



New Farm State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 2358 Fortitude Valley BC 4006
Phone	(07) 3358 7333
Fax	(07) 3358 7300
Email	principal@newfarmss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Dr Carmel McGrath, Principal

School overview

Built 109 years ago, our school represents community values, inclusive traditions and educates children for the 21st century. Teaching and Learning is our core business. The curriculum is delivered in a variety of modes to meet the diverse learning needs and talents of our students. We aim to develop and build future-oriented programs to provide challenging and achievable education for each and every child. We strive to achieve our mission to educate the child as an individual, a communicator, a group member, and a part of the physical world so that our students are prepared for living in and contributing to a global society and working in a global community. We are committed to ensuring that every day in every classroom, every student is thinking, learning and achieving. We believe that education is a shared responsibility. We recognise the close relationship between learning, achievement and behaviour. We encourage an environment where the school and home work together so that in the social context of the school, the child becomes a responsible, active citizen. Essential to effective learning is a safe, supportive and disciplined environment that respects the rights of students, staff and parents. Our school motto, 'Ours the Future', incorporates valuing self and others. We celebrate: ongoing intervention and enrichment programs to cater for strengths and interests of all students through allocation of specialist teachers, additional teacher time, teacher aides, volunteers and cluster school programs; establishing New Farm State School as an environmentally sustainable school with opportunities to use biodiversity, water, waste and energy efficient practices. New Farm State School is very proud to offer a broad range of extra curricula activities across academic, leadership, cultural, creative and sporting domains.

School progress towards its goals in 2018

2018 was a very successful year at New Farm State School. It was rewarding to see our students achieve in academic, sporting, cultural, and creative pursuits and to have our parent community demonstrate a very high level of commitment and satisfaction.

Key goals in 2018 in response to school and systemic data included:

- Improve Reading outcomes for all students, with focus on improvement in NAPLAN upper 2 Bands in both Yr 3 and 5.
- Implement professional development to increase teacher capability in the teaching of writing.
- Continue to develop teachers' data literacy through collegial professional learning.
- Embedding instructional coaching with all teaching staff.
- Develop productive partnerships with students, staff, parents, and the community
- Enhance our Year 6 student leadership program
- Implement the Positive Behaviour For Learning (PBL) framework across the school 2018-2019.
- Implement recommendations from our Annual Workplace Assessment
- Implementing the Australian Curriculum – English, Maths, Science, Humanities And Social Science, The Arts (exposing teachers to Drama)

Our focus on in-class coaching support and professional development in key areas of reading, writing, differentiated learning continued in 2018 and we began to trial STEM in a maker space. All teachers implemented a balanced reading program in line with the New Farm State School Reading Program. All teachers have successfully implemented the Australian Curriculum subjects: English, Mathematics, Science, and Humanities And Social Science through the implementation of the whole school curriculum plan. Twice each term teachers were involved in discussions about student data analysis, intervention and extension programs. Student requiring significant support were targeted for support through personalised learning plans, individual support plans or individual curriculum plans.

Our 2018 results show New Farm State School has made significant improvement in NAPLAN and were recognised for outstanding improvement in both Year 3 and Year 5 reading and writing. In consideration of the overall results

and with the comparison of class data, we developed further support and extension programs for both individual and targeted groups within year levels.

Highlights of the results include:

Particularly outstanding were:

- Year 3 Reading upper 2 bands – 52% 2017 to 59.7% 2018
- Year 3 Writing upper 2 bands – 47% 2017 to 65.1% 2018
- Year 3 Spelling upper 2 bands – 56.1% 2017 to 58.2% 2018
- Year 5 Reading upper 2 bands – 50% 2017 to 66.1% 2018
- Year 5 Writing upper 2 bands – 30 % to 29.7% (while this is a very similar result comparative to the nation it is 8% higher than the average in the upper 2 bands which is recognised as 'significant').
- Year 5 Spelling upper 2 bands – 48% 2017 to 53.7% 2018
- Year 5 Grammar and Punctuation upper 2 bands – 50% 2017 to 63% 2018
- Year 5 Numeracy upper 2 bands – 40.8% 2017 to 53.9% 2018

