

Minimbah State School

Queensland State School Reporting

2014 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

Minimbah State School is part of a vibrant local community. We have a proud history of outstanding academic, cultural and sporting success with a culture based on traditional values including respect, responsibility and pride in appearance. We value and actively build productive relationships between students, teachers and parents to ensure a quality learning environment.

Our school motto, **Place of Learning**, demonstrates our commitment for all students and staff to engage in learning with a focus on ensuring that students have the knowledge and skills to build future success.

Our purpose is to provide quality learning in a safe and caring environment that encourages all students to fulfil their potential and to be able to face the opportunities and the challenges that they will meet in a changing world.

The intent of this report is to provide an overview of the school's recent achievements and future directions for parents and the community. School progress towards its goals in 2014

The school continues to improve the quality of learning for students through setting focused targets for student learning and implementing best teaching practice. Areas identified in the school Annual Improvement Plan for 2014 which were a significant focus for the school include:

- High expectations for all students with a focus on individual student goal setting and feedback to achieve personal targets
- A focus on early intervention with the introduction of a screening program for pre-prep students, in order to support students transition to school. This program has been recognised regionally, with the school receiving two "Showcase Awards for Excellence" (2013 and 2014)
- Aligning resources to target literacy and numeracy teaching including a 'supported reading program' for every student every day
- Collaborative teacher professional learning through areas such as the moderation of student work to establish consistent application of standards and the planning of quality teaching programs
- Consistent 'School Wide Positive Behaviour' processes to ensure a quality learning environment
- A significant increase in access to *e-learning* tools for teacher use in the classroom including interactive whiteboards in every classroom

Other priority areas which extend the learning of students at Minimbah include a strong focus on environmental science which is studied as part of the science teaching program from prep to Year 6. A range of lunch-time clubs and activities are available for students including gardening and environmental initiatives. Students participate in field excursions and camps.

At Minimbah we believe a child's learning is enriched when they can meaningfully apply academic knowledge through engaging practical activities such as scientific field work and arts experiences. We encourage students to

become active citizens and well-rounded individuals through local community involvement. We provide a range of co-curricula activities such as: - an instrumental music program in woodwind, brass, strings and percussion - Robotics - academic competitions - interschool sport - including Touch Football, Soccer, Netball, Rugby League - Minimbah Inter-house Swimming and Athletics programs and carnivals - Arts Council performances - Ten Pin Bowling.

Future outlook

For the 2015 school year, Minimbah State School is focussing on:

- Positive relationships
- Effective implementation of the National Curriculum
- Literacy and Numeracy
- Targeted programs for Reading, using Jolly Phonics and First Steps in Reading
- 'Reading Program': Provided for all students, every day which aligns instruction to individual student reading needs , with streamed student groupings in Prep to Yr 3
- Quality Curriculum Planning and Teaching focusing on English, Mathematics, Science and History, with support of the Head of Curriculum and Master Teacher
- Support for teachers to include differentiation in planning and teaching, with a focus on upper two bands
- Merging of Learning Support and Special Education, into a "Student Services" team to design, trial, review and implement effective G&T strategies
- Early Years Literacy with Jolly Phonics based teaching strategies
- Effective staff use based around teacher and student support during Priority Learning Hours, one one Student Services Teacher and Teacher Aide, assigned to each year level
- Embedding of the Brigance Screener for Pre-Prep students and 'Early Start' assessment in Prep and Yr 1
- Numeracy G&T focus via an 'Upper 2 Bands' mathematics project
- Improved Writing skills in students using "Seven Steps to Writing Success"
- Improving wireless connectivity across the whole school
- Improved attendance for all students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	755	370	385	90%
2013	755	389	366	94%
2014	801	401	400	94%

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

Characteristics of the student body:

At Minimbah high expectations are placed on students with regard to their learning, behaviour and appearance. Students are consistently respectful towards each other, teachers and other adults. They wear their school uniform with pride and strive to be good learners.

Minimbah has a special education unit which caters for approximately 40 students with disabilities. These students participate fully in regular classroom learning with support.

The enrolment pattern at Minimbah is very stable with all families living in the local area, some on small acreage properties. There is no significant representation of ethnic or cultural groups from outside of Australia at the school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	27	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	60	54	139
Long Suspensions - 6 to 20 days	4	8	7
Exclusions [#]	0	1	2
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

At Minimbah State School the Curriculum planning process is supported by a Head of Curriculum and guided by the systemic requirements of the Education Queensland P – 12 Curriculum Framework and the relevant National Curriculum.

Prep - 7

Units of work are developed from the National Curriculum, Essential Learnings and are based on the Key Learning Areas (KLAs) of English, Mathematics, Science, History/Geography/Studies of Society & Environment, Technology, The Arts, Health and Physical Education and Japanese. Units may be integrated across more than one KLA but are usually KLA specific.

Teachers work collaboratively in year level teams to plan, deliver and assess units of work in all key learning areas.

English, Maths, History and Science are our priority KLA's. In the KLAs of English and Maths, students develop the skills they need in order to become 'literate' and 'numerate'. English is much more than basic literacy skills however, and as such students engage in a range of literature studies from a wide range of books, other literary texts and authors.

