

Minimbah State School

Queensland State School Reporting

2015 School Annual Report



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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.

School progress towards its goals in 2015

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 2015 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

Success in our literacy focus, was evidenced by the 2015 PM reading results being the best in the schools history. 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.

Future outlook

For the 2016 school year, Minimbah State School is focussing on:

- Effective implementation of the National Curriculum
- An emphasis on high yield Direct Instruction teaching strategies
- Literacy and Numeracy
- Targeted programs for Reading, using Jolly Phonics, Flying Start, Explorations and Spelling Mastery
- 'Reading Program': Provided for all students, every day which aligns instruction to individual student reading needs, with streamed student groupings in Prep to Yr 6
- Quality Curriculum Planning and Teaching focusing on English, Mathematics, Science and History, with support of the Head of Curriculum and Master Teacher
- 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
- Numeracy G&T focus via an 'Upper 2 Bands' mathematics project
- Improved attendance for all students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	755	389	366	32	94%
2014	801	401	400	40	94%
2015	798	377	421	55	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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		
	2013	2014	2015
Prep – Year 3	22	22	25
Year 4 – Year 7 Primary	26	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	54	139	137
Long Suspensions - 6 to 20 days	8	7	5
Exclusions	1	2	3
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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.

The pedagogical approach in core learning areas, is predominately “Direct Instruction” and other high yield strategies.

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

How Information and Communication Technologies are used to improve 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	92%	75%
this is a good school (S2035)	92%	81%	88%
their child likes being at this school (S2001)	96%	96%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child feels safe at this school (S2002)	88%	93%	88%
their child's learning needs are being met at this school (S2003)	96%	93%	75%
their child is making good progress at this school (S2004)	100%	93%	63%
teachers at this school expect their child to do his or her best (S2005)	100%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	85%	63%
teachers at this school motivate their child to learn (S2007)	92%	89%	88%
teachers at this school treat students fairly (S2008)	88%	81%	88%
they can talk to their child's teachers about their concerns (S2009)	96%	93%	88%
this school works with them to support their child's learning (S2010)	92%	92%	75%
this school takes parents' opinions seriously (S2011)	83%	73%	63%
student behaviour is well managed at this school (S2012)	87%	78%	88%
this school looks for ways to improve (S2013)	100%	73%	100%
this school is well maintained (S2014)	96%	96%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	95%	88%
they like being at their school (S2036)	87%	98%	92%
they feel safe at their school (S2037)	86%	89%	91%
their teachers motivate them to learn (S2038)	94%	93%	91%
their teachers expect them to do their best (S2039)	97%	96%	98%
their teachers provide them with useful feedback about their school work (S2040)	92%	94%	90%
teachers treat students fairly at their school (S2041)	92%	91%	90%
they can talk to their teachers about their concerns (S2042)	91%	87%	80%
their school takes students' opinions seriously (S2043)	87%	91%	80%
student behaviour is well managed at their school (S2044)	77%	87%	85%
their school looks for ways to improve (S2045)	94%	97%	95%
their school is well maintained (S2046)	91%	95%	95%
their school gives them opportunities to do interesting things (S2047)	91%	93%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	98%	100%
they feel that their school is a safe place in which to work (S2070)	95%	96%	100%
they receive useful feedback about their work at their school (S2071)	92%	94%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	91%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	94%	100%
student behaviour is well managed at their school (S2074)	100%	96%	98%
staff are well supported at their school (S2075)	93%	96%	98%
their school takes staff opinions seriously (S2076)	93%	94%	100%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	97%	94%	96%

[#] '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

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 (twice per year) and face-to-face interviews (twice per year), and through other formal and informal processes as opportunities and needs arise. The school also use its web page, Facebook page, Qparents and Qschools for digital 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	209,983	1,550
2013-2014	213,282	2,752
2014-2015	200,139	424

*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.