Future outlook

- 2019 Implement the Australian Curriculum – Humanities And Social Sciences (Geography, History and Civics and Citizenship), Digital and Design Technologies P-6, and the Arts and Health.
- Continue to develop teachers' data literacy through collegial professional learning
- Introduce Year Level Coordinators to develop greater teamwork in year levels focusing on consistency and collaboration in planning, teaching, assessment and reporting
- Embedding instructional leadership with all teachers
- Develop productive partnerships with students, staff, parents, and the community
- Focus our 2019 Explicit Improvement Agenda: Semester 1 Reading and Semester 2 Writing.
- Enhance our student leadership program
- Continue the 2nd year Implementation of the Positive Behaviour for Learning (PBL) framework across the school.
- Implement recommendations from our Annual Workplace Assessment
- Implement the I4S Plan (available on the school website <http://newfarmss.eq.edu.au/>)

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	397	448	470
Girls	191	226	237
Boys	206	222	233
Indigenous	4	3	4
Enrolment continuity (Feb. – Nov.)	95%	95%	91%

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

Students attending New Farm State School live within a diverse and complex community. Approximately 30% of the local community speak a language other than English at home and are supported by the English as a Second Language (ESL) program. Cultural sensitivity, tolerance and the celebration of diversity are features of our school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	24	24
Year 4 – Year 6	25	26	24
Year 7 – Year 10			
Year 11 – Year 12			

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

- Student targeted support programs in areas of Literacy and Numeracy include programs such as 'Phonemic Awareness, Visualising and Verbalising, D-Link, and support-A-Reader / Writer / Number'.
- Engaging students in maths pedagogy that consolidates mathematical concepts, develops problem solving skills and enhances students' self confidence in working mathematically including using the school/home Mathtific program.
- Student targeted enrichment programs including the external city cluster school programs which enhance differentiated programs such as NFSS Gifted Education Mentors (GEM) programs, High Achievers, Young Scholars (through the Qld Academies), and Bright Minds (through the Qld Academies), as well as the Mini Writers, Mini Thinkers, Mini Coders and Mini Scientists programs.
- P&C sponsor our Artist-In-Residence Program for all students throughout the year.
- Reporting to parents through parent-teacher interviews and formal written report cards at the end of semester 1 and 2.
- Maintain New Farm State School interest in environmental issues through waste reduction and recycling, school gardens and healthy food choices.
- Transition programs for pre-prep and primary into secondary (Yr 6 – 7) are conducted annually. Our pre-prep program includes open days, interviews, visits to pre-prep providers, informal playgroup activities for incoming families and use of transition statements. For our upper primary students we are involved in cluster networking, transition days at both our site and our local state secondary school. We also run a supported program for students with disability transitioning into secondary school and provide additional sessions and visits as determined by the individual needs of students and their families.

Co-curricular activities

New Farm School is very proud to offer a broad range of extra curricula activities to students across academic, leadership, cultural, creative and sporting domains.

