

Mount Mee State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Mount Mee State School** from **21 to 22 April 2022**.

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 implement 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 Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

Cameron Wayman

Internal reviewer, EIB (review chair)

Alan Smith

Internal reviewer



1.2 School context

Indigenous land name:	Jinabara
Location:	Mount Mee Road, Mount Mee
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	61
Indigenous enrolment percentage:	5 per cent
Students with disability percentage:	36 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1016
Year principal appointed:	2015



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal—diverse learners, diverse learning teacher, two teachers, two teacher aides, two cleaners, Business Manager (BM), 29 students and 11 parents/carers.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Mount Mee Community Hall president and Mount Mee and District Historical Society ANZAC committee member.

Partner schools and other educational providers:

- Principal of Delaneys Creek State School and director of Dayboro Community Kindergarten.

Government and departmental representatives:

- State Member for Glass House and Lead Principal.



2. Executive summary

2.1 Key findings

The whole school community understands the power of positive relationships and knows how to build and maintain them.

Parents and community members articulate that this small country school offers students and families an education in a supportive environment with friendly, highly dedicated staff and a welcoming community. The school is 137 years old and enrolments reflect generations of families who have a strong commitment to the school, in addition to a growing community seeking a different way of life. The school community encapsulates the importance of positive and caring relationships between staff, students and parents. This is led by the school principal and is apparent in day-to-day interactions across the school. A shared belief that all students are able to learn and all teachers are able to teach supports and enables these relationships and positive interactions.

The school presents positively to students, staff and the community.

The school's physical facilities are spacious, with air conditioned classrooms to support student learning. The grounds are well maintained and have a range of outdoor areas including undercover and outdoor seating, shade areas, two ovals, adventure playground, covered multi-purpose area, and tennis courts. With the assistance of community support, a Yarning Circle was recently created at the school. Teachers use learning spaces flexibly for individual, small group and whole-class activities. Students, staff, parents and community members display a sense of pride in the school.

The Annual Implementation Plan (AIP) describes a number of improvement strategies to support student learning and wellbeing.

These include the enactment of the Australian Curriculum (AC), Mount Mee Enabling Success (MMES) team, Target Zero intervention program, TOTs program, the Science of Reading, learning walls and 'Bump it up' walls, Habits of Mind, MANDT, student wellbeing, Pause program, restorative practices, complex case management, and moderation. Staff members articulate familiarity with most aspects of these programs and indicate a willingness to engage with them. The school-wide impact of some programs is yet to be evaluated.

The principal expresses a commitment to implementing the AC with fidelity.

The school has a clearly documented whole-school plan for curriculum delivery across the key learning areas. The year and band plans make clear what teachers should teach and students should learn. Careful consideration and mapping has taken place to ensure students who are in composite classes are not exposed to units, concepts and topics that they may have already been taught. Teachers engage in the moderation of student work both within and beyond the school with English as the current focus. The principal acknowledges the need to further strengthen agreed moderation processes within the school including M1–M4.



The importance of reliable and timely data is acknowledged by the principal as an essential component in supporting every student to succeed.

Staff members comment that school performance data is regularly shared with them, and data analysis includes the performance of individual students. Teachers describe the use of locally collected data as starting points for improvement and monitoring of student progress. The principal acknowledges the need for focused tracking and discussion of student data with teachers. A data wall is on display in a staff-only area of the school. Members of the teaching team articulate that the data wall is of some benefit to them.

Differentiated teaching is actively promoted at the school as a tool for ensuring that every student is engaged and learning.

'Differentiation the MMSS way' is documented within the school. The universal differentiation document references the use of anchor charts, Maker¹ model, marker students, Collaborative Assessment of Student Work (CASW), gradual release, Bump it up walls and feedback. Focused differentiation involves case management meetings, targeted intervention programs including small group support, and Target Zero. Intensive differentiation involves specialist support services and regional office engagement. Understanding and embeddedness of all aspects of 'Differentiation the MMSS way' vary.

The principal promotes a culture of high expectations and identifies the importance of rich feedback.

The school has a documented pedagogical framework that incorporates a conceptual model of learning. The principal indicates that consistency of practice within the school leads to improved student outcomes and acknowledges the importance of teachers receiving feedback on their teaching practice. The school's collegial engagement framework includes reference to classroom observations, and is intended to assist teachers in reflection on, and further develop, their professional practice. A systematic approach to supporting teachers through individual detailed feedback on their classroom practices is yet to be apparent.

Staff members express pride and professional satisfaction in working at the school.

Staff speak of strong collegial relationships and the ability to work collaboratively with others. The school has an experienced teaching and non-teaching workforce, many of whom have been working at the school for a number of years. The school has established successful processes to attract and retain staff with the desired skills to meet the curriculum and learning needs of students. Teacher aides are a highly valued resource in the school and are accepted and encouraged as paraprofessionals. School leaders place a high priority on the ongoing professional learning of all staff.

¹ Maker, C. J. (1982). *Curriculum development for the gifted*. Aspen Systems Corporation.



The school recognises the importance of partnerships with families, and continually seeks new opportunities to connect with the community for learning enrichment.

The school has an active and energetic Parents and Citizens' Association (P&C) that actively supports school initiatives with parents and community members who are viewed as partners in education and participate in formal and informal discussions regarding progress. Students, parents and staff members speak favourably of these connections and proudly state that the school provides 'something for everyone'.



2.2 Key improvement strategies

Evaluate the impact of strategies, actions and resources aligned to the school's key improvement priorities.

Embed moderation processes within and beyond the school, with a particular focus on pre-moderation, CASW, and student folios.

Fully develop and embed current school-wide systems and processes that facilitate the regular and rigorous discussion and analysis of data to monitor progress and inform the next steps for learning.

Embed differentiation strategies that align with, and are identified in, 'the MMSS way'.

Systematically enact agreed collegial engagement processes including regular cycles of formalised coaching, observation and feedback aligned to the school's pedagogical plan.