Minimbah State School is situated in the Moreton Bay Regional Council local government area, about 40 minutes drive north of Brisbane. The 2012 enrolment is around 760 students. We are a coeducational state school offering single-age classes and some multi-age classes. Minimbah State School was established in 1997. The community is composed of large rural holdings as well as suburban domestic blocks. To the present time, the population is largely homogeneous with some movement of families from other states in Australia.

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. Integrity is a core value that will underpin the words and action of all members of the school community. As a learning community we will strive for improvement, take risks to learn and grow and take responsibility for the choices we make when fulfilling our roles.

As a learning community our words and actions will reflect our beliefs that:
- Diversity is strength and every member of the school community must be treated with respect
- Children learn in different ways
- Children learn best when they take responsibility for their own learning
- Learning is a lifelong process
- Teaching and learning need to have purpose
- Planning and reflection are integral to professional teaching and engaged learning
- Health and well-being impact on teaching and learning
- Optimum learning takes place when strong partnerships exist within the school community.

The key values which underpin a culture of learning and respect for others at Minimbah are:
- Learning
- Integrity
- Respect
- Responsibility
- Belonging

It is these key values that underpin and are articulated through our School Rules
- Be respectful
- Be safe and responsible
- Be a good learner
- Be fair and cooperative.

Our school vision, Learning Together for the Future, commits all students and staff to engaged learning, inclusive practice and outcomes for future success. Minimbah is a strong learning community where learning is valued, and integrity of word and action is embedded in an environment of respect, responsibility and belonging.
Key Planning Priorities

Curriculum
- Brigidene Screener introduced in Prep and Yr 1 students, in order to cater for differentiated learning and provision of support and targeted programs, upon entry to the school.
- Support for parents sourced from CEYC, RAIS, Lifeline MVCP, Intercept and other agencies as required.
- Effective implementation of the Australian National Curriculum across all year levels.
- Improved Literacy and Numeracy results, as measured by NAPLAN, Pat-R and Pat-M.
- Gifted and Talented focus across the school’s curriculum offerings and every year level.
- Investigate and implement an agreed and effective Upper school (Years 4-7) Reading Program.

"Reading Level Standards Matrix" of expectations developed for each year level.

High Quality Teaching Practice
- Engage key staff to improve pedagogical skills of the teaching workforce, via a range of options eg ESCM, Classroom Profiling, or Observation
- Develop strategies to build upon and extend the collegial sharing of classroom practice
- Continue to embed the Dimensions of Learning Framework
- Continue and refine the performance planning framework for all staff informed by school, EQ and National priorities as well as individual needs.
- PD focusing on ACARA, Literacy and Numeracy.

Staff Performance and Development
- Engage key staff to improve pedagogical skills of the teaching workforce, via a range of options eg ESCM, Classroom Profiling, or Observation
- Develop strategies to build upon and extend the collegial sharing of classroom practice
- Continue to embed the Dimensions of Learning Framework
- Continue and refine the performance planning framework for all staff informed by school, EQ and National priorities as well as individual needs.

School and Community Partnerships
- Teacher Education Centre for Excellence, remain part of governance group (Morayfield SS, Morayfield East SS, Jimibara SS and Morayfield SHS) and demonstrate excellence and high standards in all we do
- Support for parents sourced from CEYC, RAIS, Lifeline MVCP, Intercept and other agencies as required
- Assist Prep parents via: Ready Set Prep, PPP etc
- Continue work with QUT around G & T (Br Gr8)
- Work with QUT to implement YuMi Deadly Maths
- Year 6 and 7 transitions to high school
- Build substantive links with “Early Years Centre” and extend the range of early years initiatives provided
- Enhance the involvement of parent volunteers and build upon dynamic P&C Association, utilising programs such as the Support a “Taller, Reader, Maths” and Ready Reader.

Key Improvement Areas and Strategies

Analysis of Data
- A culture that promotes learning
- An expert teaching team
- Systematic Curriculum Delivery
- Differentiated classroom learning
- Effective Teaching Practices

Improvement Strategies

Enrol staff in “purpose of data analysis” via Staff and Year Level meetings as well as monitoring and moderation
Continue to centralize data analysis Make explicit all benchmarking, by creation of a single document as a “point of truth” for all benchmarks and standards
Teach staff how to both record data in Oneschool and to interpret data already held, to improve student outcomes
Identify students in NAPLAN bands, identify and address areas of weakness
Staff to identify a minimum of 2 students per class, to target for improvement, with the goal of improving results by a minimum of one relative band in their NAPLAN results.
Provide staff with data at start of year, so can target/plan for students and target teaching and resources
Classes determined on needs, based upon analysis of data, standards and class size requirements.