- **Artist-In-Residence Program** – students are coached/mentored by an expert artist to explore creativity within this discipline. Our Artist-In-Residence Program is kindly supported through our P&C association.
- **School Leadership** - All Year 6 students became school leaders. There are a range of leadership positions including school and vice captains, house and project captains. All students were involved in the leadership groups that were mentored by teachers and they embarked on a number of tasks including peer mentoring younger students, helping the teachers with classroom projects, organising sporting, cultural and creative events, fund raising for school as well as local groups and nationwide charities. The Year 6 student leadership sustained our positive school culture through their responsible actions. They also led weekly assemblies. Students participated in leadership development programs in term 1 as part of their induction into leadership roles. This was kindly sponsored by the local RSL and our P&C.
- **Buddy program** operated between Prep and Year 4 and 5 students.
- **Instrumental Music Program** (woodwind, brass and percussion) from Year 4. Participants form a school band that plays at Assembly and special events, including an end of year musical afternoon. A parent based support group was established to enhance the program and generate funds for new resources
- **Choirs for all students from Year 2 to Year 6** (Junior, Middle and Senior)
- **Mandarin** is taught as a language from Year 4 and students participate in various Chinese events throughout the year including the official opening ceremony for Buddha's Birthday. In 2019 the school will introduce LOTE Chinese P-3.
- **Camps and excursions** to enhance units of work and build interpersonal skills. The Year 5 students participated in camps at Emu Gully environmental outdoor centre while the Year 6 group visit Canberra. All year levels P-6 were involved in both excursions and incursions related to their specific year level curriculum as well as Life Education programs for the whole school.
- **Our Community Education Program** offered a range of activities for students, parents and community members, such as dance, piano, art, and chess.
- **Adopt a Cop program** with involvement in events, class programs and individual mentoring.
- **School sport** - interschool sport, District Gala Days and a variety of sports through our Sporting Schools Program which provided a range of sporting coach experiences during PE and supported preparation of sporting teams for interschool events. Our parents have also indicated the wish to increase outside school sporting opportunities in 2019.

How information and communication technologies are used to assist learning

At New Farm State School, we believe that the use of ICTs is an integral part of engaging our students in learning and to prepare our students for the challenges of the future.

Our teachers make use of digital teaching and learning throughout their daily programs with many teachers undergoing professional learning. This has assisted teachers to embed digital learning into classrooms and embrace the use of interactive whiteboards in their teaching. In 2018 teachers continued to implement the Australian National Curriculum using the tools of the whole school curriculum plan.

Throughout the school, students accessed web based programs such as ‘Mathtific, SpellCity’ and online Learning Place resources. Students also learned about the ethical, legal and safety issues involved with the use of information technologies. 2018 highlights included:

- Introduced a STEM coach in term 3 to support teachers and students become more interested and aware of what STEM and coding is possible in classrooms
- Replaced and increased hardware and software throughout the school
- Developed plans to construct a Makerspace area on Library veranda for 2019 STEM
- Increased funding for technical support hours for our Technician

Social climate

Overview

New Farm State School has educated the children of New Farm, Teneriffe and Newstead since 1901. Our school reflects our local community – it is diverse, creative and interested in a world of ideas.

Through our various core curricular and extracurricular programs we strive to help students learn to contribute positively to their world. Our students and families come from many different places and backgrounds. We have traditionally welcomed and celebrated the diversity that makes up our school. We emphasise the arts in the curriculum and in students’ lives through our music and art programs. Our school has strong community connections.

Parents are actively involved in the classrooms, in extra-curricular activities and through the Parents and Citizens Association and other groups. We reach out to include the broader community by sharing our facilities and resources. We see our school as an active community hub for activities and ideas for the area in which we live.

All our students from the local community walk, ride bikes or scooters or come by car to school. The community of New Farm and surrounding area is growing; our school population is the largest it has been since the early 1910s, and is still growing.

Throughout the school there is an increase of international students from across the world. Families are predominately professionals working in construction, energy or service business. Approximately 24 % of students have an EALD background and are supported to master their use and application of English. In addition to cultural diversity, the New Farm/Teneriffe community also reflects a diverse social mix. The area provides emergency housing, shelters and hostels for individuals and families, as well as a range of other low-cost accommodation alternatives through to very elaborate dwellings. Some 75% of New Farm/Teneriffe dwellings are flats or units, with around 40% of students within the school living in this type of residence.

Students and their families are the focus of the school and it is important that positive and productive relationships are developed and maintained. These school community partnerships are supported through many grassroots initiatives in our school on a daily basis, from activities initiated and run by our student leaders to connections with families and broader community agencies.

