



Minden State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Established in 1878, Minden State School is located approximately 20 km west of Ipswich on the Warrego Highway. We are a co-educational facility catering for students from Prep to Year 6. Our school motto "Aim for the Best" is central to everything we do. The school curriculum incorporates a high emphasis on Literacy, Numeracy and Science and the use of technology across all curriculum areas. Each classroom is equipped with an Interactive Whiteboard and access to iPads while our new Resource Centre houses a computer lab. A comprehensive assessment and reporting framework tracks the literacy and numeracy development of all children across all year levels. The school provides a range of learning experiences in Instrumental Music (Years 5-6), Choir, Physical Education, Music, Performing Arts, Outdoor Education and LOTE (German). A Learning Support Teacher provides weekly services to students while a Guidance Officer, AVT – Inclusion and Speech Language Pathologist, and Chaplain visit on an itinerant basis. At Minden State School, we provide a safe, stimulating environment where appropriate and effective learning can take place for all children. Our school has a defined process for the teaching of behaviour expectations and places a priority on the teaching and reinforcing of positive and appropriate behaviour. In partnership with parents and the community, every student is inspired to learn and accomplish academic, physical and cultural goals.

School progress towards its goals in 2018

Minden's improvement agenda priorities for 2018 focussed on curriculum, pedagogy and assessment, and consolidating a school-wide approach to supporting student learning at all levels. Staff engaged in a regular cycle of professional learning activities to:

- Embed curriculum, assessment and reporting to align with the Australian Curriculum expectations and standards. Whole-school approaches to planning, teaching, assessment and reporting were reviewed. The concept of personalised learning was explored and a guiding framework developed.
- Develop consistency and continuity of teaching and learning practices across the school, particularly in reading and mathematics. Attention was paid to addressing individual learning needs in reading through the implementation of the Daily 5 café approach, Reading Links and Support-A-Reader approaches. In Mathematics, the Back-To-Front philosophy continued to be implemented to assist teachers with finding students' misconceptions and gaps with understanding how maths works. Significant attention was placed on developing problem-solving skills. Regular and focused moderation processes informed planning and targeted learning experiences.
- Consolidate inclusive practices via the Learning Considerations Committee and case management approach
- Strengthen school / community partnerships

Future Outlook

Minden continues to address the major goals of enhanced Literacy, Numeracy and Behaviour performance across the school. In line with our motto "Aim for the Best", Minden strives to achieve:

- Quality learning outcomes for our increasingly diverse range of students
- A teaching and learning framework that successfully aligns curriculum, pedagogy, assessment and reporting
- A safe, respectful and structured learning environment that reflects and responds to student and community needs
- A willing and capable staff who can respond effectively to systemic and local objectives.

Key strategies used:

- The implementation of an updated whole-of-school Curriculum Framework which aligns with the National Curriculum
- Embedding key pedagogies in literacy and numeracy
- Embedding a comprehensive data cycle focused on regular, scheduled analysis of systemic and local data to inform decision-making regarding curriculum design and implementation
- The implementation of targeted and specific support for at-risk and vulnerable students via relevant programs and community resources
- Strengthening of positive and productive partnerships with parents, businesses and other community members
- Celebrating success within the school and the wider community

2019 Main Priority Areas include:

- Literacy – improving the quality of writing through vocabulary and grammar
- Numeracy – improving problem-solving skills

Additional focus areas

- Technology – use an enquiry approach to deliver C2C units supported by a dedicated Digital Technologies Teacher
- Behaviour – use the Positive Behaviour for Learning approach to implement a positive approach to discipline, using OneSchool to record and track both positive and negative student behaviours. Embed the Bounce Back program across all year levels to support the school’s focus on behaviour reform through positive reinforcement and development of resilience.
- Build Workforce Capacity – align individual performance plans with school priorities, establishing a regular cycle of observation and feedback, integrating mentoring and coaching, providing opportunities for professional learning experiences
- Information Communication Technologies - increase the number of portable devices (iPads and laptops) to support small group learning
- School-Community Partnerships – strengthen relationships with parents and the wider community including local high schools