Look at processes, plan and implement strategies, to re-culture the school into a community that values and promotes learning, and celebrates success.
Investigate triad of G&T day, inviting parents to come and celebrate successes.
Accessing the P & C to provide support for school events and to encourage more parental involvement.
Continue to monitor and address student attendance issues, looking at identifying and addressing the causes of disengagement and absenteeism.
Particular focus on student transience and Indigenous student attendance
Build the profile of positive student events, such as Clean Up Australia Day, Shave for a Cure Day, Choir , Sporting Events
Ensure staff are engaged in the improvement of pedagogy, based on the 4 core curriculum areas, Classroom support and the Individual Development Plan Processes
Look at processes, plan and implement strategies, to re-culture the school into a community that values and promotes learning, and celebrates success.

Targeted PD plan developed, based on systemic, school and personal priorities.
Identifying areas of need and support. PD then targeted to areas of greatest need.
Modify meeting protocols, to ensure “best practice” and “high expectations” are on the agenda and seen as a genuine area of focus and improvement.
Use year level and meeting structures, to identify and share best practice.
Continue IDP process, with both formal meetings (minimum twice yearly) and ESCM, classroom profiling, or Observation being used to provide feedback and support staff.
Ensure the Staff Development Plans, inform the PD offered and the use of the HOC, STLN & OHSES in supporting staff, is based on teacher and student needs.

Funds in 2012 and beyond, to target appropriate resources.
Unit planning to be completed using C2C, trialled 2012, implemented 2013.
Monitoring of staff implementation of C2C
Continue Science work with staff to improve Science curriculum and delivery.
Staff to attend Key Teacher Maths (YuMi Deadly with QUT) and run PD back at school
HOC and Support Teachers Literacy and Numeracy (STLN & s) to continue improvement via focus on reading models, pedagogical practice and Soundwaves for P-7 as well as NAPLAN preparation.
ESCM, Observation or Classroom Profiling, trialled and then implemented across school.

HOSES (SEP), STLN and HOC support staff in data analysis and identification of student needs, as well as developing effective individual learning plans, support, intervention and extension programs for students.
Development of IEPs performed in a whole school and collaborative manner with class teachers integral to the discussion, to effectively maximise the use of resources and improve pedagogy.
HOSES (SEP), STLN and HOC to support staff and provide differentiated tasks and feedback to students, to guide further learning, done in consultation and collaboration with classroom teachers.
G&T projects to extend individualised learning through differentiated planning, as led by STLN, Year Level Coordinators and key staff.

Sharing of and implementation of best practice, as stated previously.
Review of and development of HOC, STLN, HOSES and SEP staff roles and duties, to develop effective and appropriate roles and duties, ensuring appropriate support programs, supports and strategies are developed to support the full range of student needs, maximising the efficiency of resource allocation.
Continue to embed an explicit language learning using Dimensions of Learning Whole school phonics, spelling, numeracy and reading programs reviewed and reinvigorated to ensure effective and consistent delivery.
Appropriate target setting for student achievement, led by classroom teacher, with pedagogical practices supported by appropriate specialist staff, eg HOC, STLN, HOSES and GO.
Targeted intervention programs as identified by data, to address key learning needs. With pre and post intervention measures to evaluate effectiveness.

Key Targets 2012 - 2015

Movement from Medium to a High on the T/L Audit
Improved NAPLAN Mean scores

Movement from Medium to a High on the T/L Audit
Effective implementation of National Curriculum is identified via Oneschool planning and improved student results
Improved community feedback on school programs and events

Movement from Medium to a High on the T/L Audit
Improved staff satisfaction SOS data
Improved NAPLAN Mean scores

Movement from Medium to a High on the T/L Audit
Effective implementation of National Curriculum, is identified via Oneschool planning and student results; as measured by NAPLAN, Pat-R, Pat-M, QCATS and class assessment.

Movement from Medium to a High on the T/L Audit
Improved NAPLAN Mean scores, Lower Two Bands and Upper Two Bands

Movement from Medium to a High on the T/L Audit
Improved student results; as measured by NAPLAN, Pat-R, Pat-M, QCATS and class assessment.

Targeted PD plan developed, based on systemic, school and personal priorities.
Identifying areas of need and support. PD then targeted to areas of greatest need.
Modify meeting protocols, to ensure “best practice” and “high expectations” are on the agenda and seen as a genuine area of focus and improvement.
Use year level and meeting structures, to identify and share best practice.
Continue IDP process, with both formal meetings (minimum twice yearly) and ESCM, classroom profiling, or Observation being used to provide feedback and support staff.
Ensure the Staff Development Plans, inform the PD offered and the use of the HOC, STLN & OHSES in supporting staff, is based on teacher and student needs.