Teaching and learning programs are developed to be culturally inclusive and to promote a respect and valuing of diversity. We provide opportunities for students to learn about other cultures including their language and traditions. Parents and community members are invited to participate in school activities that embrace cultural diversity.

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)	100%	94%	97%
• this is a good school (S2035)	98%	99%	97%
• their child likes being at this school* (S2001)	98%	97%	98%
• their child feels safe at this school* (S2002)	100%	97%	97%
• their child's learning needs are being met at this school* (S2003)	100%	91%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	95%	92%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	91%	87%
• teachers at this school motivate their child to learn* (S2007)	100%	91%	90%
• teachers at this school treat students fairly* (S2008)	95%	94%	92%
• they can talk to their child's teachers about their concerns* (S2009)	95%	97%	92%
• this school works with them to support their child's learning* (S2010)	93%	92%	89%
• this school takes parents' opinions seriously* (S2011)	92%	91%	87%
• student behaviour is well managed at this school* (S2012)	85%	92%	85%
• this school looks for ways to improve* (S2013)	93%	94%	92%
• this school is well maintained* (S2014)	90%	91%	93%

* 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)	97%	97%	97%
• they like being at their school* (S2036)	93%	94%	94%
• they feel safe at their school* (S2037)	97%	95%	94%
• their teachers motivate them to learn* (S2038)	98%	95%	96%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	95%
• teachers treat students fairly at their school* (S2041)	87%	89%	86%
• they can talk to their teachers about their concerns* (S2042)	91%	91%	86%
• their school takes students' opinions seriously* (S2043)	89%	88%	89%
• student behaviour is well managed at their school* (S2044)	81%	83%	79%
• their school looks for ways to improve* (S2045)	97%	96%	96%
• their school is well maintained* (S2046)	91%	90%	85%
• their school gives them opportunities to do interesting things* (S2047)	94%	95%	93%

* 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)	85%	93%	91%
• they feel that their school is a safe place in which to work (S2070)	89%	93%	94%
• they receive useful feedback about their work at their school (S2071)	85%	79%	84%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	93%	100%	97%
• students are treated fairly at their school (S2073)	85%	83%	97%
• student behaviour is well managed at their school (S2074)	74%	79%	94%
• staff are well supported at their school (S2075)	81%	76%	81%
• their school takes staff opinions seriously (S2076)	73%	76%	77%
• their school looks for ways to improve (S2077)	93%	90%	91%
• their school is well maintained (S2078)	85%	79%	81%
• their school gives them opportunities to do interesting things (S2079)	81%	83%	91%

* 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

At New Farm State School parents play a significant part in the life of the school. Our P & C coordinate a wide range of support groups throughout the year, as well as an extensive community education program which provides a wide range of activities for the school and broader community. Thanks to all the families who helped even in a small way during the year. Highlights for 2018:

- Parent and staff ICT committee and fundraising group
- Involvement in Reading support including classroom helpers
- Fundraising for our garden and oval play space with landscaping and rejuvenation of the oval lawn
- Parental involvement in special events such as Prep-Prep play dates, Prep open day, sports days, carnivals, leadership ceremonies, the end of year disco and the annual Year 6 Graduation dinner, as well as many fundraisers such as Trivia Night, market stalls and Hats and Heels.
- Support for the choir and instrumental band performances and end of year performance events
- Continued support for services such as the student tuckshop, swim club, before school swimming training, uniform shop, banking and garden group involvement
- Continued very active Community Education Program (CEP)
- Each class has a parent representative who actively maintains communication among families for school and social activities, as well as a fete rep in our biennial fete year.
- Collaboration with parents each semester to develop individual students' goals through 3 way conversations involving students, teachers and carers.
- Ongoing consultation with parents regarding adjustments for learning and assessment
- Regular newsletter items to provide information to parents with supportive strategies for home and school

Respectful relationships education programs

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

Teachers regularly discuss the characteristics for responsible behaviours that include honesty, making the right choices, responsibility, cooperation, empathy, optimism, respect, caring, inclusiveness and courage. Explicit lessons are taught about a wide range of social skills on a weekly basis through our school assemblies. These include a series of lessons that directly aligned with our school rules of (1) be respectful, (2) be responsible, (3) be safe and (4) be a learner. Each classroom also establishes class rules, rewards and consequences which are aligned to the 4 school rules and are age appropriate to the particular year level. Within these rules and social skill lessons we promote anti-bullying, anti-discrimination and anti-racism. The restorative practices approach to student discipline aids in creating a culture of respect for all.