Extra curricula activities

Minimbah provides students with many opportunities to extend their learning beyond the classroom interact socially with others and participate in community activities. Some of these activities include:

- An Instrumental Music Program in strings, woodwind, brass and percussion for Year 5, 6 and 7 students – entry is by audition
- Lunch time activities programs including Gardening, Robotics, Square Dancing and Choir
- Library and computer access at break times
- Interschool sport – soccer, netball, rugby league, touch football
- Inter-house sports carnivals including swimming and athletics – selection from these for District representation
- Sporting opportunities including AFL 'Auskick' program
- Queensland Arts Council Performances
- Ten Pin Bowling
- School camps to complement our environmental science program: Year 5 overnight camp, Year 6 four day camp to Ewan Maddock Dam and a Yr 7 five day camp to Moreton Island.

Students are often involved in excursions and camps to extend and compliment their school studies and we have a strong band of around 45 Eco Warriors.

How Information and Communication Technologies are used to assist learning

The development of students' ICT knowledge and skill is integrated through all KLAs. ICTs are used to engage students in their learning, to assist them in understanding concepts and processes and to extend the reach of the classroom across space and time.

During the planning process teachers identify opportunities for using ICTs to develop KLA knowledge and skills as well as those specific to ICT.

A current priority at Minimbah is ensuring that students have the best available learning technology in their classrooms so that teachers can make the most of up-to-date resources for learning, especially in literacy and numeracy. With the help of the P&C we have installed 'Interactive Whiteboards' and data projectors in all classrooms.

Social Climate

Minimbah State School provides a safe, disciplined and challenging environment that provides the opportunities for all students to achieve to their potential.

We believe that a safe and supportive environment protects the rights of all students to learn, the rights of all teachers to teach and the rights of all to be safe.

We believe all students need to belong to our school community and this belonging is underpinned by appropriate and respectful relationships. Developing a student's sense of belonging is based on building caring, respectful

relationships through proactive approaches to recognising and meeting students' basic needs, explicit teaching of rules and expected behaviours, and social skill building and problem solving practices.

We value the positive and productive relationship between the school, parents and local community at Minimbah and believe that these relationships are central in enabling children to achieve to their potential. We encourage parent involvement across many aspects of school life at Minimbah. There are opportunities for parents to assist directly in class activities, provide input into school decision-making and become involved with the Parents and Citizens Association.

Our student leaders are actively engaged in activities and support of peers within the school through playground buddy, library monitors, equipment lending, class buddy and other programs.

Our school Chaplain runs a variety of lunchtime activities for students, as well as providing specialised support programs for student personal development with individuals and groups of students. A games room, Resource Centre and several supported play areas provide opportunities for more structured play environments for children.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	96%	92%
this is a good school (S2035)	96%	92%	81%
their child likes being at this school* (S2001)	93%	96%	96%
their child feels safe at this school* (S2002)	100%	88%	93%
their child's learning needs are being met at this school* (S2003)	100%	96%	93%
their child is making good progress at this school* (S2004)	89%	100%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	85%
teachers at this school motivate their child to learn* (S2007)	96%	92%	89%
teachers at this school treat students fairly* (S2008)	92%	88%	81%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	93%
this school works with them to support their child's learning* (S2010)	96%	92%	92%
this school takes parents' opinions seriously* (S2011)	93%	83%	73%
student behaviour is well managed at this school* (S2012)	89%	87%	78%
this school looks for ways to improve* (S2013)	100%	100%	73%
this school is well maintained* (S2014)	100%	96%	96%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	96%	93%	95%
they like being at their school* (S2036)	90%	87%	98%
they feel safe at their school* (S2037)	88%	86%	89%
their teachers motivate them to learn* (S2038)	95%	94%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers expect them to do their best* (S2039)	97%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	87%	92%	94%
teachers treat students fairly at their school* (S2041)	84%	92%	91%
they can talk to their teachers about their concerns* (S2042)	78%	91%	87%
their school takes students' opinions seriously* (S2043)	86%	87%	91%
student behaviour is well managed at their school* (S2044)	69%	77%	87%
their school looks for ways to improve* (S2045)	92%	94%	97%
their school is well maintained* (S2046)	94%	91%	95%
their school gives them opportunities to do interesting things* (S2047)	83%	91%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	98%
they feel that their school is a safe place in which to work (S2070)		95%	96%
they receive useful feedback about their work at their school (S2071)		92%	94%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		100%	94%
student behaviour is well managed at their school (S2074)		100%	96%
staff are well supported at their school (S2075)		93%	96%
their school takes staff opinions seriously (S2076)		93%	94%
their school looks for ways to improve (S2077)		100%	98%
their school is well maintained (S2078)		100%	98%
their school gives them opportunities to do interesting things (S2079)		97%	94%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parent involvement with the school is one of the strengths of the Minimbah school community. Parents play a critical role in supporting and extending student learning.

A volunteer program supports classroom activities and through this process parents offer Quality Time, Support-a-Reader, Support-a-Writer, Tuckshop and general help in classrooms and on excursions.

