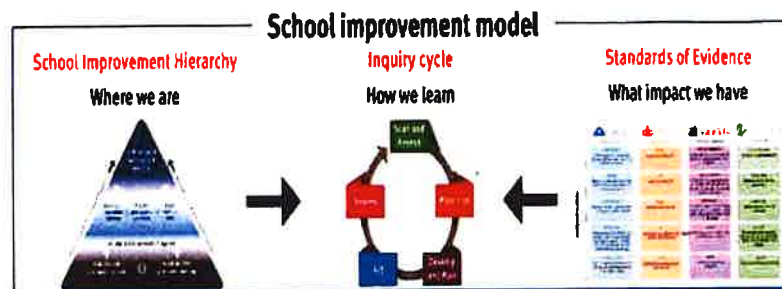
22.102.2019

Trevor Walker
ARD (SCHOOL IMPROVEMENT)
NORTH COAST REGION

22.102.2019

State Schools Strategy

Strategic priorities



Purpose

The *School Planning, Reviewing and Reporting Framework* outlines the requirements for Queensland state schools to align their work with *Every student succeeding — State Schools Strategy 2018-2022*. Our shared priorities are to:

- improve academic achievement for all students
- lift the performance of our top students
- improve reading and writing for all students
- improve Year 12 certification rates
- close the gap for Aboriginal and Torres Strait Islander students
- improve the participation and achievement of students with disability
- prepare to implement the new Queensland Certificate of Education system
- enhance the learning opportunities of rural and remote students.

All schools are required to participate in a four-year school planning and review cycle. The School Strategic Plan is the document that provides a four-year overview of a school's explicit improvement agenda. The School Strategic Plan clearly connects school priorities with the strategic direction of the department.

Schools are also required to have an Annual Implementation Plan. The Annual Implementation Plan outlines a year's worth of school improvement initiatives linked to the School Strategic Plan.

Schools undertake Queensland State Schools Annual Performance Review processes. These processes may use School Strategic Plan and Annual Implementation Plan priorities to guide the individual performance development goals recorded in *Annual Performance Development Plans-APDPs*.

Our common language and common way of working is the *School Improvement Model*.

Guiding principles

School planning, reviewing and reporting is most effective when it is collaborative, transparent and evidence-informed.

Collaborative: Collaborative empowerment lies at the heart of our State Schools Strategy. It is a mindset as well as a way of working.

Transparent: School Strategic Plans and Annual Implementation Plans are generated through consultation and the results of school activities are communicated openly and in a timely fashion.

Evidence-Informed: Evidence underpins the development of initiatives which are aligned with the School Strategic Plan and evidence of impact is generated and shared by the school in a systematic, rigorous way.

Planning

The School Strategic Plan is the school's succinct statement to its community about what the school wants to achieve in the future and how it plans to get there.

School Strategic Plans include descriptions of:

- the vision and purpose of education in the local context
- the values that students, staff and community are expected to demonstrate
- what the school is going to focus on over the next four years with associated targets (the Explicit Improvement Agenda)
- how the school is going to do this (strategies and resourcing).

Schools action their School Strategic Plans through Annual Implementation Plans. Annual Implementation Plans provide information about how initiatives aligned with the School Strategic Plan will be implemented, monitored and evaluated.

Annual Implementation Plans detail inputs, outputs, activities, outcomes and short- and long-term measures of school improvement work.

Schools should set school improvement goals that account for the broad range of factors that influence student achievement. *School improvement planning* takes place within the following DoE frameworks:

- The *P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF)* specifies the curriculum, assessment and reporting requirements for all Queensland state schools in delivering the curriculum from Prep to Year 12.
- The *Parent and Community Engagement Framework* assists schools, parents/carers and the community to work together to maximise student learning.
- The *Student Learning and Wellbeing Framework* supports schools to implement a whole-school approach to support students' wellbeing and optimise learning.

School improvement planning is most effective when the whole school community is engaged in the development of the improvement priorities of the school, and sets a clear direction for the year's ahead.

Inquiry cycles support evidence-informed school improvement and the range of stakeholder conversations required to develop School Strategic Plans and Annual Implementation Plans.

School Strategic Plans and Annual Implementation Plans are endorsed each year by principal supervisors or School Councils.

Reviewing

Each year, schools update their Annual Implementation Plans. They review their Annual Implementation Plan to determine impact and to identify changes in conditions, needs or priorities.

Annual reviews are an opportunity for schools to:

- collaborate or check-in with staff and local communities
- seek guidance and support from regional and central office personnel
- analyse and discuss relevant data
- review the processes for improvement planning and/or Annual Performance Reviews.

Schools also revisit their School Strategic Plans at regular intervals in the four-year planning cycle. They check for continued relevance and respond to any major changes in the operating environment as required.

Schools are externally reviewed at least once every four years by the School Improvement Unit (SIU). Most schools receive a SIU review in the year they are due to update their School Strategic Plan (in line with their four-year school planning and review cycle). Findings and feedback from SIU reviews are a valuable input into this process.