Explicit Improvement	Action
<p>Writing Embed a whole-school approach to improving the quality of writing across all Key Learning Areas</p>	<ul style="list-style-type: none"> • Continue to conduct regular PD for Teachers on unpacking the writing demands of C2C for each year level • Conduct regular data discussions regarding the progress of students in writing • Con NAPLAN writing test for year 2 and year 4 late term 3 • Implement support programs for students at risk
<p>Numeracy Embed a whole school approach to problem solving in numeracy</p>	<ul style="list-style-type: none"> • Continue to conduct regular PD for teachers and teacher aides on the problem solving component of C2C tasks focussing on the proficiency strands of problem solving and reasoning • Conduct NAPLAN numeracy test for year 2 and year 4 late term 3 • Implement support programs for students at risk

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	172	188	189
Girls	88	92	92
Boys	84	96	97
Indigenous	6	8	10
Enrolment continuity (Feb. – Nov.)	93%	94%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Minden is a co-educational school which catered for students in Prep to Year Six in 2018. Minden is considered a small school. In 2018, students were organised in eight classes. The majority of our students come from within a ten kilometre radius of the school which is largely rural in nature. Much of the student body is drawn from Minden Village: an acreage - allotment housing estate in close proximity to the school. The village is serviced by a school bus run. The student population is becoming increasingly transient. The majority of new enrolments comprise families moving into the area from other parts of the state or inter-state. An increasing number of Defence Force families reside in the catchment area. Minden has a small percentage of students who identify as Aboriginal or Torres Strait Islander. Our student body is well-supported by our progressive and active P&C Association, who work in close partnership with the school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	26	22	21
Year 4 – Year 6	23	26	28
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum delivery

Our approach to curriculum delivery

Apart from implementing the Australian Curriculum, Minden State School also provides a variety of programs which aim to extend or support students in many areas. These programs target students who have been identified through various assessment regimes and focus on engaging students in a modern, technology-driven curriculum. All student are provided with opportunities to participate in the arts and sporting programs while senior students are able to engage with leadership opportunities. Student Wellbeing is supported through the Bounce Back program. A commitment to Science and Digital Technologies has continued through the employment of a dedicated STEM teacher and partnership with local high schools.

At Minden, the design, implementation and assessment of curriculum is supported by:

- A strong curriculum leadership team who drive student learning and focus on improving pedagogy
- An explicit approach to teaching and assessing all mandated curriculum areas
- A team approach to planning to ensure consistency and continuity of learning
- The integration of technology at all levels of planning, teaching, assessing and reporting
- The use of student performance data (systemic and local) to support decision-making with curriculum design and support programs

Co-curricular activities

Within the school

- Student Council and Student Leader program
- Student directed ANZAC Day ceremony
- Multi-discipline Instrumental Music program
- Fire Safety Education program
- Book Week activities
- National Literacy and Numeracy Week activities
- Camping program
- Cross Country at school and district levels
- Commonwealth School Banking program
- Athletics at school and district levels
- Under 8's Day
- Science Fair
- Junior Landcare via Gardening Club
- Excursions and incursions which enhance or reinforce learning in specific Learning Areas.

Inter-School opportunities:

- Inter-school sport is conducted through the active involvement with the Brisbane Valley Small Schools Sporting Association, Lockyer District Sports Association and Met West Sports association.
- Gala Sports Days
- Days of Excellence at local high schools
- Transition programs
- Instrumental Music camps and workshops.

How information and communication technologies are used to assist learning

At Minden State School we recognize the importance of technology and place a high priority on actively incorporating technology use into the daily practice of both staff and students. Toward this end, all teachers have personal laptops as part of the EQ teacher laptop trials. Teachers and staff at Minden State School use computers for planning, research, presentation, demonstration, assessment and record-keeping.

Each classroom is equipped with an Interactive Whiteboard and data projector enabling teachers and students the highest level of interaction and engagement in classroom practices and activities. Our Resource Centre houses the school's computer lab which is utilised by all classes. iPads and laptops are used to support small-group learning and students with learning difficulties / disabilities. Teachers and students have access to a number of other digital devices (robotics) which are utilised extensively to enhance the learning experiences of all students.

Students are engaged with activities which utilise:

- Online access to applications designed to support learning in literacy and numeracy.
- Internet based resources for research purposes and programs such as the Microsoft Office suite.

