Department of Education and Training

School Improvement Unit Report

Minden State School

Executive Summary

Queensland Government

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Minden State School** from **8 to 12 September 2016**.

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 consider in consultation with its regional office and school community.

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

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

The principal will meet with their Principal Supervisor to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Shirley Francis	Peer reviewer
Fred Hardman	External reviewer

1.2 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, curriculum coach, eight teachers, six teacher aides, administration officer, guidance officer, Advisory Visiting Teacher (AVT) – Students with Disabilities (SWD), cleaner, schools officer, chaplain, Parents and Citizens' Association (P&C) president, two P&C executive members, 22 parents and 18 student leaders

Community and business groups:

- Hart-Thorpe Sports Outside School Hours Care, Christian Religion Studies representative and Minden Bus Service representative

Partner schools and other educational providers:

- Principals of Lowood State High School and Faith Lutheran College

Government and departmental representatives:

- Member for Ipswich West and Principal Supervisor

1.3 School context

Location:	Lowood–Minden Road, Minden
Education region:	Metropolitan Region
Year opened:	1878
Year levels:	Prep to Year 6
Enrolment:	171
Indigenous enrolment percentage:	3.5 per cent
Students with disability enrolment percentage:	1.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	985
Year principal appointed:	2014
Full-time equivalent staff:	9
Significant partner schools:	Prenzlau State School, Tarampa State School, Marburg State School, Hattonvale State School
Significant community partnerships:	Member of Lowood–Fernvale cluster of schools, Griffith University (Age-Appropriate Pedagogical Practices project)
Significant school programs:	Prep Transition, Student Leadership program

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (2016 release)	School Data Profile (August 2016 release)
OneSchool	School budget overview
Professional learning plan 2016	School Opinion Survey
School improvement targets	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	Curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

The tone of the school reflects a school-wide commitment to purposeful, successful learning.

School pride is apparent throughout the school and the school uniform is worn by every student. Classrooms are calm and high levels of student engagement and enthusiasm for learning are evident. Staff members display strong levels of collegiality and mutual support.

Explicit Instruction (EI) using the Archer and Hughes[1] methodology is embedded in practice throughout the school.

Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. The school has highly skilled teacher aides and a well-developed process for reflection and communication regarding their work. A curriculum coach position has been created by the principal. The coach meets with all teachers regularly and plans curriculum on a termly basis. The principal views the ongoing development of staff members into an expert and cohesive school-wide teaching team as central to improving outcomes for all students.

[1] Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

The school has a clearly documented whole-school plan for curriculum delivery aligned with the Australian Curriculum (AC) and P–12 curriculum framework.

Teachers contextualise the delivery of the AC units in English, mathematics, science, history and geography using Curriculum into the Classroom (C2C) resource units. Professional development (PD) has been provided to teachers regarding unpacking the Australian mathematics curriculum and the cross-curricular priority of numeracy. Moderation processes that engage teachers in professional dialogue regarding Levels of Achievement (LOA) are well established in the school. School leaders identify this as an area for continued focus.

School leaders clearly articulate the belief that reliable student outcome data is crucial to the school improvement agenda.

School leaders utilise whole-school and class data to inform school-wide decision-making, targeted programs and intervention. Teachers use standardised and classroom assessments to identify starting points for teaching and monitor student progress in the priority areas of literacy and numeracy. School leaders recognise that further focus on data analysis and tracking is required to identify students who can be moved into the Upper Two Bands (U2B) of performance.

The school leadership team makes deliberate and strategic use of parent and community partnerships.

An active P&C exists which is supportive of the school and provides resources to enhance student learning outcomes. Relationships with all levels of government are productive. The school has well-developed partnerships with the schools in the local cluster. The school liaises with two local high schools. Students from eight local early childhood providers currently enrol in the school.

Human, financial and physical resources are deployed in strategic ways to maximise student learning and wellbeing.

School leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. The school values teacher aides as significant partners in teaching and learning programs. School grounds and facilities are well maintained and presented. A range of spaces are available for outdoor learning activities.

2.2 Key improvement strategies

Provide staff members with a range of PD activities to optimise the skill set of an expert teaching team.

Embed the consistent curriculum planning and delivery processes.

Strengthen student data tracking and the actions required to move students into the U2B.