

Mount Nebo State School

Strategic Plan – 2022-2025

Our vision: For all students to become motivated, confident life-long learners achieving success in the natural environment of Mount Nebo

SCHOOL PROFILE

Nestled in the D'Aguilar Ranges west of Brisbane, is a hidden gem. A small school with two multi-age classes, Mount Nebo State School is the school of choice for families living in the Mount Nebo and Mount Glorious regions. At Mount Nebo State School, children benefit from working in a beautiful, natural environment. Our students learn and play in nature, every day.

In line with Education Queensland's mantra, our staff work together every day to ensure every child is succeeding in our inclusive school.

We embrace the outdoor learning environment to enhance the Australian Curriculum.

We strive for a well-rounded education for all, which includes English, Mathematics, Science and Humanities and Social Sciences (H.A.S.S.) as key learning areas taught. We also teach The Arts, Health & Physical Education, Technologies and Chinese.

Our Parents and Citizens is an active group working hard to support our school with fundraising in line with our annual goals. The P and C operate tuckshop weekly and our Combined School Care facility.

Mount Nebo State School always has been and will continue to be, a beautiful place to learn and grow.

Motivated children
Nurturing staff
 =
Successful
Students



	Priority 1	Priority 2	Priority 3
	HIGH QUALITY TEACHING AND LEARNING	BUILDING CAPABILITY	PARENT AND COMMUNITY PARTNERSHIPS
STRATEGIES	<ul style="list-style-type: none"> ➤ Develop increased opportunities to incorporate the critical and creative thinking general capability across the Australian Curriculum ➤ Develop consistent quality implementation of the school's Explicit Improvement Agenda ➤ Continue to embed case management processes and practices to ensure every student is succeeding 	<ul style="list-style-type: none"> ➤ Enhance staff capability to successfully implement the school's Explicit Improvement Agenda ➤ Create opportunities to network and build meaningful partnerships, to improve teacher capability ➤ Strengthen knowledge and understanding of evidence-based strategies to support behaviour and wellbeing of students 	<ul style="list-style-type: none"> ➤ Enhance the connections with parents and community to build a strong sense that Mount Nebo is the best choice of school for local students ➤ Further enhance communication platforms to ensure a well-informed community ➤ Collaborate with parents, staff, students and key stakeholders to contribute to the individualised approach to student learning, behaviour and wellbeing

	Actions	Success Indicators
HIGH QUALITY TEACHING AND LEARNING	Priority 1 Continue to develop the Forest School curriculum plan by participating in ongoing professional development opportunities focusing on creative and critical thinking.	<ul style="list-style-type: none"> • <i>Growth in teacher knowledge of creative and critical thinking capability, as evidenced in survey results</i> • <i>Students displaying interest and capability in using outdoor learning spaces on a weekly basis</i>
	Collaborate with students to promote and enhance entrepreneurial skills using the school garden and/or pizza oven as a catalyst.	
	Develop a 'loose parts' play area within the playground to enable students to enhance creative thinking and to actively engage with problem solving whenever the opportunity arises within the curriculum and at playtime.	
	Prioritise resources (HR and finance) to ensure continued development of priority.	
	Collaboratively develop a roles, responsibilities and accountabilities statement with timelines aligned to the writing improvement agenda.	<ul style="list-style-type: none"> • <i>Increase in number of students achieving a C or above in English</i> • <i>Moderation practices will be imbedded in annual timelines</i> • <i>Pedagogical practices will be aligned throughout the school</i> • <i>All teaching staff participating in observation and feedback cycles – twice per year</i>
	Establish targets and timelines aligned to the school's writing improvement agenda and implement a quality assurance process to monitor the enactment of the planning strategies.	
	Develop and implement agreed pedagogical strategies, reflecting evidence-based signature strategies with clear alignment to the Australian Curriculum and the writing improvement agenda.	
	Provide opportunities for teachers to build confidence and consistency in teacher judgement regarding the achievement standards of English through moderation within and external to the school	
	Collaboratively develop a feedback culture for staff members and students that enhances learning and builds capability.	
	Evolve the current use of the literacy continuum to establish differentiated writing goals for all students.	<ul style="list-style-type: none"> • <i>Students are aware of their writing goals each term</i> • <i>ICP's are operational for any identified students</i> • <i>Teachers are differentiating learning for all students and using case management practices</i>
	Develop an ICP process for identified students to access the Australian Curriculum.	
	Strengthen the differentiation practices of teachers through collaboratively developing a systematic planning tool for writing that considers student need, curriculum intent and pedagogical practices, catering for all learners.	
	Further enhance case management by ensuring all stakeholders i.e. specialists, teachers, teacher-aides and parents are included in discussions (planning, monitoring and reviewing) about student progress.	

