



Minimbah State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	Cnr Walkers Road & Minimbah Drive Morayfield 4506
Phone:	(07) 5431 7333
Fax:	(07) 5431 7300
Email:	principal@minimbahss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Sean Bennett - Principal

School Overview

Minimbah State School was established in 1997 and is part of a vibrant community with an enrolment of approximately 800 students, providing quality learning for students from Prep to Year 6. Minimbah has a proud tradition built on traditional values, including pride in appearance and outstanding academic, cultural and sporting success. The key values which underpin a culture of learning at Minimbah are Respect, Integrity and Responsibility. Our school motto is "Place of Learning" and is also the meaning of the word Minimbah in the local Gubbi Gubbi language. 'Place of Learning' commits all students and staff to engaged learning, that encourages all students to fulfil their potential to confidently contribute to a changing world. Minimbah provides students with modern and attractive facilities in which to learn and play and a safe and disciplined environment.

At Minimbah we value the positive and productive relationship between the school, parents and local community and believe that these relationships are central in enabling children to achieve to their potential. 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. Teachers at Minimbah work collaboratively and have a strong commitment to their own learning and development. This is reflected in their ongoing planning and review of best practice in the classroom to providing quality instruction-based accountable teaching and learning strategies. Individual student progress in literacy and numeracy is monitored through a range of diagnostic assessments through the year, with targeted development strategies for each child including appropriate extension for high achieving students.

Classrooms are large and multi-functional and incorporate contemporary design features that allow engagement in a range of learning situations including the use of information communication technologies. All classrooms are air-conditioned, have wireless internet access and Interactive Whiteboards. Minimbah has a range of specialist learning facilities including a multi-purpose Arts building for a range of arts areas, a multi-purpose hall, a large library equipped with extensive 'e-learning' facilities and a specialist science teaching facility.

Music is an important part of the school curriculum at Minimbah under the guidance of a specialist teacher of music and visiting instrument teachers. A number of instrumental music ensembles and choirs perform regularly to share in a love and appreciation of music. Children from Years 3-6 have the opportunity to participate in our Instrumental Music Program. Weekly small group instruction in woodwind, brass, percussion and string instruments is provided and students also perform in ensembles.

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 2016

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 2016 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 2016 NAPLAN results being the best in the schools’ history. We were also further recognised as a leader in education, with our attaining Independent Public School status.

Future Outlook

For the 2017 school year, Minimbah State School is focussing on:

- Effective implementation of the National Curriculum
- An emphasis on high yield Explicit Instruction teaching strategies
- Literacy and Numeracy
- Targeted programs for Reading, using Jolly Phonics, Jolly Grammar, Flying Start, Explorations and Spelling Mastery
- Overcoming hearing problems, by both auditory screening and installing a ‘Redcat – Soundfield’ into every teaching space.
- ‘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 Student Services Teacher and Teacher Aide, assigned to each year level

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	801	401	400	40	94%
2015*	798	377	421	55	91%
2016	769	349	420	62	94%

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

In 2016, 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

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	22
Year 4 – Year 7	26	26	29

*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.

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 Queensland P – 12 Curriculum Framework and the relevant National Curriculum.

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

Co-curricular 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 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

