

# Minimbah State School

## Executive Summary



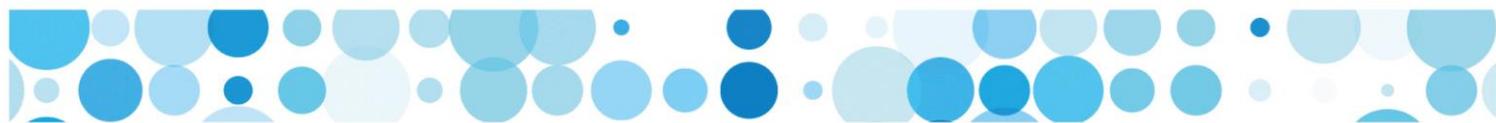


## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

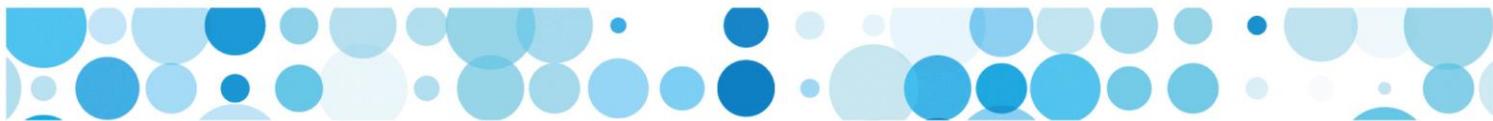
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Minimbah State School** from **18 to 22 July 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

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

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

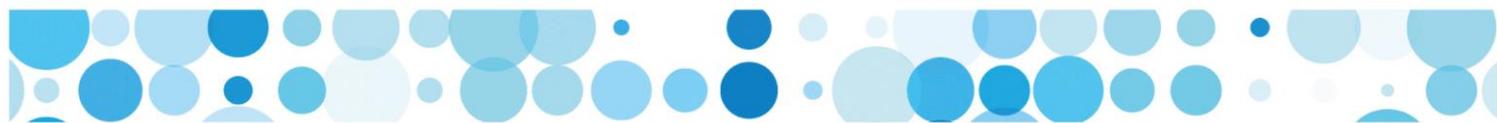
### 1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Brad Clark	Peer reviewer
Jo Diessel	External reviewer

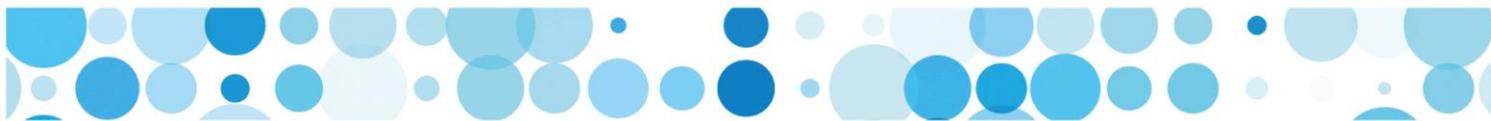


## 1.2 School context

<b>Location:</b>	Corner Walkers Road and Minimbah Drive, Morayfield
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1997
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	776
<b>Indigenous enrolment percentage:</b>	9 per cent
<b>Students with disability enrolment percentage:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	967
<b>Year principal appointed:</b>	2012
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	52.6
<b>Significant partner schools:</b>	Morayfield State School, Morayfield East State School, Tullawong State High School, Morayfield State High School
<b>Significant community partnerships:</b>	Caboolture-Morayfield and District Returned and Services League of Australia (RSL) Sub-branch ANZAC Day, RSL Community Link, Jabiru Outside School Hours Care (OSHC), Caboolture & Districts Bromeliad Society Inc - school grounds, Caboolture Baptist Church – catering and support all school events, Riverparks Estate – support of Under 8's day, University of Sunshine Coast (USC) Early Oracy Research Trial and host school for 25 school experiences, TAFE Queensland Caboolture Diploma of Child, Youth and Family Intervention students, working in small groups – Prep and Year 4, school paediatrician, occupational therapy service
<b>Significant school programs:</b>	Targeted teaching, support teacher and teacher aide on every year level, Jolly Phonics, Jolly Grammar, Spelling Mastery, peer support, pre-Prep playgroup – two feeder



