

# Mountain Creek State School Strategic Plan 2014 to 2017



Be Safe

Be Responsible

Be Respectful

## Be Part of our Success ...

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 over 1100 students from Prep to Year 7, it is clearly recognised as a school of distinction. Individual talents are nurtured through highly trained staff and partnerships. Programs of Excellence ensure high performing students are challenged to excel.

The school's supportive ethos is captured in the motto '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.



# CARING, SHARING AND LEARNING TOGETHER

Mountain Creek State School has a supportive school culture, engaging education programs and a wide range of student achievements. Since opening in 1994, the school has grown due to a reputation for excellence and unique leadership that builds strong relationships through working with students and staff in classrooms every day.

The school has a strong sense of community with the Mountain Creek Community Complex and Café being a hub for the residential area. Innovation and partnerships have seen the school become a base for community activities as well as an educational facility for local families.

The school's quality programs regularly deliver national test results above State and National averages. On average over 95% of students in Years 3, 5 and 7 scored at or above the National Minimum Standards throughout the last strategic plan cycle. Teaching and Learning Audits have confirmed high performance across all curriculum domains.

Mountain Creek State School can be justifiably proud of its high standards, impeccable reputation and quality foundations. I look forward to all students, staff, parents and community members enjoying the benefits that flow from being part of our fantastic school.



**“Being the best we can be.”**

**FROM THE PRINCIPAL**  
**ROB VAN DEN HEUVEL**



# Instructional Leadership and Clear Frameworks

Caring, Sharing and Learning Together

## A Message from the Leadership Team

Mountain Creek State School has adopted the Art and Science of Teaching (ASoT) as its pedagogical framework. Extensive professional development opportunities are provided to build staff expertise and strategies for classroom practice. The 2014 to 2017 Strategic Plan will see the Art and Science of Teaching become embedded across the entire school. This will strengthen the effectiveness of teacher practice through the use of evidence-based pedagogy, thus building a common language for instructional practice across the P to Year 7 campus.

ASoT elements relating to learning goals, tracking and feedback will be a major focus. Relationships as defined by Marzano Research Laboratory will be shaped through the use of the Schoolwide Positive Behaviour Support (SWPBS) program. This provides the foundations for the rights and responsibilities of all stakeholders. During this strategic cycle, Schoolwide Positive Behaviour Support will guide parent and community engagement and maintain a sharp focus on 'Caring, Sharing and Learning Together.'

A continued commitment to instructional leadership will ensure that key school leaders have curriculum expertise and are active coaches for teaching staff. Working regularly in classrooms, planning quality training opportunities and defining consistent schoolwide practices will provide a foundation for continued success.

# Beliefs and Values

*We provide high quality education that makes a positive difference to the lives of our students, by Caring, Sharing and Learning Together.*

We believe in:

- Creating a safe, tolerant and welcoming environment for all students.
- Encouraging personnel to strive to be the best that they can be.
- Developing the attributes of lifelong learning and lifelong caring.
- Establishing a supportive and inclusive learning environment.
- Providing instructional leadership and coaching to improve performance.
- Creating an atmosphere of trust, respect and care.

Our school values embrace:

**Equity:** Inclusive, fair and just practices ensure a safe, supportive learning environment with known rights and responsibilities.

**Individuality:** Nurturing and respecting the talents, ideas and beliefs of each person.

**Cooperation:** Students, staff and caregivers working together to achieve common goals.

**Achievement:** Students and staff being challenged to reach their full potential.

**Responsibility:** Making effective choices, and caring for humanity and the environment.



## Area 1 - School and Community Partnerships

- Formalise partnerships with key educational centres to strengthen the Mountain Creek Precinct and profile.
- Develop opportunities for volunteers, parents and community members to be involved in school processes, networks and decision – making.
- Foster opportunities to embrace sponsorship, facility hire and entrepreneurial practice to maximise revenue sources.

## Area 2 - School Curriculum

- Implement the Australian Curriculum and other system priorities.
- Develop Information Communication Technology (ICT) infrastructure and expertise to embrace digital resources and eLearning
- Assimilate the Mountain Creek Way (Whole School Approaches) to enrich the Art and Science of Teaching and Australian Curriculum.
- Extend and formalise Programs of Excellence and global professional links.

## Area 3 - Teaching Practice

- Provide a strong focus on ASoT (learning goals, data, feedback and relationships) to guide pedagogical practice and common language.
- Refine data models to track and inform teaching practice.
- Extend instructional leadership and coaching for learning success.
- Continue to support teacher assessment judgements across all year levels through moderation, sharing and learning outcomes.

## Area 4 - Leadership and School Capability

- Further develop ASoT as an integral part of Developing Performance Framework (DPF) strategies.
- Use innovative practice for Human Resources to enhance outcomes and maximize existing resource potential.
- Develop non teacher programs and networks.
- Build leadership capacity and knowledge to support innovation and best practice.