Social climate

Overview

Minden's school motto "Aim for the Best" is enacted every day. We promote a caring, supportive school environment through recognition of student differences and abilities and emphasis on positive behaviours.

Being a small school, our community relies on every member to be proactive and supportive. Students are encouraged to have-a-go, be organised, enterprising, considerate and respectful of all who comprise our community. There is a strong focus on developing leadership qualities throughout all year levels. A formal leadership program is available for students in years five and six comprising two levels: Captains and School Leaders. The Student Council focuses on supporting teachers, fundraising and contributing to school decision-making.

All students take ownership of their behaviour through reflection of our Responsible Behaviour Plan. Staff focus on rewarding positive behaviour and implementing a values/social education program within the school curriculum. The introduction of the Bounce Back program from Prep to Year Six has been well received by students, parents and staff and supports the development of conflict resolution skills, self-esteem and resilience.

Minden State School has an inclusive and socially just climate, with students at risk being supported by the Learning Support Teacher, Guidance Officer, Behaviour Management Team, AVT staff and Speech Language Pathologist when required.

We believe in establishing and maintaining quality partnerships with parents and the wider community, and the school provides multiple opportunities for this to occur.

The establishment of an Outside Hours School Care service operated by Hall-Thorpe Sports has been well-received and offers quality child-care before and after school as well as during holidays. Vacation Care programs are regularly booked to capacity.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	96%	98%
• this is a good school (S2035)	100%	91%	88%
• their child likes being at this school* (S2001)	96%	100%	93%
• their child feels safe at this school* (S2002)	96%	100%	98%
• their child's learning needs are being met at this school* (S2003)	91%	96%	95%
• their child is making good progress at this school* (S2004)	91%	87%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	95%
• teachers at this school motivate their child to learn* (S2007)	96%	96%	98%
• teachers at this school treat students fairly* (S2008)	96%	91%	91%
• they can talk to their child's teachers about their concerns* (S2009)	96%	96%	93%
• this school works with them to support their child's learning* (S2010)	96%	96%	95%
• this school takes parents' opinions seriously* (S2011)	91%	91%	83%
• student behaviour is well managed at this school* (S2012)	87%	91%	86%
• this school looks for ways to improve* (S2013)	96%	95%	90%
• this school is well maintained* (S2014)	96%	91%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	96%	100%
• they like being at their school* (S2036)	98%	96%	100%
• they feel safe at their school* (S2037)	100%	96%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	98%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	100%
• teachers treat students fairly at their school* (S2041)	89%	96%	100%
• they can talk to their teachers about their concerns* (S2042)	91%	94%	98%
• their school takes students' opinions seriously* (S2043)	95%	98%	100%
• student behaviour is well managed at their school* (S2044)	89%	96%	96%
• their school looks for ways to improve* (S2045)	96%	100%	100%
• their school is well maintained* (S2046)	98%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	96%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	92%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Minden, we welcome and actively encourage the inclusion of parents in the day-to-day life of the school. We provide parents and the wider community with multiple and varied opportunities to support their children's education via:

- Volunteering – Minden has a dedicated and growing group of parents, as well as grandparents, who regularly help in classrooms with reading, writing, ICT, and resource making. Parent assistance at sporting events is increasing which enhances the smooth running of our carnivals.
- Assemblies – A weekly assembly was held in 2018 during which awards and certificates for either academic, behaviour achievements were handed out. These assemblies have been well-received and supported by parents.
- P&C Association – Minden has a small but active P&C who meets twice per term. The school's tuckshop is run as a sub-committee of the P&C and was open two days per week in 2018. It is run solely through parent volunteers. The Uniform Shop was also a sub-committee of the P&C in 2018. Much of the school's fundraising is coordinated and operated by the P&C. A small band of committed parents have taken on this task, with the funds raised being used to support the school with purchasing resources to enhance teaching and learning.
- Parent-teacher Meetings – All teachers provide parents with information regarding curriculum overviews and class expectations at the beginning of each term. As per the school's Reporting Policy, parents are also provided with the opportunity to attend a parent-teacher interview regarding their child's academic performance each semester. Parents are also encouraged to make regular contact with their child's teacher to discuss issues or concerns as necessary.
- Newsletters – Parents are fully informed of the school's activities and up -coming events via the weekly newsletter.
- Parents and a range of visiting professionals are actively involved in the development and review of support plans for children with specific needs.
- Children and staff have numerous opportunities to interact during the year via sporting carnivals, Under 8s Day, Science Fair, moderation of student work, Days of Excellence at Lowood High School and Faith Lutheran College, musical presentations at Lowood High School and Faith Lutheran Secondary College. Principals of the 11 cluster schools in the meet each term.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Delivered through the Prep to year Ten Health and Physical Education curriculum and the school's leadership program, students are provided with opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. The school has developed a range of processes to enable students and staff to recognise and report when they, or others, are unsafe. The school has developed processes which respond appropriately, safely and effectively to disclosures.