	<p>day care centres attend, Speech Language Pathologist (SLP) and occupational therapist doing daycare visits, Spirit of Minimbah – behaviour, Zero Hero – attendance, dance and dance excellence – Year 5 specialist teacher, drama and drama excellence – Year 6 specialist teacher, junior and senior robotics, junior and senior choir, specialist science teacher, strings instrumental music : Strings, Deadly Choices Moreton Aboriginal and Torres Strait Islander Community Health Service (ATSICHS), lunchtime chess, Nature Play – early stages, classified officers budget, year level coordinators initiatives budget, experienced senior teachers budget, lead school for Morayfield Teacher Education Centre of Excellence (MTECE). Teacher Education Centres of Excellence (TECE) have been a Centre of Excellence initiative for the last eight years – program finishing this year</p>
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### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), guidance officer, 23 classroom teachers, Health and Physical Education (HPE) teacher, music teacher, science teacher, dance teacher, four student support services teachers, Business Manager (BM), two administration officers, 15 teacher aides, four school captains, 78 students, 21 parents, numeracy Minimbah Pedagogical Shared Leadership (MSPL) group, gifted and talented MSPL group.

Community and business groups:

- Members of local Bromeliad Society, Parents and Citizens' Association (P&C) president, member of the school council, local paediatrician and OHSC coordinator.

Partner schools and other educational providers:

- Principal local high school and coordinator local early childhood centre.

Government and departmental representatives:

- State Member for Morayfield and Minister for Police and Emergency Services and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Minimbah Method handbook
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Minimbah Teacher handbook	Curriculum planning documents
School improvement targets	School differentiation planner
School pedagogical framework	Professional development plans
School budget process document	School website
School Opinion Survey	Responsible Behaviour Plan for Students
Using Data to Achieve Improved Outcomes document	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

**There is a strong collegial culture of mutual trust and support amongst teachers and the school's leadership team.**

This is particularly apparent in the school's model of collaborative curriculum planning, regular staff and year level meetings, and professional teams. The school's Minimbah Pedagogical Shared Leadership (MSPL) teams are designed to enable collaboration across year levels in key priority areas and provide staff opportunities to input into the school's curriculum and pedagogical practices. School staff members are appreciative of the principal and other members of the leadership team who support them in the work they do in the school, in particular with student behaviour. Staff members have a strong sense of belonging and pride in the school.

**The school is continually looking to implement evidence-informed programs to enhance student learning outcomes.**

The school has undertaken to implement a number of direct instruction or commercial programs to assist with the delivery of the teaching and learning process in literacy. Teachers across the school are committed to implementing programs including Jolly Phonics, Jolly Grammar, Spelling Mastery, Flying Start and Explorations. Many of the professional learning opportunities have been dedicated to supporting the implementation of these programs. Some staff members identify the challenge in meeting time allocations of these programs and delivering all areas of the Australian Curriculum (AC) effectively.

**Collaborative curriculum planning has been prioritised across the school for several years.**

Teachers are provided with a half-day of release time each term to meet with the Head of Curriculum (HOC) and their year level colleagues. Teachers articulate they undertake a backward mapping process to consider the assessment task and Guide to Making Judgements (GTMJ) and the demands of the AC that will be the focus for teaching and learning. In conjunction with this, teachers undertake a pre-moderation process to genuinely understand the standards required for success. Planning for what students are to 'know and do' is a key element of this process. This process is enhancing teacher and school leader knowledge and understanding of the AC in the key learning areas of English and mathematics.

**Staff members are dedicated to improving outcomes for students and articulate a belief that all students can learn and be successful.**

Conversations with classroom teachers indicate their primary focus for teaching and learning is on improving literacy and numeracy outcomes for students. Teachers identify they are at different stages in their knowledge of and abilities to implement the various elements of the Annual Implementation Plan (AIP). The consistent implementation of expected strategies articulated in the 'Minimbah Method' is yet to be fully realised. The principal is committed to



working with teachers to define the agreed practices relating to school priorities, what this looks like in their classrooms, and to regularly monitor implementation to promote consistency of practice.

**The school leadership team articulates a belief that reliable and timely data regarding student outcomes is crucial to the school's improvement agenda.**

A document entitled 'Using Data to Achieve Improved Outcomes' outlines the range of data teachers are expected to collect including timelines. Teachers articulate having ongoing conversations with colleagues regarding student learning data in relation to the forming of targeted teaching groups where year level teams allocate students into ability groups. The leadership team understands the importance of working with teachers to strengthen the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including opportunities for case management.