# Performance Measures and Global Targets

## **Achievement, Attainment and Engagement:**

- The school strives to have more than 95% of students at or higher than National Minimum Standards for NAPLAN reading, writing, spelling, grammar and punctuation and numeracy.
- The school strives to have more than 35% of students in Years 3, 5 and 7 in the Upper Two Bands for NAPLAN reading, writing, spelling, grammar and punctuation and numeracy.
- The school strives to ensure there is no gap between Indigenous and non-Indigenous students' achievements.
- The school strives to ensure no gap between Indigenous and non-Indigenous attendance.
- The school seeks to attain greater than 95% average attendance for students.

## **Satisfaction and Confidence:**

- The school seeks to maintain greater than 95% students and parents / caregivers satisfied that they are getting a good education at school.
- The school seeks to maintain greater than 95% parents / caregivers satisfied with their child's school.
- The school seeks to maintain greater than 85% workforce satisfaction with access to professional development opportunities.
- The school seeks to maintain greater than 85% staff member satisfaction with morale in the school.

## **STRATEGIC PLAN ENDORSEMENT**

This Strategic Plan and associated strategies were developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

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(Rob Van den Heuvel)

Principal

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(Teresa Paterson)

P and C President

..... / /

(Ken Collier)

Assistant Regional Director

# Appendix A - Action Steps for Priorities

## Strategic Area 1 - School and Community Partnerships

Strategies	2014	2015	2016	2017
<b>1. Formalise partnerships with key educational centres to strengthen the Mountain Creek Precinct and profile.</b>				
1.1. Manage Prep numbers from Daycares / Kindergarten to sustain enrolment changes from Year 7 transition to High School in 2015.	➔	➔		
1.2. Assess opportunities for joint Primary and Secondary partnerships to promote programs of excellence and P12 themes.	➔	➔	➔	
1.3. Implement annual Early Years Precinct workshop to build with key groups feeding into Mountain Creek State School.		➔	➔	➔
1.4. Assess an annual P12 ASOT Twilight workshop with Mountain Creek State High to build transition and precinct protocols for teaching and learning. (Link to Regional focus and Marzano Research Centre staff.)			➔	➔
<b>2. Develop opportunities for volunteers, parents and community members to be involved in school processes, networks and decision – making.</b>				
2.1. Introduce volunteer coordinator and process to provide communication, support and links for those seeking to support students.		➔	➔	➔
2.2. Establish Parent Representative network with term meetings, communication protocols and defined links to the P and C Association.	➔	➔	➔	
2.3. Enrich community engagement through use of Schoolwide Positive Behaviour Support Program through use of community representatives.	➔	➔	➔	➔
2.4. Negotiate parent and community procedures to support 'Every Day Counts' strategy and positive attendance rates.	➔			
<b>3. Foster opportunities to embrace sponsorship, facility hire and entrepreneurial practice to maximise revenue sources.</b>				
3.1. Develop a publicity officer to maximise profile and marketing potential.		➔	➔	➔
3.2. Implement hire strategies to reinforce the school as a major community hub.		➔	➔	➔
3.3. Expand Café Connect catering (internal and external) as local business strategy. (Precinct Band or Ensemble performance before school at café.		➔	➔	➔
3.4. Renew School Resource Scheme and related documentation to become widely supported by families.	➔	➔		
3.5. Assess potential for school based resource scheme to be transitioned to an internal school stationery shop.			➔	➔

➔ Major focus initiated

➔ Focus area implemented and monitored

## Strategic Area 2 - School Curriculum

Strategies	2014	2015	2016	2017
<b>1. Implement the Australian Curriculum and other system priorities.</b>				
1.1. Introduce syllabi and planning for History, Geography, The Arts, Health and Physical Education, Civics and Citizenship, Technology, Economics and Business and Languages.	➔	➔	➔	➔
1.2. Renew Curriculum and Assessment Plans to cater for release of the National Curriculum and use of C2C resources.	➔	➔	➔	➔
1.3. Formalise documents, processes and key events to heighten consistency of assessment and teacher judgements across all year levels.		➔	➔	➔
1.4. Review parent satisfaction with interview and report card processes.	➔	➔		
<b>2. Develop Information Communication Technology (ICT) infrastructure and expertise to embrace digital resources and elearning</b>				
2.1. Upgrade existing wireless to support mobile device rollout.		➔	➔	➔
2.2. Liaise with Mountain Creek SHS to evaluate P12 links for support and ICT learning.	➔	➔	➔	➔
2.3. Assess TA004 role, technician and teacher role (TL) to incorporate a digital and ICT staffing regime for the future.	➔	➔		
<b>3. Assimilate the Mountain Creek Way (Whole School Approaches) to enrich the Art and Science of Teaching and Australian Curriculum.</b>				
3.1. Revise Spelling Guide and preferred teaching support material.		➔	➔	
3.2. Provide training to support the teaching of Reading and schoolwide strategies.	➔	➔		
3.3. Revise and review schoolwide guides, practices and expectations for Writing.	➔	➔		
3.4. Revise and review schoolwide guides, practices and expectations for Numeracy including Quick Maths			➔	➔
<b>4. Extend and formalise Programs of Excellence and global professional links.</b>				
4.1. Review Programs of Excellence (Young Achievers, Young, Scholars and Intensive Languages) to ensure relevance and rigor. (Consider current and new Programs of Excellence for the Enrolment Management Plan EMP.)	➔	➔		
4.2. Participate in the Southern University of New York Student and Tully (USA) Internal Links programs to foster international partnerships and reform.	➔	➔	➔	➔