Our Bullying –No Way strategy is articulated in our Anti-Bullying Policy. Students are explicitly taught anti-bullying strategies at the start of each year and as needs arise throughout the year through our social skills program. The school introduced its whole school social skills program in 2012 with these anti-bullying lessons as an integral part of the program. These lessons are communicated each week in the school's assembly, in the newsletter and throughout the school and its classrooms. Students are taught to report incidents through a range of anti-bullying lessons including: 'Bully Free Zone', 'See it, Hear it, Report it', 'Deal or No Deal' and 'Help is at Hand'. Incidents of

bullying are taken seriously and referred to the Principal or Deputy Principal for investigation. Other supportive strategies utilised include: referrals to our Guidance Officer and Student Support Team, developing friendship or play contracts, creating personalised learning plans, behaviour logs, supported play programs, and social skills sessions as specific incidents occur or where identified through Oneschool data. Incidents are recorded in the One School database in accordance with our school's Responsible Behaviour Plan.

New Farm State School has a proactive Adopt-A-Cop program and regular support from our Adopt-A-Cop throughout the year at special assemblies and special events such as the 'Day for Daniel', the school disco and prep play days. This event is an opportunity for the school to reinforce the lessons from the 'Morcombe Foundation' through Education Qld curriculum materials and we have adopted the 'Recognise, React, Report' lesson through our weekly Social Skills program.

Teaching and learning programs are developed to be culturally inclusive and to promote a respect and valuing of diversity. We provide opportunities for students to learn about other cultures including their language and traditions through celebrations such as NAIDOC week, Harmony Day and other Multicultural curricular activities. Parents and community members are invited to participate in school activities that embrace this cultural diversity. Students are also encouraged to support local community and charities causes such as Tenerife Handball Festival, Homelessness Week and the 3rd Space organisation, Books for PNG another local charity, performances for Northy Street festival, Tenerife Festival, Library opening, AVEO retirement centre, as well as creating opportunities such as Ready Readers from within our community.

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	7	5	6
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
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

Data is sourced from school's annual utilities returns.

While preparing students for their futures, we are taking steps to ensure that the future is greener for generations to come. Unfortunately our electricity usage has increased due to increased enrolments, growing facilities with air-conditioning installation and usage through community programs, however, we do work with community, staff and students to reduce this usage. Renewable energy initiatives such as solar cells on Block A roof enable us to create cleaner sources of power for our use.

Our focus on sustainable environments continues to thrive with generous family support. The Little Farm provides opportunities for students to learn hands on about creating organic gardens. This year some of our young student leaders initiated a renewal of the in-school recycling program and with the support of the Brisbane City Council learned about recycling and composting. The parent gardening group also help support student activities in the garden both at lunch breaks and as part of the Community Education Program after school program. The intent of these initiatives is to have students learn about gardening, sustainability, waste reduction and diversion in the school setting and bring the information home for families to live it every day. Our onsite water tanks continue to be used effectively. In 2018 we also established a joint staff and parent garden group who have worked to develop our 'learnspace' near the tuckshop and have been successful in gaining a number of local government grants to support rejuvenation of the gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	140,847	158,121	182,145
Water (kL)		932	

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	34	23	<5
Full-time equivalents	30	14	<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	1
Masters	3
Graduate Diploma etc.*	5
Bachelor degree	23
Diploma	2
Certificate	

*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 \$26739.91

The major professional development initiatives are as follows:

Professional Development (PD) focussed on priorities as outlined in the School's Professional Learning Plan.