**The school's leadership team and teaching staff members express a growing commitment to implementing curriculum units aligned to the expectations of the AC.**

Curriculum into the Classroom (C2C) units are used as the focus for planning curriculum units in learning areas other than English and mathematics. Teachers describe their level of reference to, and understanding of, the achievement standards and content descriptions of the AC as variable. School leaders acknowledge the need to expand the process used for developing curriculum units in English and mathematics, to collaboratively develop and adapt curriculum units in other learning areas that ensure effective delivery of the AC across the years of schooling.

**The leadership team acknowledges the development of staff into an expert teaching team is central to improving outcomes for students.**

Professional learning is promoted across the school through the work of year level teams, collaborative curriculum planning processes, access to experts, opportunities to attend external Professional Development (PD) programs, engagement with regional Principal Advisors – Teaching and Learning (PATAL) and contribution to some leadership networks. A documented professional learning plan that details opportunities for capability development for all staff, including school leaders, is yet to be developed to provide a systematic approach to professional growth.

**The Responsible Behaviour Plan for Students (RPBS) sets clear expectations for how students should behave and interact with each other across all settings.**

School expectations are referred to on a regular basis through a variety of means. A school-wide behaviour matrix outlines the agreed rules and specific behavioural expectations across school settings. Some teachers and the leadership team identify that over time an inconsistency in application of the RPBS has emerged. They indicate that considerable time and attention is currently directed to targeted and intensive behaviour support. School staff members describe the need to refine the approaches for managing student behaviour to



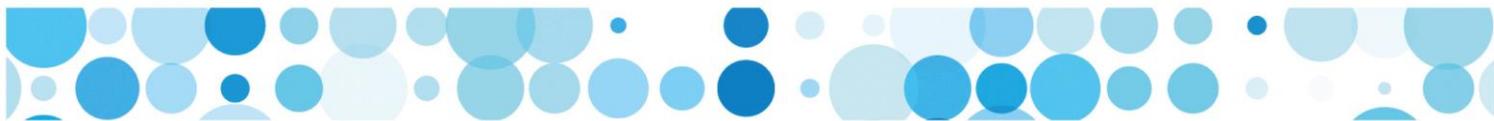
enable data-informed decisions that promote environments that foster high levels of learning engagement, including for students requiring additional support.

**The school's mission statement '*Every child, Every day, Every opportunity*' supports the enactment of the school's vision.**

Reading is identified as a priority area for collective focus. Teachers confidently articulate the use of the Gradual Release of Responsibility (GRR) model. The Flying Start and Explorations programs support classroom teachers in planning for guided reading. The use of Jolly Phonics is a school-wide expectation. In the early years, teachers support the oral language development of students and engage students in the Read It Again! program in the Prep year. Differentiated learning groups are supported by teacher aides and student support services teachers who are assigned to each year level.

**The leadership team focuses on capability development that aims at improving the quality of teaching through supporting school staff members to become the best they can be.**

The school has created the Minimbah Method as a detailed framework that outlines the school's vision, pedagogical expectations, planning processes and curriculum expectations. This resource has been created to provide teachers with guidance on expected teaching practices that are to be consistently applied in all classrooms. The framework provides a comprehensive reference for high-yield strategies and aims to build clarity and cohesion in teaching practice to improve student learning outcomes.



## 2.2 Key improvement strategies

Work with teachers to define the agreed practices relating to the Explicit Improvement Agenda (EIA), articulated in the Minimbah Method, what this looks like in their classrooms and regularly monitor implementation to promote consistency of practice.

Strengthen the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including opportunities for case management.

Provide further opportunities for teachers and school leaders to engage in collaborative curriculum planning that features pre-moderation, the development of know and do tables, assessment exemplars and an agreed lesson sequence.

Develop a formalised professional learning plan that details opportunities for capability development for all school staff, including school leaders, that involves opportunities for collegial networking, mentoring, personal coaching, quality PD and cycles of feedback.

Further refine the whole-school approaches for managing student behaviour to enable data-informed decisions that promote environments that foster high levels of learning engagement, including targeted strategies for students requiring additional support.