➔ Major focus initiated

➔ Focus area implemented and monitored

## Strategic Area 3 - Teaching Practice

Strategies	2014	2015	2016	2017
<b>1. Provide a strong focus on ASoT (learning goals, data, feedback and relationships) to guide pedagogical practice and common language.</b>				
1.1. Develop language and protocols to support the implementation of ASOT segments, design questions and Action Steps.	→	→	→	→
1.2. Formalise planning cycle, ICT services and Professional Learning Centre for professional practices.	→	→	→	
1.3. Develop learning goals, scales, ratings and feedback protocols across all year levels.	→	→		
1.4. Unpack relationships design questions as renewal target area.			→	→
<b>2. Refine data models to track and inform teaching practice.</b>				
2.1. Trial and select varying electronic systems to support formative data collection to inform and adjust teaching and learning. These will be targeted to reflect agreed Mountain Creek Way focus areas and units of work.		→	→	
2.2. Revise school meeting cycles to explicitly support major directions (ASoT and SWPBS) and reinforce clear value, beliefs and priorities.	→	→	→	
2.3. Implement schoolwide benchmarking data through common tools and OneSchool.		→	→	
<b>3. Extend instructional leadership and coaching for learning success.</b>				
3.1. Maintain strong focus on 1:5 and 2:10 model of leaders in classroom.	→	→	→	→
3.2. Utilise reflective scales as basis for Professional Learning Communities and coaching for improvement.	→	→	→	→
3.3. Continue Professional Learning Community model across year levels and specialists to promote links vertically across the school.	→	→	→	→
<b>4. Continue to support teacher assessment judgements across all year levels through moderation, sharing and learning outcomes.</b>				
4.1. Review coaching models and peer support to provide leadership opportunities for teachers.		→	→	

→ Major focus initiated

→ Focus area implemented and monitored

## Strategic Area 4 - Leadership and School Capability

Strategies	2014	2015	2016	2017
<b>1. Further develop ASoT as an integral part of Developing Performance Framework (DPF) strategies.</b>				
1.1. Access contemporary Marzano research to shape and enrich Performance and Development practices for school leaders and educational coaches.		→	→	→
1.2. Use reflective scales to guide teacher Performance and Development practices, feedback and coaching models.	→	→	→	→
<b>2. Use innovative practice for Human Resources to enhance outcomes and maximize existing resource potential.</b>				
2.1. Review ADO hour use during non-teaching times. (Stationery shop, Home Work Centre / Tutor Room, Community Access Library After School, Newsletter production and other possible roles)	→	→		
2.2. Evaluate flexible staffing, bell times and specialist models to improve learning outcomes.			→	→
2.3. Formalise use of flexible staffing to support Workplace Health and Safety (WPHS) and Schoolwide Positive Behaviour roles.	→	→		
2.4. Review flexible staffing resources to align with agreed targeted specialist roles and programs of excellence.		→	→	
2.5. Implement Technology / Innovation and Resource Room role trial.	→	→		
<b>3. Develop non teacher programs and networks.</b>				
3.1. Document and implement Non Teacher Developing Performance Framework process.		→	→	→
3.2. Plan and document Non Teacher training plan and Whole Staff training plans.		→	→	→
<b>4. Build leadership capacity and knowledge to support innovation and best practice.</b>				
4.1. Define research theory and training to underpin principles underlying 'Caring, Sharing and Learning Together' through SWPBS or other agreed programs.		→	→	
4.2. Access contemporary training and models to build leadership capacity and organisational achievement outcomes.			→	→
4.3. Revise support centre role statements to broaden structures across SWD and Support.			→	→
4.4. Expand Schoolwide Positive Behaviour Support to shape culture and social engagement strategies with a specific leadership strategy.		→	→	
4.5. Utilise whole school staff meeting as to maintain and review practices, policies and procedures throughout the school. (Eg. Health and Safety, Child Protection, Code of Conduct, Asbestos and Fire Safety.)	→	→		
4.6. Utilise flexible staffing to trial release of teachers in sectors to support the implementation of the Art and Science of Teaching (ASoT).	→	→		

→ Major focus initiated

→ Focus area implemented and monitored