Staff Development days were held at the beginning of Term 1 and then as cluster development days including 3 twilight sessions and a full day Cluster Conference in Term 3. Teacher PD sessions were held each week after school on Mondays and at other times where negotiated and determined by need.

- The annual PD program included training in: fire safety, lockdown and emergency training, code of conduct and ethical decision making, student protection, curriculum activity / risk management, internal controls, internet usage, Health, safety and wellbeing, first aid and CPR
- Literacy focus: Reading, Data analysis, writing moderation, How Language Works Program.
- Differentiation: Gifted Education, special needs (ASD and Dyslexia), learning support (phonics, grammar, spelling)
- Mentoring and beginner teacher program,
- Interactive Whiteboard use, STEM and Ipads in classrooms,
- Implementing the Australian Curriculum and our NFSS whole school curriculum plan,
- Behaviour Management, and student well-being, Restorative Practice,
- Coaching and leadership development,
- Workplace Health and Safety, including fire safety and asbestos awareness, and
- Auxiliary staff training for cleaners, teacher aides, office and schools' officer.

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	95%	93%	94%
Attendance rate for Indigenous** students at this school	97%	91%	96%

* 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

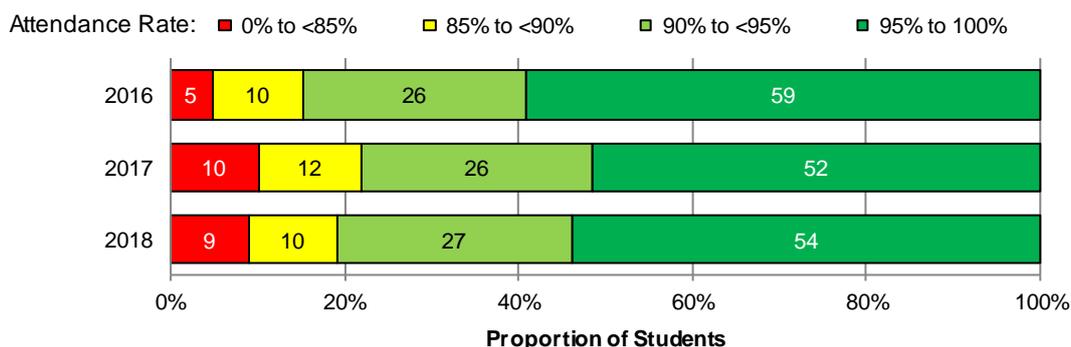
Year level	2016	2017	2018
Prep	95%	93%	93%
Year 1	94%	94%	93%
Year 2	95%	94%	94%
Year 3	94%	92%	92%
Year 4	95%	93%	94%
Year 5	95%	95%	92%
Year 6	93%	93%	95%

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.

New Farm State School has a significant focus on attendance through a whole school approach with our procedures including:

- Teachers mark the class roll in the Oneschool system 2 times each day (9am and 2pm).
- Late students must report to the office and late slips are given and recorded by the teachers.
- Absence phone and email data is retrieved and entered before 9am so that parents who have notified the school do not receive an SMS for their absence child.
- Each day before 9:30am the office staff check rolls have been entered into Oneschool and then remind any class where marking has indicated an error or absence of data.
- Once all class data is present, the office staff use SMS messaging to notify parents about unexplained absence from school.
- The Deputy Principal and Principal work with parents to support and improve attendance daily.
- Records of absences and outcomes of phone contacts are regularly sighted by the Principal each week.
- At various periods throughout the year the school focuses on raising awareness about the importance of 'everyday attendance'.
- Attendance messages about 'Every Day Counts' are sent home in the newsletter and the class term newsletters.
- Parents complete an Application for Exemption from Compulsory Schooling if planning holidays and overseas trips or intend to be absent for any extended period.

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		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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.