Schools should also use information and resources provided by the internal audit branch to help ensure that effective and efficient processes are in place to manage student safety, workplace health and safety, information security, infrastructure, workforce planning, and finance.

Reporting

All schools publish their School Annual Report (SAR) by 30 June and the *Next Step Report* (for schools that have graduating Year 12 students) by 30 September.

Schools also publish their endorsed School Strategic Plans and Annual Implementation Plans.

Schools comply with the reporting and accountability obligations detailed in *P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF)* and the *Schedule of Corporate Data Collections*.

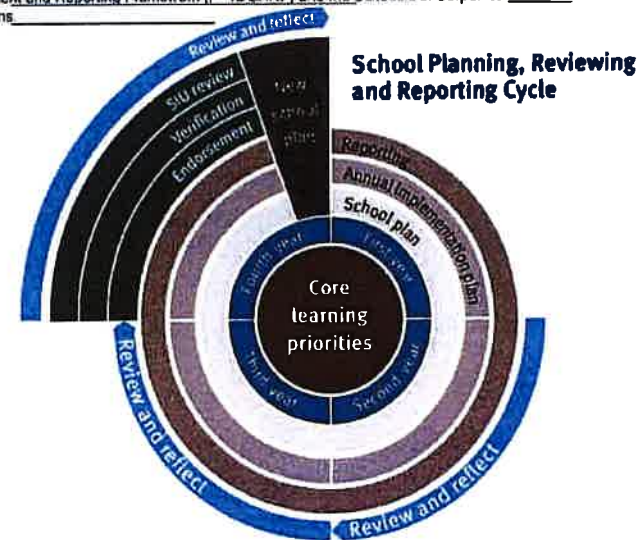


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SECTION 1

PURPOSE

Purpose

The School Planning, Reviewing and Reporting Framework (SPRRF) outlines the requirements for Queensland state schools to implement state and national reforms, and to meet the objective of the Department of Education and Training's (DET) Strategic Plan to drive Improved learning outcomes for all students.

The guiding principles of SPRRF are:

- *Collaborative* – Collaborative empowerment lies at the heart of our State Schools Strategy. It is a mindset as well as a way of working.
- *Transparent* – School Strategic Plans and Annual Implementation Plans are generated through consultation and the results of school activities are communicated openly and in a timely fashion.
- *Evidence-informed* – Evidence underpins the development of initiatives which are aligned with the School Strategic Plan and evidence of impact is generated and shared by the school in a systemic, rigorous way.

All state schools develop a four-year plan (School Strategic Plan) to implement the strategic direction of the Department. The School Strategic Plan has a four-year outlook, which informs the Annual Improvement Plans (AIP). The School Strategic Plan is reviewed and updated annually to maintain currency and alignment. Every four years, schools review their plan in order to maintain an informed long-term strategic focus that reflects the priorities, initiatives and performance measures of the DET Strategic Plan. The Every Student Succeeding State Schools Strategy 2018-2022 is the improvement agenda that identifies key strategies to lift performance across the system to ensure every student succeeds.

Alignment

The draft DET Strategic Plan 2018 – 2022 highlights the following key outcome:

Building Queensland's future by giving all children a great start, engaging young people in learning, and creating safe, fair workplaces and communities.

The School Strategic Plan

The 2019 – 2022 School Strategic Plan is a succinct four-year outlook document detailing:

- the vision for the school, describing the aspirations of staff, parents and students
- the school's strategic direction, including improvement priorities, strategies, goals and performance measures and targets
- priorities and strategies in response to reviews undertaken.

The review of the 2015-2018 School strategic Plan included;

- The detailed findings from the school review / self-determined review

SECTION 2**REVIEW OF SCHOOL**

Mount Mee State School was reviewed by the School Improvement Review Team in Term 1 of 2018

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.

The following supporting documentary evidence was reviewed

Communication Flow Charts

Investing for Success 2018

Student Summary Profiles

OneSchool

Professional learning plan 2018

School improvement targets

School pedagogical framework

Explicit Improvement Agenda 2018

Strategic Plan 2015-2018

School Data Profile (Semester 2, 2017)

School budget overview

Curriculum planning documents

School differentiation plan or flowchart

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

FINDINGS / REVIEW OF SCHOOL

Appendix A

SECTION 3**THE SCHOOL CONTEXT**

Found in beautiful environs, Mount Mee State School is a small multi-age school on the road between Dayboro and D'Aguiar, near Woodford. The school services the local Mt Mee area and the neighbouring estates from Oceanview. With its positive, warm and caring tone, the school has developed a well-deserved reputation for having a supportive learning environment based on a respect for everyone in the school community.

Together a highly motivated staff, involved parents and wider community have created this 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. Innovative programs such as electives allows student to engage with the Australian Curriculum whilst working with a mix of students from Year 3 to Year 6.

Mount Mee State School's mission is to *prepare young people to lead successful and productive lives*. The principal and staff members are united and committed to improving learning outcomes for all students. A strategic use of a range of data sets allow for staff to know their students learning requirements and plan learning experiences accordingly. Students actively learn about growth mindset and consider their learning behaviours through the lens of the Positive Habits of Mind. With high expectations and a focus on individuals, we equip students to thrive in a rapidly changing, increasingly complex and highly challenging world.