The Minden Values Framework underpins our work with respectful relationships education with explicit lessons being taught in each year level.

M-my community
I – integrity
N- nurturing
D- dedication
E- every opportunity
N- no excuses

Minden implements the Bounce Back program as part of the school's focus on wellbeing. This is an additional resource to support students' positive development of self and mental health

School Disciplinary Absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	1	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from the school's annual utilities return and a conscious effort is made to reduce the school's environmental footprint through the following strategies:

- Staff and students ensure that all electrical equipment is turned off when not in use.
- All electrical equipment is tested annually with non-compliant or defective equipment being replaced.
- Staff ensure that any leakages are quickly attended to.
- Water is harvested and stored in water tanks for use on gardens and in toilets when necessary.
- Recycling of various materials, especially paper, is conducted as much as possible.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	20,999	608	32,512
Water (kL)	504	218	404

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	12	8	0
Full-time equivalents	12	5	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	0
Bachelor degree	11
Diploma	1
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$62 516.71

The major professional development initiatives were:

- Unpacking the Australian Curriculum
- C2C
- Assessment and Moderation
- THRASS
- Supporting Beginning Teachers
- Maths - problem solving
- Data analysis
- OneSchool training
- Coaching and mentoring
- Trauma informed practices
- Non-violent crisis intervention
- Inclusion

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	95%
Attendance rate for Indigenous** students at this school	87%	88%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	94%	97%
Year 1	90%	94%	95%
Year 2	94%	94%	94%
Year 3	92%	92%	95%
Year 4	94%	93%	95%
Year 5	94%	95%	94%
Year 6	95%	93%	94%

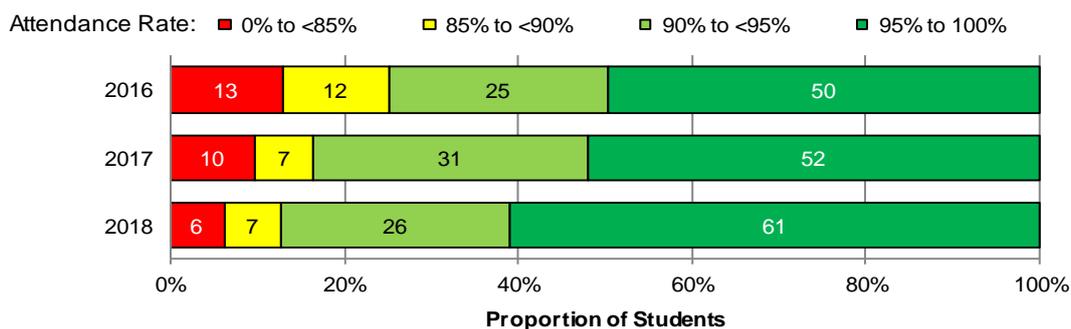
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

All teachers mark the roll at 9:00 am and 2:00 pm on all school days through the OneSchool system. Parents are expected to contact the school via note, phone or class dojo if their child is away. A dedicated Student Absence Line has been established for this purpose. Unexplained absences are followed up by office staff, class teacher and administration. Minden State School utilizes an SMS system to alert parents when children have an unexplained absence from school.

Attendance is monitored in each class and at fortnightly data discussions. A variety of initiatives have been implemented to promote the importance of “every day counts” via curriculum offerings including extra-curricular events as well as year level and whole-school awards.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Thank you for taking the time to peruse Minden's School Annual Report for 2018.