

Minden State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Minden State School** from **9 to 11 March 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Christine Dolley	Internal reviewer, EIB (review chair)
Vivienne Simpson	Peer reviewer
Garth Hunt	External reviewer



1.2 School context

Location:	Lowood-Minden Road, Minden	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	149	
Indigenous enrolment percentage:	8.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	2.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	962	
Year principal appointed:	Term 2, 2012	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, curriculum and pedagogy coach, Business Manager (BM), seven classroom teachers, three teacher aides, cleaner, schools officer, chaplain, 17 parents and 66 students.

Community and business groups:

- Parents & Citizens' Association (P&C) president and treasurer, Lowood Cluster Chaplaincy Committee representative, Christian Religious Instruction representative, Scripture Union Queensland representative, Minden Bus Service, Nextra Lowood, Lowood Hub, Best Start Somerset, Woodlands of Marburg and Haigslea Sundowner Saloon.

Partner schools and other educational providers:

- Faith Lutheran College and Brisbane Valley Small Schools Sporting Association (BVSSSA).

Government and departmental representatives:

- Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2021
Staff Wellbeing Framework	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Minden Approach to Planning
School improvement targets	Minden Approach to Case Management
School pedagogical framework	Professional development plans
Minden Data Plan	School website
School Opinion Survey 2019	Student Code of Conduct
Minden Approach to Providing Feedback	Minden Roles and Responsibilities
Teacher Aide Accountability Report	Explicit Teaching of Reading
School Curriculum, Assessment, Reporting Plan	Minden Approach to Differentiated Instruction
Headline Indicators (October 2020 release)	Student Learning and Wellbeing Framework
Minden Approach to Establishing and Maintaining a Supportive School Environment	



2. Executive summary

2.1 Key findings

The school is focused on building a quality, school-wide professional team of highly capable teachers and teacher aides.

School leaders recognise that high quality leadership and teaching are essential for supporting students' achievement, wellbeing and engagement. Teaching staff are committed to supporting student learning and possess a range of experience, confidence and expertise in the fields in which they teach. The principal identifies and encourages staff, through a distributed leadership model, to take an active role beyond the classroom. Staff members display high levels of professional energy for the work they undertake within the school.

Staff members articulate that a strong collegial culture exists within the school.

Staff comment on mutual trust and support, and the strong feeling of connectedness that exists and operates within and across all year levels. The work of the leadership team and the ongoing support they provide to staff are consistently referenced and warmly appreciated. A high level of cohesion amongst staff members at the school is apparent. Staff members identify the quality of relationships between one another as a strength of the school. They discuss positively the value and trust they feel are placed in them by school leaders and the mutual respect they have for each other.

School leaders articulate commitment to the improvement of learning outcomes for the full range of students.

A genuine belief that all students are able to learn successfully is expressed. Staff members indicate they are united in the provision of a caring, nurturing environment with a range of measures implemented to support and encourage student engagement and wellbeing. The school vision strives to 'challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities' and to 'equip children for all the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all'. The principal expresses the intent to sustain the focus on the specific targets and timelines of the narrow and sharp Explicit Improvement Agenda (EIA), collaboratively identifying next steps for further precision and consistency of practice.

School leaders express the belief that every teacher can teach to high standards.

The leadership team understands that consistency of practice within the school leads to improved student outcomes and that highly effective teaching is the key to improving student learning throughout the school. Leaders are cognisant of the importance of developing an expert teaching team and creating opportunities to build the pedagogical skills and knowledge of teachers. The principal and curriculum and pedagogy coach express that this is achieved by monitoring implementation of school initiatives by providing teachers with individual detailed feedback regarding their classroom practices. Formal structures to enable

teachers to participate in observation, coaching and feedback cycles related to the pedagogical framework are an emerging process.

Students articulate valuing the feedback they receive and how it contributes to their learning.

Student learning goals are developed in cooperation between the teacher and student, with goals monitored and feedback provided to students on a regular basis. Formal feedback is provided to students for written assessment tasks. The Minden Approach to Providing Feedback documents information and expectations to assist teachers in the provision of feedback on learning to students. The whole-school approach to providing students with regular and timely feedback, in forms that make clear what actions individuals can take to make further learning progress, is yet to be implemented.

High expectations and a belief that every student can succeed underpin practice.

Staff work with an intent to provide a safe, supportive, engaging learning environment for all students. The principal and curriculum and pedagogy coach recognise the importance of continuing to explore further opportunities to promote a culture of inquiry and innovation, sustaining an increased range of creative exploration and independent learning experiences. Some teachers express an interest in learning more about how intellectual rigour can be enhanced in their day-to-day teaching, in alignment with the school's vision for academic success and their belief in a fully inclusive approach to teaching and learning.

Students articulate that they value the positive relationships they have with staff members.

Students speak of their appreciation for the effort teachers put into preparing their learning and for the ongoing support and encouragement received during the learning process. Students value the care afforded them by the entire school staff. Staff members express a high priority of ensuring that the individual learning needs of students are identified and addressed. Teachers are encouraged and supported to monitor the progress of individual students, identify learning difficulties, and provide activities tailored to levels of readiness and need.

The value of partnerships with parents and local organisations is described by the leadership team as highly beneficial to all.

The principal works with local organisations to provide parents and carers with access to playgroup and information in relation to Prep transition to school. A dedicated space is allocated to provide parent meetings that address how to manage emotions during transition, physically getting their child ready for school, healthy lunch programs, and communication between parents and the school. The principal is a member of a team including representatives from the early years sectors from the local area, attending meetings each term that address strategies to support vulnerable children in the area. Parents and Citizens' Association (P&C) monthly markets, the annual fete, Anzac ceremony, Under Eights Day and the Christmas concert draw the local community into the school to celebrate success and build a sense of welcome and celebration.



2.2 Key improvement strategies

Collaboratively identify potential short, medium and long-term goals for further precision and consistency of practice to sustain the focus on specific targets and timelines of the narrow and sharp EIA.

Facilitate opportunities for teachers to build a deep understanding of agreed pedagogical practices, including observation, modelling, mentoring, coaching and Watching Others Work (WOW).

Further develop the whole-school approach to providing students with regular and timely feedback in forms that make clear what actions individuals can take to make further learning progress.

Explore further opportunities to promote a culture of inquiry and innovation, intellectual rigour and high achievement, to establish an increased range of creative exploration and independent learning experiences.