



Mountain Creek State School

Strategic Plan 2018 - 2021



School Profile

Mountain Creek State School is a high performing co-educational campus, aspiring to set standards recognised throughout the nation. With a managed enrolment plan and approximately 1000 students from Prep to Year 6, it is clearly recognised as a school of distinction.

High expectations within a supportive environment are the foundations for caring, sharing and learning together. Through committed teachers, innovative programs, quality facilities and strong community partnerships, Mountain Creek State School seeks to set the benchmark for educational excellence.

Mountain Creek State School uses the Art and Science of Teaching (ASoT) to guide its pedagogical framework. Ongoing professional development opportunities and school routines are provided to build expertise and strategies for classroom practice. Research evidence and strategies from KidsMatters (KM) and Positive Behaviour for Learning (PBL) are used by the school to shape framework strategies for community engagement and social, emotional wellbeing.

Vision

We provide high quality education that makes a positive difference to the lives of our students, by caring, sharing and learning together.

Values

At Mountain Creek State School, we value a supportive and welcoming culture for volunteers, parents, carers, staff and students. This is reflected in a genuine care for all students by our staff who deliver quality programs.

Our school uses universal positive rules to help everyone create a supportive school environment. At Mountain Creek State School we all remember Creeker's Code.

BE SAFE

BE RESPECTFUL

BE RESPONSIBLE





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Improvement Priorities

Promoting core learning for all.

Success indicators				
1. Commitment to the Art and Science of Teaching as a common pedagogical framework.				
2. Defined collegial practices for staff professional learning and agreed explicit improvement areas.				
3. Commitment to agreed decisions through a Professional Learning Community and collaborative teams.				
4. Ongoing collaboration by teachers to ensure consistency with planning, assessment and reporting across the school.				
5. Regular use of data to support effective decision-making for teaching and learning and curriculum reform.				
Strategies	2018	2019	2020	2021
Refining curriculum programs and routines for sequential learning across all year levels.	✓	✓	✓	✓
Promoting consistency within year levels through collaborative practice for planning, data analysis, intervention, assessment and reporting.	✓	✓	✓	✓
Maximising staff expertise through collegial practices and professional learning within a supportive environment.	✓	✓	✓	✓
Strengthening classroom differentiation and use of data as important foundations for intervention and catering for a range of learning needs.	✓	✓	✓	✓
Building strong processes to ensure data analysis as part of an inquiry cycle for school improvement.	✓	✓	✓	✓

Understanding ourselves, others and wellbeing.

Success indicators				
1. Commitment to KidsMatters (KM) and Positive Behaviour for Learning (PBL) as agreed frameworks.				
2. Use of a strong KidsMatter Team to guide decision-making for social, emotional and wellbeing strategies.				
3. Ongoing use of Positive Behaviour for Learning tier processes to support school systems.				
4. Use of social-emotional skills lessons and school bank of online resources.				
Strategies	2018	2019	2020	2021
Providing educational opportunities, teaching and skill development for social and emotional well-being.	✓	✓	✓	✓
Demonstrating caring, sharing and learning together through our words and actions as students, staff, parents and carers.	✓	✓	✓	✓
Building partnership with external providers to maximise support for all members of the school community.		✓	✓	✓
Using the KidsMatter team to guide decisions and strategies for well-being and social capability through teaching programs and learning opportunities.	✓	✓	✓	✓





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Improvement Priorities

Growing creativity, talents and specialised skills.

Success indicators				
1. Quality hall facility (hub) with technology and resources available for school community programs.				
2. Planned enhancement of technology devices and infrastructure to support new ways of teaching and learning.				
3. Local Consultative Committee analysis of resources to shape practices for local needs and future directions.				
4. Further development of partnerships with local educators and local businesses to promote the school community.				
Strategies	2018	2019	2020	2021
Developing the school's resources and facilities as a community hub.	✓	✓	✓	✓
Embracing new staffing models and resources to enable innovative ways of teaching and learning for our future world.	✓	✓	✓	✓
Developing balanced extension programs and core learning opportunities to promote essential knowledge and the growth for creativity, talents and specialised skills.		✓	✓	✓
Utilising digital learning and technology including STEM and coding to support innovative and quality outcomes.	✓	✓	✓	✓

Managing school organisation and facilities.

Success indicators				
1. Well maintained facilities to support teaching and learning.				
2. Clear routines and events defined through collaboration.				
3. Improvement strategies identified through analysis of data and local needs.				
Strategies	2018	2019	2020	2021
Organising facilities, resources and people to respond to local needs and priorities.	✓	✓	✓	✓

Managing and tracking targeted funds.

Success indicators				
1. Effective use of Investing for Success (I4S) to improve student learning outcomes.				
2. Effective use Independent Public School funds with School Council approval.				
Strategies	2018	2019	2020	2021
Implementing strategies funded by Investing for Success grant.	✓	✓	✓	✓
Implementing strategies funded by Independent Public School grant.	✓	✓	✓	✓





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Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements. It was signed and approved at the Mountain Creek SS School Council meeting held on Tuesday, 20 February 2018.