	<i>Actions</i>	<i>Success Indicators</i>
Priority 2 BUILDING CAPABILITY	Build teachers' data literacy and understanding of the intended use of a diagnostic, formative and summative assessment and the intent of data to monitor improvement over time and inform teaching practice.	<ul style="list-style-type: none"> • <i>Teachers use data to improve student achievement</i> • <i>Teachers share writing practice with other teaching staff in order to improve school wide writing practice</i>
	Build the leadership capability of identified school leaders to add value to school improvement agenda for writing.	
	Allocate resources to build a culture of intentional collaboration and teamwork focused on improving the capability of leaders and teachers to effectively implement the teaching of writing.	
	Develop networks with schools on similar journey (as identified by Assistant Regional Director) that will bring benefit to the learning of students and the professional practice of staff members.	<ul style="list-style-type: none"> • <i>Small school network will be established and meetings held once a term on 'Teams' or in person</i> • <i>Professional development opportunities provided to staff to build capability in leading learning</i>
	Work with regional personnel and local networks to create opportunities for staff members to further develop their capacity and abilities as instructional leaders in the school.	
	Provide and promote opportunities for teachers to take on distributed leadership roles	
	Build staff member capability and consistency in response to student behaviour	
	Introduce 'relationship education programs' to support parents and students in Years 5 and 6	<ul style="list-style-type: none"> • <i>School wide Student Code of Conduct established and followed by students</i> • <i>Students in Years 5 and 6 access relationship education courses annually</i>

	Actions	Success Indicators
Priority 3 PARENT AND COMMUNITY PARTNERSHIPS	Promote regular parent and community informal gatherings before, during and after school hours.	<ul style="list-style-type: none"> • <i>Increased number of parent and community gatherings</i> • <i>Student leaders confidently leading school tours</i> • <i>Increased collaboration with parents in school projects</i>
	Enhance the relationship with Jinibara people, the traditional owners of the land on which we learn.	
	Commence school tours for interested parents and community members once a term, led by student leaders.	
	Collaboratively work with parents and community members to continue the enhancement of the school garden.	
	Purchase an electronic sign which will be changed regularly promoting school and community events.	<ul style="list-style-type: none"> • <i>Weekly communication using school sign enhances participation of members in school and community events</i> • <i>School Opinion Survey data recognises improvement in school communication</i> • <i>Promotional material is distributed to local community venues</i>
	Create new promotional material in consultation with the P and C and encourage this to be displayed in local venues.	
	Continue to advertise open days and events to the community via parent Facebook site, advertisements in the local cafes, post office and school sign.	
	Monitor and review the school event calendar and ensure events are updated regularly on the parent Facebook site as well as school website.	
	Continue with student leader column in the fortnightly newsletter.	
	Monitor and foster current and future partnerships to ensure sustainability and benefits to the learning of all students.	<ul style="list-style-type: none"> • <i>Established support with department agencies is enhancing student learning outcomes and behaviour</i> • <i>Students and parents are fully aware of school expectations</i> • <i>Parents have an increased knowledge and understanding of curriculum, assessment and reporting</i> • <i>Increased number of parent's attending parent teacher interview opportunities</i>
	Provide opportunities for parents and staff to learn more about ways of working with students with disabilities by providing professional development sessions. AVT Inclusion External Agency	
	Consolidate behaviour practices aligned to the school expectations of being kind, responsible, respectful, safe learners, by focusing on positivity of students. Fortnightly parades and morning assemblies New sticker GOTCHA reward system with certificates at specific junctures	
	Support parents by providing regular updates in the newsletter about curriculum, assessment and reporting.	
	Continue to hold parent teacher interviews twice a year and continue to offer a wider range of timeslots to improve the percentage of parents attending interviews.	