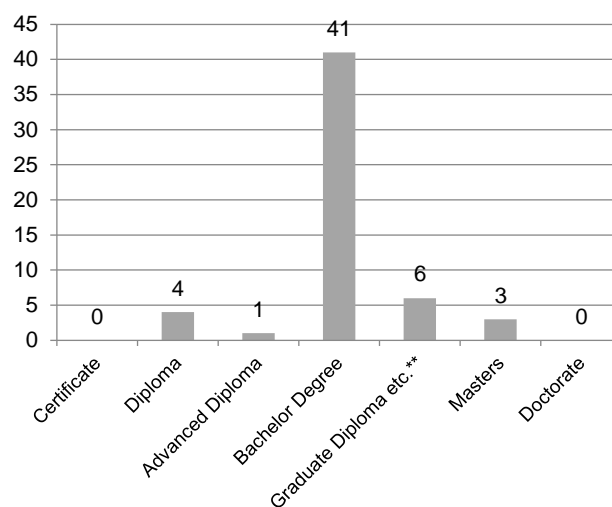
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	55	29	<5
Full-time equivalents	49	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	1
Bachelor Degree	41
Graduate Diploma etc.**	6
Masters	3
Doctorate	0
Total	55



*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 2015 were \$153 650.

The major professional development initiatives are as follows:

- Curriculum planning and teaching strategies
- Jolly Phonics
- Teaching of Science
- 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%.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	85%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

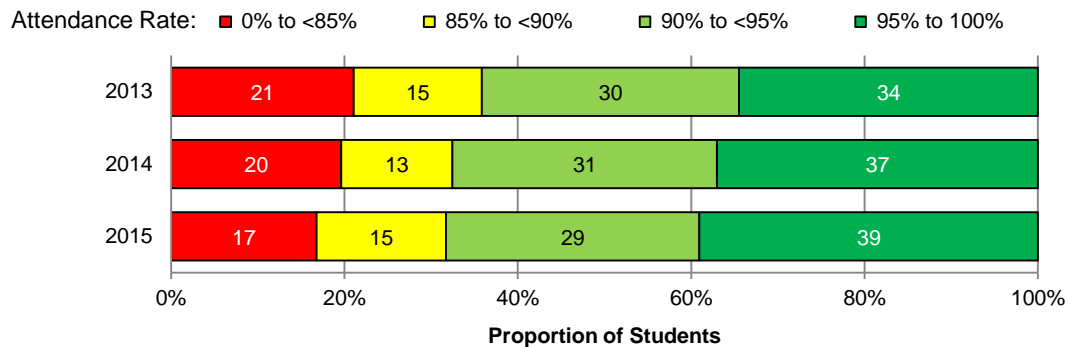
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	89%	90%	91%	89%	88%	92%	91%					
2014	91%	91%	92%	93%	92%	90%	90%	90%					
2015	92%	90%	92%	92%	92%	91%	89%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

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

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

Parents can contact the school using Qparents, 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.

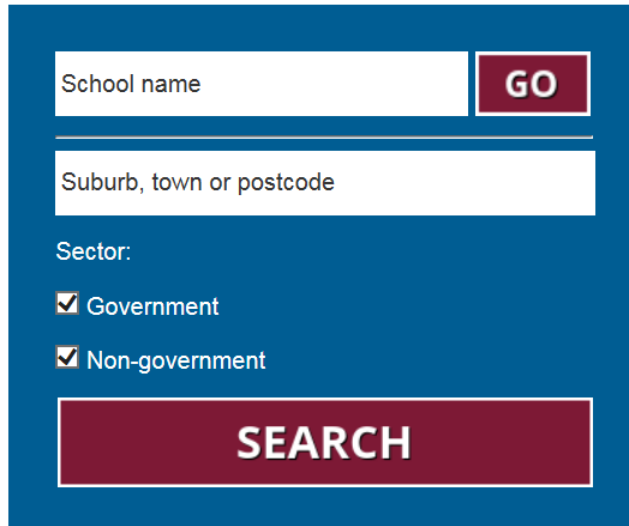
In the event that an absence remains unexplained after teacher efforts to follow-up, the school administrator then follow up with Parents.

The school also issues "Zer Hero" attendance certificates every term. Students with above 95% attendance receive a silver certificate and those with 100% attendance a Gold Certificate.

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.

Find a school

The image shows a search form titled 'Find a school' with a blue background. It contains the following elements:

- A text input field labeled 'School name' with a red 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'.
- A large red button labeled 'SEARCH' at the bottom.

Where it says '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 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.