



Minimbah State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 7. 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. We encourage parent involvement across many aspects of school life. 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 4-7 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.

School progress towards its goals in 2018

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 2017 which were a significant focus for the school include:

- High expectations for all students with a focus on individual 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.
- Aligning resources to target literacy and numeracy teaching including a 'supported reading program'
- The introduction of Dance and Dance Excellence into our Yr 5 subject offerings
- The establishment of a Junior Robotics group, to lay the foundation for our upper school teams
- 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
- An increase in access to *e-learning* tools including interactive whiteboards in lower school withdrawal spaces.

Future outlook

For the 2019 school year, Minimbah State School is focussing on:

- Staff and Student Well-being
- Improved attendance
- Effective writing and implementation of a Numeracy program
- An emphasis on high yield Explicit Instruction teaching strategies
- Literacy: targeted programs using Jolly Phonics, Jolly Grammar, 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 HASS
- 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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	769	802	811
Girls	349	367	366
Boys	420	435	445
Indigenous	62	59	53
Enrolment continuity (Feb. – Nov.)	94%	94%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 50 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	23
Year 4 – Year 6	29	28	28

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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
- Year 6 camp

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 20 point ‘Interactive Touchscreens’ in all classrooms and teaching spaces.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	90%	93%
• this is a good school (S2035)	87%	84%	87%
• their child likes being at this school* (S2001)	90%	90%	93%
• their child feels safe at this school* (S2002)	92%	92%	77%
• their child's learning needs are being met at this school* (S2003)	79%	92%	87%
• their child is making good progress at this school* (S2004)	82%	90%	90%
• teachers at this school expect their child to do his or her best* (S2005)	92%	94%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	88%	86%
• teachers at this school motivate their child to learn* (S2007)	90%	94%	90%
• teachers at this school treat students fairly* (S2008)	79%	86%	83%
• they can talk to their child's teachers about their concerns* (S2009)	95%	94%	93%
• this school works with them to support their child's learning* (S2010)	79%	86%	86%
• this school takes parents' opinions seriously* (S2011)	78%	82%	68%
• student behaviour is well managed at this school* (S2012)	79%	84%	79%
• this school looks for ways to improve* (S2013)	90%	88%	83%
• this school is well maintained* (S2014)	100%	94%	90%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	92%	92%
• they like being at their school* (S2036)	88%	91%	88%
• they feel safe at their school* (S2037)	90%	88%	78%
• their teachers motivate them to learn* (S2038)	97%	91%	93%
• their teachers expect them to do their best* (S2039)	99%	97%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	87%	89%
• teachers treat students fairly at their school* (S2041)	91%	86%	84%
• they can talk to their teachers about their concerns* (S2042)	82%	86%	84%
• their school takes students' opinions seriously* (S2043)	85%	84%	83%
• student behaviour is well managed at their school* (S2044)	74%	78%	73%
• their school looks for ways to improve* (S2045)	95%	93%	95%
• their school is well maintained* (S2046)	91%	90%	88%
• their school gives them opportunities to do interesting things* (S2047)	93%	95%	86%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
• they receive useful feedback about their work at their school (S2071)	98%	93%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	93%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	98%	97%	100%
• student behaviour is well managed at their school (S2074)	100%	98%	100%
• staff are well supported at their school (S2075)	98%	97%	100%
• their school takes staff opinions seriously (S2076)	96%	100%	98%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	98%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	98%	98%	94%

* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	144	105	115
Long suspensions – 11 to 20 days	3	1	2
Exclusions	4	1	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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).

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	208,518	204,317	199,585
Water (kL)	6		1,160

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

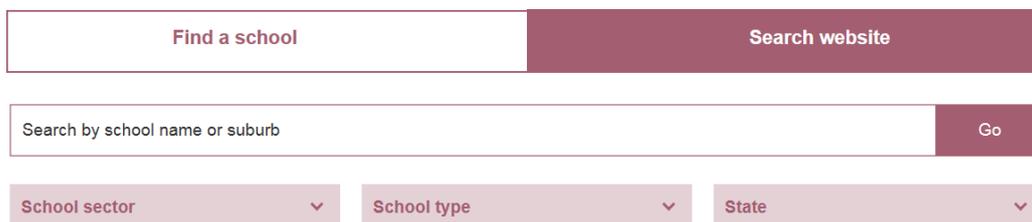
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	59	31	<5
Full-time equivalents	53	20	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	6
Bachelor degree	44
Diploma	4

*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 2018 were \$ 136 011.

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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	91%
Attendance rate for Indigenous** students at this school	92%	89%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

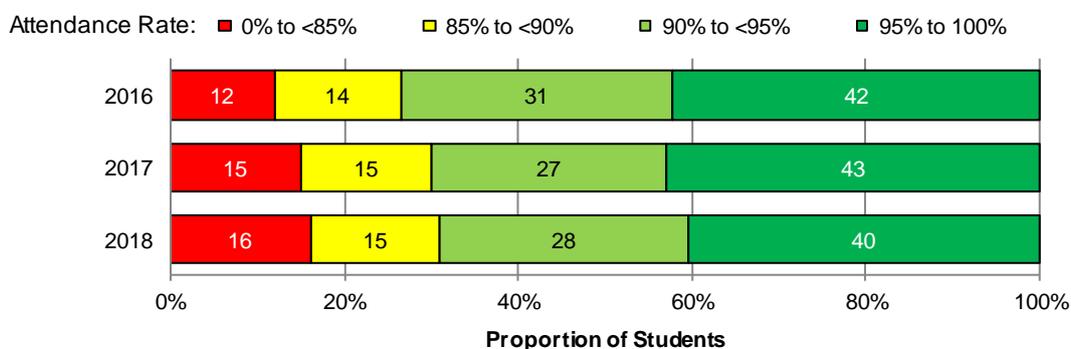
Year level	2016	2017	2018
Prep	92%	91%	91%
Year 1	92%	92%	91%
Year 2	92%	92%	92%
Year 3	92%	92%	92%
Year 4	92%	92%	92%
Year 5	93%	93%	91%
Year 6	91%	92%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 of any child with an unexplained absence, are contacted by text message, before 11am 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 administration 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, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.