Overview

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 program of supported play provides opportunities for more structured play environments for children.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	75%	90%
this is a good school (S2035)	81%	88%	87%
their child likes being at this school* (S2001)	96%	100%	90%
their child feels safe at this school* (S2002)	93%	88%	92%
their child's learning needs are being met at this school* (S2003)	93%	75%	79%
their child is making good progress at this school* (S2004)	93%	63%	82%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	63%	89%
teachers at this school motivate their child to learn* (S2007)	89%	88%	90%
teachers at this school treat students fairly* (S2008)	81%	88%	79%
they can talk to their child's teachers about their concerns* (S2009)	93%	88%	95%
this school works with them to support their child's learning* (S2010)	92%	75%	79%
this school takes parents' opinions seriously* (S2011)	73%	63%	78%
student behaviour is well managed at this school* (S2012)	78%	88%	79%
this school looks for ways to improve* (S2013)	73%	100%	90%
this school is well maintained* (S2014)	96%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	88%	95%
they like being at their school* (S2036)	98%	92%	88%
they feel safe at their school* (S2037)	89%	91%	90%
their teachers motivate them to learn* (S2038)	93%	91%	97%
their teachers expect them to do their best* (S2039)	96%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	90%	91%
teachers treat students fairly at their school* (S2041)	91%	90%	91%
they can talk to their teachers about their concerns* (S2042)	87%	80%	82%
their school takes students' opinions seriously* (S2043)	91%	80%	85%
student behaviour is well managed at their school* (S2044)	87%	85%	74%
their school looks for ways to improve* (S2045)	97%	95%	95%
their school is well maintained* (S2046)	95%	95%	91%
their school gives them opportunities to do interesting things* (S2047)	93%	91%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	92%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	92%	86%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	94%	100%	98%
student behaviour is well managed at their school (S2074)	96%	98%	100%
staff are well supported at their school (S2075)	96%	98%	98%
their school takes staff opinions seriously (S2076)	94%	100%	96%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	98%	100%	98%
their school gives them opportunities to do interesting things (S2079)	94%	96%	98%

* Nationally agreed student and parent/caregiver items

'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 Support-a-Reader, Support-a-Writer, Tuckshop, Library support 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.

Respectful relationships programs

Our School Wide Positive Behaviour Support Plan emphasises respectful relationships. Due to these strong relationships we then emphasise personal safety and well-being, with an approach based upon responding appropriately to abuse and violence and making referrals to appropriate agencies as required. This is further explicitly taught with our SWPBS committee, arranging programs to teach students how to resolve conflict appropriately and whom to inform, if they do not feel safe.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	139	137	144
Long Suspensions – 6 to 20 days	7	5	3
Exclusions	2	3	4

Cancellations of Enrolment	0	0	0
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* 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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	213,282	2,752
2014-2015	200,139	424
2015-2016	208,518	6

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select Minimbah State School. 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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	54	29	<5
Full-time Equivalents	49	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	41
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$54 547.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Curriculum planning and teaching strategies
- Jolly Phonics
- Spelling Mastery
- Handwriting
- Classroom management strategies including 'Essential Skills'
- Health and safety including first aide and resuscitation

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	90%	92%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

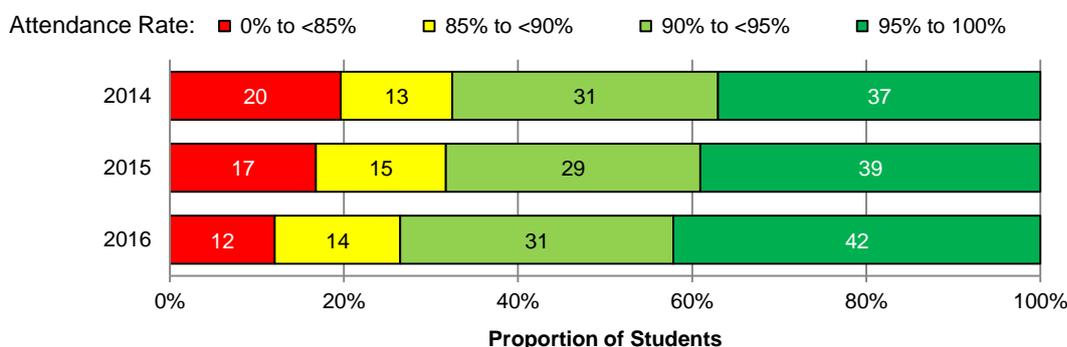
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	91%	92%	93%	92%	90%	90%	90%					
2015	92%	90%	92%	92%	92%	91%	89%						
2016	92%	92%	92%	92%	92%	93%	91%						

*Attendance rates effectively count 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.

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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 of any child with an unexplained absence, are contacted by text message, before midday on the day of the absence.

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 administratin then follow up with Parents.

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

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states ‘**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.