Background:
Minden SS is located 20 kilometres west of Ipswich on the Warrego Highway in the Metropolitan educational region. Minden is an enrolment managed six teacher school with a current enrolment of 171 students from Prep to Year 7. The Principal, Anne Wilkes, was appointed in January 2014, after an extended period as the Acting Principal.

Commendations:
- Significant progress has been made in all domains since the previous Teaching and Learning Audit.
- The explicit improvement agenda, with a focus on Reading, spelling, the pedagogical framework and community engagement, has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). The school’s Developing Performance Framework (DPF) and staff performance and professional development plans highlight this improvement agenda as focus areas for their professional learning.
- Explicit Instruction across the whole school has been a key driver in enacting the improvement agenda.
- Creative upper school class combinations and the use of specialist teachers across subjects have enhanced student preparation and transition to Junior Secondary. Recent partnerships with the local high school have also been established.
- An effective link between home and school has been created by the use of Keeping In Touch (KIT) books, where brief notes and behaviour or academic comments about students are entered and sent home each day. This also provides the parents with a means of communication back to the school.
- Teacher observation, feedback and coaching by the Principal regularly takes place and is focused mainly around the teaching of reading. Five weekly data discussions between the teachers and Principal keep the focus on the school’s improvement agenda.

Affirmations:
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history and geography and have reflected on how best to address the curriculum requirements of multi-age and ability classes. Moderation throughout the school has occurred to ensure consistency of standards.
- The school’s Special Needs Committee caters for the individual learning and social needs of all students. This team coordinates and assists teachers to effectively use data, organise student groupings, differentiate extension and support programs, maximise the resources available and continue to realign class programs to meet student needs.
- A snapshot of NAPLAN results has been summarised by the Principal and shared with teachers. Class targets have been set for reading, spelling and numeracy.

Recommendations:
- Continue to refine the whole school pedagogical framework. Ensure clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student actions are key elements of the school’s push for improved teaching and learning.
- Provide professional development aimed at revising staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and growth across the years of school.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents.
- Continue to provide opportunities for staff members to develop their expertise in using OneSchool, particularly the use of dashboard.
- Progress the strong collegial and self-reflective culture so that teachers visit colleagues to observe their teaching, discuss their work with them and provide feedback. Consider using objective data from classroom profiling to reflect on the effectiveness of teaching practices.
- Extend the moderation process to include professional networks outside your local area.
- Enhance the processes of providing feedback for students and their parents.