



Minden State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Established in 1878, Minden State School is located approximately twenty kilometres west of Ipswich on the Warrego Highway. We are a co-educational facility catering for students from Prep to Year Six. 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 / laptops while our 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 Four to Six), 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.

Principal’s Foreword

Introduction

Minden State School’s motto is “Aim for the Best”. This motto is the driving force for everything we do. We maintain an unrelenting focus on academic achievement and discipline and staff have purposely created a safe, supportive and respectful environment in which we encourage students to work to the best of their ability and to achieve at an individual level. Learning is our core business and all staff at Minden are committed to creating stimulating, dynamic classrooms in which they deliver a range of appropriate, yet intellectually challenging, learning experiences. Our major goals focus on enhancing literacy, numeracy and science outcomes along with improving behaviour / social interactions among our range of students. At Minden, we are committed to inclusive education ensuring the learning needs of all students are catered for. Minden prides itself on preparing students to be confident, independent life-long learners capable of adapting to the demands of an ever-changing world.

The strategies used to achieve this as well as our progress towards these goals, are outlined in the following:

School Progress towards its goals in 2017

Minden's improvement agenda priorities for 2017 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

2018 Main Priority Areas include:

- Literacy – improving reading comprehension skills
- 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
Reading Embed a whole-school approach to higher-order comprehension across all Key Learning Areas	<ul style="list-style-type: none"> • Continue to conduct regular PD for Teachers on unpacking the comprehension demands of C2C for each year level • Conduct regular data discussions regarding progress of students in reading comprehension • Conduct NAPLAN reading test for year 2 and year 4 late term 3 • Implement support programs for students at risk
Numeracy Embed a whole school approach to problem solving in numeracy	<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 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	169	81	88	9	90%
2016	172	88	84	6	93%
2017	188	92	96	8	94%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Minden is a co-educational school which catered for students in Prep to Year Six in 2017. Minden is considered a small school. In 2017, 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	26	26	22
Year 4 – Year 6	22	23	26

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 students 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

Extra curricula 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
- Outdoor Education program
- National Literacy and Numeracy Week activities
- 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.
- Camping program

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

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.

Data from the 2017 School Opinion Survey (see below) highlights that a very high percentage of students, parents and staff agree that Minden is a good school.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	91%	96%
this is a good school (S2035)	95%	100%	91%
their child likes being at this school* (S2001)	95%	96%	100%
their child feels safe at this school* (S2002)	100%	96%	100%
their child's learning needs are being met at this school* (S2003)	95%	91%	96%
their child is making good progress at this school* (S2004)	89%	91%	87%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	96%
teachers at this school motivate their child to learn* (S2007)	95%	96%	96%
teachers at this school treat students fairly* (S2008)	84%	96%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	96%
this school works with them to support their child's learning* (S2010)	89%	96%	96%
this school takes parents' opinions seriously* (S2011)	95%	91%	91%
student behaviour is well managed at this school* (S2012)	95%	87%	91%
this school looks for ways to improve* (S2013)	95%	96%	95%
this school is well maintained* (S2014)	95%	96%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	90%	96%	96%
they like being at their school* (S2036)	87%	98%	96%
they feel safe at their school* (S2037)	93%	100%	96%
their teachers motivate them to learn* (S2038)	93%	100%	100%
their teachers expect them to do their best* (S2039)	95%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	96%
teachers treat students fairly at their school* (S2041)	84%	89%	96%
they can talk to their teachers about their concerns* (S2042)	83%	91%	94%
their school takes students' opinions seriously* (S2043)	74%	95%	98%
student behaviour is well managed at their school* (S2044)	73%	89%	96%
their school looks for ways to improve* (S2045)	93%	96%	100%
their school is well maintained* (S2046)	90%	98%	100%
their school gives them opportunities to do interesting things* (S2047)	90%	96%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	100%	93%
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%	100%	95%
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 is held during which awards and certificates for either academic or behaviour achievements are 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 on the second Monday of every month. The school's tuckshop is run as a sub-committee of the P&C and was open two days per week in 2017. It is run solely through parent volunteers. The Uniform Shop was also a sub-committee of the P&C in 2017. 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 fortnightly 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 a number of opportunities to interact during the year via sporting carnivals, Under 8s Day, Science Fair, moderation of student work, Days of Excellence at the Lowood High School and Faith Lutheran College, attending musical presentations at Lowood High School and Faith Lutheran Secondary College. Principals of the 11 schools in the cluster meet each term.

Respectful relationships 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	1	1	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0



Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	18,464	267
2015-2016	20,999	504
2016-2017	608	218

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

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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14	7	0
Full-time Equivalents	12	5	0

Qualification of all

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	11
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**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 2017 were \$ 33 247.03.

The major professional development initiatives were:

- Australian Curriculum
- C2C
- Assessment and Moderation
- Reading
- THRASS
- Speech, Sounds, Pics (SSP)
- Supporting beginning teachers
- QAR
- Maths Problem -Solving
- Data analysis
- OneSchool training
- Coaching and Mentoring

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	87%	88%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

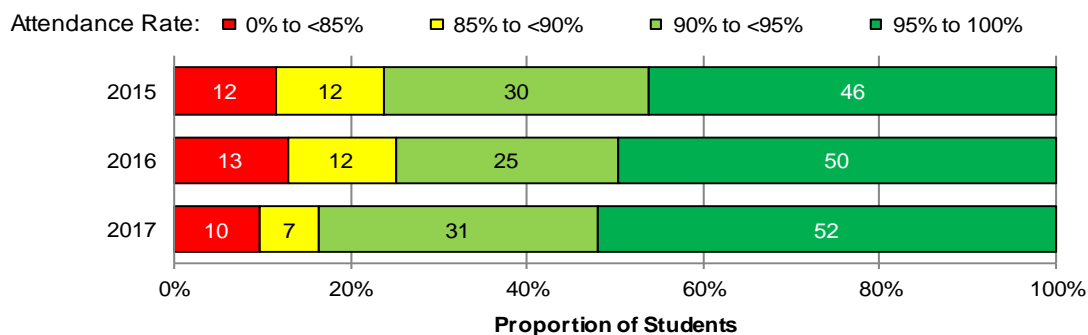
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	92%	94%	95%	92%	93%	94%						
2016	91%	90%	94%	92%	94%	94%	95%						
2017	94%	94%	94%	92%	93%	95%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

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School NAPLAN information is available by selecting ‘**NAPLAN**’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results

Conclusion

Thank You for taking the time to peruse Minden's School Annual Report for 2017.