

Minden State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by Reviews and School Improvement through community consultation.

Acknowledgement of Country

Minden State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	137
Aboriginal students and Torres Strait Islander students	11.9%
Students with disability	42.2%
Index of Community Socio-Educational Advantage (ICSEA) value	966

About the review

 3 reviewers from 23 to 24 October 2025	 27 conversations and forums	 17 school staff
 34 students	 11 parents and carers	 5 community members

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and Reviews and School Improvement validation.

Domain 6: Leading systematic curriculum implementation

Develop a shared understanding of evidence-informed teaching of reading to establish a whole school approach to teaching reading through the Australian Curriculum (AC) and ensure consistent enactment of effective practices.

Domain 8: Implementing effective pedagogical practices

Collaboratively build a shared language and understanding about pedagogy to develop a whole school approach to pedagogy as a foundation for collaborative pedagogical discussions and decisions.

Domain 7: Differentiating teaching and learning

Strengthen staff understanding and language about students' diverse learning needs, to shape a shared whole-school approach for supporting the needs of all students, including highly capable students.

Domain 5: Building an expert teaching team

Strengthen collaborative networking opportunities for teachers and leaders, aligned to school priorities, to deepen understanding and learn from others' effective practices.

Key affirmations



Staff and students highlight how the connected and collaborative school community contributes to the welcoming and engaging learning environment.

Leaders and teachers emphasise their commitment to intentional and purposeful collaboration, and how these opportunities align with school priorities and goals. Teachers describe a collaborative culture that fosters teamwork, enhances wellbeing and creates a positive and supportive environment for all. Staff and parents praise 'Expo Days' which showcase student learning. Parents articulate this initiative reflects the school's commitment to fostering partnerships through academic achievement and contributes to student success. Parents and students express they value the care, dedication and commitment of leaders and staff in supporting all students to succeed.



Teachers promote agentic environments that enable students' empowerment to design their own learning for enhanced engagement.

Teachers speak of the importance of effective teaching in engaging and challenging students in their learning. They describe the 'innovative' ways they implement inquiry-based learning in their classrooms and their enthusiastic efforts to 'hook' students into learning. Students value the agency and choice they are provided in designing their project work in areas of interest within the curriculum. They appreciate teachers' efforts to make learning fun and interesting. Students describe having a 'voice' and being empowered to contribute ideas to improving school routines and learning.



Teachers and leaders appreciate how systematic collaborative curriculum planning and collegial engagement builds teachers' capability and forms the foundation for effective classroom practices.

Leaders and teachers value opportunities to work together on planning curriculum. Teachers appreciate leaders' commitment to providing resources and time to systematic cycles of collaborative planning, Quality Teaching Rounds, walkthroughs, modelling, and providing personalised feedback and reflective conversations. Teachers describe clarity in expectations for curriculum delivery and using 'Know and Grow' walls. Parents and students recognise and appreciate the 'high quality' teaching practices enacted by staff and attribute student learning success to the efforts of teachers.



Staff and parents value how leaders' deep knowledge and 'strategic' foresight guides the school with thoughtful and intentional implementation of improvement strategies.

Leaders convey their relational and authentic approach fosters mutual respect. They value the expertise of teachers, and speak of how teachers reciprocate with trust and respect for the leadership team. Teachers and students describe inclusive decision-making and how they actively contribute towards shaping strategic directions. Staff convey they are well-informed, empowered to have agency and are supported to innovate. They appreciate leaders working with them, cultivating a shared journey of growth. Teachers describe how this collaborative ethos has resulted in a strong sense of ownership and engagement, and comment they are deeply invested in the school's improvement journey.



Teachers and leaders describe how using a variety of data sets has been effective in informing strategy and teaching practice to progress school priority areas.

Teachers and leaders comment a variety of academic, engagement and wellbeing data aligned to school priorities is displayed and accessed for various professional discussions. Staff describe collecting and using this data to inform next steps in teaching and learning. Leaders communicate data is disaggregated and triangulated to inform decision making about intervention. They outline how Know and Grow walls, which are refined in planning, and feedback from teachers supports students' assessment literacy and improves performance on assessment tasks.