Many parents also attend weekly assemblies and our fortnightly newsletter provides our community with updates on events and activities within the school. Minimbah State School has an active and supportive Parents and Citizens' Committee.

We are committed to regular and effective communication to parents in both written and face-to-face interview forms (four times per year), and through other formal and informal processes as opportunities and needs arise. The school also updated its web page and operates a Facebook page for parent communication.

Reducing the school's environmental footprint

Minimbah State School is an 'Earth Smart Science' school which is part of the Queensland Environmentally Sustainable Schools Initiative (QESSI). As an ESS we are working to reduce our ecological footprint through the development and implementation of a School Environmental Management Plan (SEMP).

The design and implementation of the SEMP encourages a whole of school approach to wisely managing school resources. The SEMP focuses on waste minimisation, water conservation, energy efficiency and biodiversity improvements.

The key to the ESS program is to foster knowledge of and commitment to environmental sustainability through integration of the SEMP process into the curriculum with a particular focus on science and mathematics.

Minimbah has an 'Eco Warriors' program where students lead and participate in a range of environmental initiatives around the school including re-cycling, composting, gardening and waste management etc.

The school also works in partnership with the Moreton Bay Regional Council in a waste minimisation program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	206,832	2,336
2012-2013	209,983	1,550
2013-2014	213,282	2,752

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.

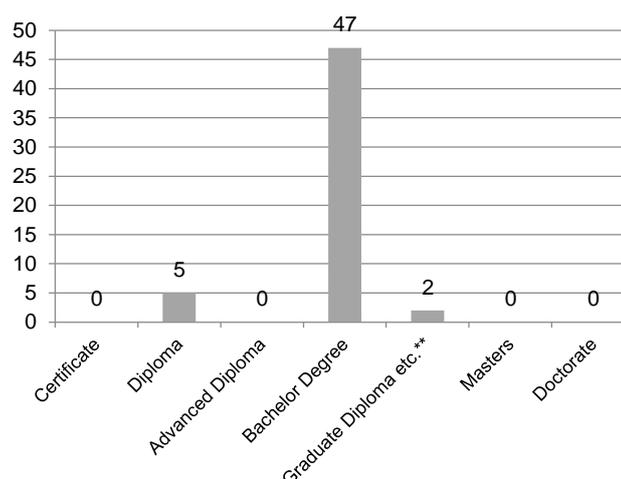
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	27	<5
Full-time equivalents	48	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	47
Graduate Diploma etc.**	2
Masters	0
Doctorate	0
Total	54



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$62,495.35.

The major professional development initiatives are as follows:

- Curriculum planning and teaching strategies
- Teaching of English
- Teaching of Mathematics
- Teaching of Science
- First Steps in Reading
- Soundwaves
- More Support for Students With Disabilities
- Classroom management strategies including 'Essential Skills'
- Information Communication Technologies in the classroom
- Health and safety including first aid and resuscitation

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

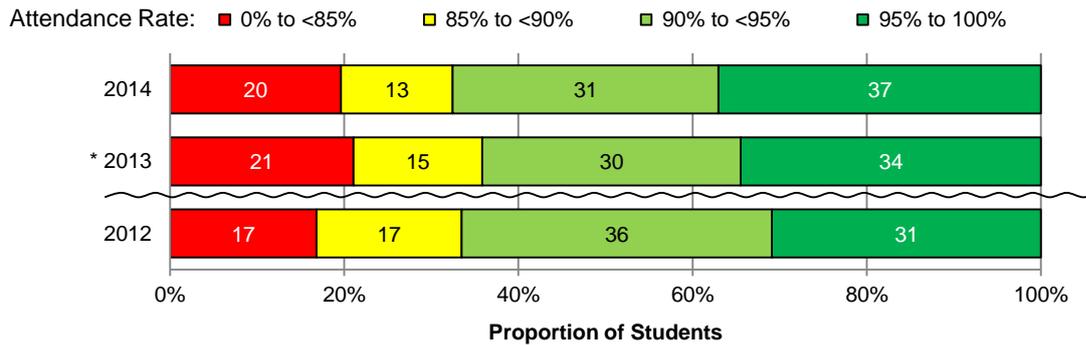
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	91%	90%	90%	91%	92%	91%					
2013	89%	90%	91%	89%	88%	92%	91%					
2014	91%	92%	93%	92%	90%	90%	90%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Minimbah class rolls are marked at 9.00am and 2.00pm.

Teachers record attendance using an electronic roll which means that student attendance can be monitored from the school office.

Parents can contact the school using a dedicated 24hr phone number and message system to inform the school of a student absence.

Teachers follow-up any 'unexplained' absence through letter or phone call to parents.

In the event that an absence remains unexplained after teacher efforts to follow-up a text message is sent to parents.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Indigenous students comprise approximately 4.6% of the total student population at Minimbah.

In 2013 indigenous student attendance was similar to that of non-indigenous students.

Indigenous student attainments in the year 3, 5 and 7 NAPLAN tests were similar to the school mean scaled score in most areas.