Location:	Mt Mee Road, Mount Mee
Education region:	North Coast Region
Year opened:	1884
Year levels:	Prep to Year 6
Enrolment:	72
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, Chaplaincy program

SECTION 4

SUMMARY OF KEY FINDING FROM SIU REVIEW – EXECUTIVE SUMMARY (SECTION 2.1)

Executive Summary**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. 8

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.

KEY IMPROVEMENT STRATEGIES RESULTING FROM SIU REVIEW (SECTION 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.



Mount Mee State School -Strategic Plan 2019 - 2022

Key Improvement Strategies

- Develop and implement a plan for the collection and use of data to inform school AIP focus, pedagogy and student learning
- Continue to monitor and adjust the MMSS whole-school multi-age curriculum plan, ensuring vertical alignment of learning across the school
- Implement collaborative planning, teaching, reflection and feedback
- Monitor and maintain whole school wellbeing

Domains of National School Improvement Tool	Improvement Strategies for consideration with region and school community for planning period 2019 - 2022.	2019	2020	2021	2022
An Explicit Improvement Agenda	<ul style="list-style-type: none"> • Refine and implement a plan for the collection and use of data to inform school AIP focus, pedagogy and student learning • Continue to monitor and adjust the MMSS whole-school multi-age curriculum plan, ensuring vertical alignment of learning across the school • Implement collaborative planning, teaching, reflection and feedback (three levels of moderation) • Monitor and maintain whole school wellbeing 				
Analysis and Discussion of Data	<ul style="list-style-type: none"> • Review current data collection processes in order to develop a document (Data Schedule and Practices) outlining consistent expectations regarding collection, discussion and use of data • Implement data schedule and practices • Professional development- data literacy skills • Acer Wellnet test, nps and npsr wellbeing data 				
A culture that promotes learning	<ul style="list-style-type: none"> • Develop a school wide understanding of feedback and expectations for all staff members in delivering written and verbal feedback that describes actions for improvement • Embed a culture of inquiry and innovation throughout the school by explicitly utilising the inquiry cycle as a model for change. • Review and embed the Mount Mee Collegial Agreement across the school • Recognize and celebrate student learning attitude and achievement through Positive Habits of Mind awards 				
Targeted use of School Resources	<ul style="list-style-type: none"> • Systematically monitor and evaluate the effectiveness of school programs, processes and targeted resources in achieving student outcomes • Alignment of professional development to school priorities • Monitor and adjust the ICT Strategic plan to sustain effective accesses to digital technologies 				
An expert teacher team	<ul style="list-style-type: none"> • Establish systemic processes to develop and monitor individual staff members APDP aligned to school priorities • Review and refine the school's staff induction program to support all staff members, particularly early career teachers and staff members new to the school 				
Systemic Curriculum delivery	<ul style="list-style-type: none"> • Develop and monitor the implementation of a whole-school multi-age curriculum plan, incorporating all Australian Curriculum areas, that vertically aligns learning across the school • Engage in the three phase of moderation within school and across cluster schools • Provide regular opportunities for students to access digital devices to enhance their learning experiences across the school • Investigate opportunities to make the curriculum locally relevant and accessible to all students 				
Differentiated teaching and learning	<ul style="list-style-type: none"> • Develop teacher capacity to collaborate with students to set goals that are regularly monitored and clearly identify next steps for learning • Support classroom teachers in the planning and delivery of differentiated learning experiences for the range of student abilities in their classrooms 				
Effective Pedagogical practices	<ul style="list-style-type: none"> • Provide regular and timely feedback to students that makes clear what they can undertake to make further learning progress • Gradual Release of Responsibility utilised across KLA's • Utilise research based practices and programs such as Words Their Way to respond to individual, small group and whole class needs. • Investigate and implement pedagogical practices that align with Mt Mee SS pedagogical focus of supporting children to experience the thrill, skill and will to learn (John Hattie and Gregory Donoghue*) • Re-invigorate and deepen staff knowledge regarding the Mt Mee SS pedagogical framework 				
School Community Partnerships	<ul style="list-style-type: none"> • Continue to network with cluster schools to ensure that common school development needs are built with a common understanding of the Australian Curriculum and requirements of State Schooling. • Explore networking opportunities with larger schools in order to source their expertise in areas determined for development at Mt Mee SS. • Develop Parent and Community Framework that describes engagement intended to contribute to improving student achievement, wellbeing and social learning • Expand the current relationship with local high schools and early childhood providers to strengthen positive transitions for students and families • Continue TOTS, the Mount Mee SS playgroup in order to continue to provide seamless transition to primary school 				



APPROVAL/ENDORSEMENT PROCESS

A Review of the Strategic Plan 2014 – 2017 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2018 - 2021 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

Name and signature of Principal

Name and signature of P&C Representative

Name and signature of NCR ARD School Improvement NCR

Date