

New Farm State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to the New Farm State School Annual Report, 2014. This document communicates the progress and success achieved during the 2014 school year and demonstrates the commitment by our school community to ensure that we continue to provide an education which meets the needs of our students and prepares them well for the future.

This report outlines the accomplishments we have made in key areas such as curriculum, facilities, staffing and resources during the past year. It highlights the achievements and advancements throughout the school year through the efforts of dedicated staff, students, parents, volunteers and members of the public who make up our school community.

We have engaged the students in a variety of teaching and learning experiences as well as continued our positive, supportive school environment. Together this provides a dynamic school where learning is visible and recognised as world class.

Our goal every year is to work together to raise the benchmark in academic performance and also develop the social, emotional, creative and physical skills of our students, preparing them for a future role as active citizens.

The implementation of the Australian curriculum and Queensland's State Schooling initiatives around improved student learning outcomes remain the backdrop to this report.

Parents are critical in assisting us to provide an optimal school environment and we see them as integral in this process. Our parent community works tirelessly to support the school in its endeavours through decision making and fundraising and this is evident in the outstanding additional support and resources we acquire.

School progress towards its goals in 2014

2014 was a very memorable year which was marked by our farewell to Yr 7 from primary schools across Queensland. It was once again rewarding to see our students achieve in academic, sporting, cultural, and creative and language pursuits and to have our parent community demonstrate a very high level of commitment and satisfaction.

Key goals in 2014 in response to school and systemic data included:

- Creating a safe and supportive environment where students are valued, and diversity and difference is celebrated.
- Ensuring that all members of the school community know our school rules and embed the links to our social skills program.
- Developing our student leadership programs.
- Implementing the Australian Curriculum – English, Maths, Science, Humanities (History, Geography) and The Arts.
- Improving Writing across year levels.
- Increasing the number of Yr 3,5,7 students achieving the upper two bands in NAPLAN (aiming for the top band).
- Extending the focus on differentiation of curriculum and enrichment programs.
- Increasing access to and participation in technologies across the school.
- Maintaining high levels of communication and community involvement.

We are pleased to report progress in all target areas. We continued to provide in-class coaching support and professional development in key areas of reading, writing and differentiated learning. All teachers focussed on explicit teaching strategies through the school's coaching model. All teachers have successfully implemented the Australian Curriculum subjects: English, Mathematics, Science, History, Geography and the Arts. We continued focus on regular student data analysis and ensured our extension and support programs were responsive to specific student needs.

Overall, the 2014 results show New Farm State School continues to improve in NAPLAN with our strongest results in Year 3 and 7, which parallels the state results with Yr3. In consideration of the overall result and with the comparison with class data, we will develop further support and extension programs for both individual and targeted groups within year levels.

Highlights of the results include:

- 6 out of 6 areas students in Years 3, 5 and 7 achieved at or above the national minimum standard in reading and numeracy;
- 63.3% of Year 3 students achieved in the upper two bands for writing and 70% of Year 3 students achieved in the upper two bands in Grammar and Punctuation;
- Year 3 achieved above the national average in the percentage of students in the upper two bands in all areas: reading, writing, spelling, grammar and punctuation and numeracy.
- Year 5 maintained a very good standard with similar percentage of students achieving in upper two bands in areas of reading, spelling and grammar and punctuation.
- Year 5 students made significant improvements in number to move into the similar to the Nation banding in the upper two bands from 20.6% to 36.6%..
- The Year 7 cohort continued to make very good improvements, increasing improvements in the percentage of students achieving in the upper two bands in all areas: reading, spelling, grammar and punctuation, and numeracy.

Future outlook

- Implement the Australian Curriculum
- Develop a NFSS Whole School Curriculum Plan aligned with Assessment Framework
- Implement whole school pedagogical practices
- Use data to inform teaching practice
- Develop instructional leadership with a focus on building leadership capability and sharing practices
- Develop productive partnerships with students, staff, parents, and the community
- Focus on Core Priorities – Writing and Reading
- Enhance our student leadership program
- Implement our Responsible Behaviour Plan
- Implement recommendations from our Annual Workplace Assessment
- Implement the Great Results Guarantee Plan (available on the school website)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	355	182	173	90%
2013	365	176	189	94%
2014	377	183	194	94%

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

Characteristics of the student body:

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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	25	23	23
Year 4 – Year 7 Primary	22	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- 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 Mathematics program.
- Student targeted enrichment programs including the Early years Science, Technology and Writing Groups, additional teacher time, teacher aides, volunteers (Ready Reader), external SPARKS program for reading and number, and cluster school programs which enhance differentiated programs such as NFSS GEM programs, High Achievers, Young Scholars, STEM, and Mini Writers, Mini Thinkers and Mini Scientists.
- P&C sponsor our Artist-In-Residence Program for all students throughout the year.
- Reporting to parents with students sharing evidence of their work and standards achieved (3 way conversations).
- Maintain New Farm State School interest in environmental issues through waste reduction and recycling, school gardens and healthy food choices.

Extra curricula 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 and 7 students became school leaders. They formed leadership groups that were mentored by teachers and embark 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 and 7 student leadership sustain our positive school culture through their responsible actions. They also led weekly assemblies.
- **Buddy program** operated between Prep and Year 4 and 5 students.
- **Instrumental Music Program** (woodwind, brass and percussion) from Year 5. 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 7** (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
- **Camps and excursions** to enhance units of work and build interpersonal skills. The Year 5 students participated in camps at environmental outdoor centres while the Year 6 and 7s visit Canberra. Younger children make day trips to a variety of locations
- **Active Community Education Program** offering a range of activities for students, parents and community members.
- **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 Active Afterschool Get Active Program which offers programs on 2 afternoons each term.
- **P&C** organise two Arts performances throughout the year – generally organised in to lower and upper primary groupings.

How Information and Communication Technologies are used to assist learning

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

Our teachers have embraced every opportunity to improve their own skills in digital teaching and learning with many teachers undergoing professional learning. This has assisted teachers to embed digital learning into classroom learning and embrace the use of interactive whiteboards in classrooms. In 2014 teachers continued to implement the Australian National Curriculum through the use of digital learning tools offered within EQ's Curriculum to Classroom (C2C) resource.

Daily in our classrooms all students are engaging with interactive whiteboards, using web based programs such as 'Mathletics' and online Learning Place resources. Students also learn about the ethical, legal and safety issues involved with the use of information technologies. 2014 highlights include:

- Continued PD for effective use of Interactive Whiteboards
- Upgrade of internet to support student and school usage
- Purchase of additional laptops for middle and lower primary and a bank of ipads for the library and prep classes to support student learning programs.
- Continued to fund technical support hours for our Tech Support.

Social Climate

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 30 % of students have an ESL 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 74% of New Farm/Teneriffe dwellings are flats or units, with around 42% 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.

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 which 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 newsletter and throughout the school and its classrooms. The school also provided parents and staff with information sessions on the 'Fun Friends' and 'Friends for Life' Pathways Program. The school trained all staff as facilitators of the 'Friends' program in 2013 and held refresher sessions in 2014 for both parents and staff. Incidences of bullying are taken seriously and referred to the Principal or Deputy Principal for investigation. Referrals to our Guidance Officer and Student Support Team may be instigated, as well as

friendship contracts, individual behaviour plans, behaviour logs, supported play programs and social skills sessions as specific incidents occur. Incidents are recorded in the One School database in accordance with our school's Responsible Behaviour Plan.

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 with the school

New Farm is a school with strong traditions. Our school motto, "Ours the Future" underpins what we stand for in our daily interactions, what we do and how we present ourselves in the school community. Our school motto is presented to the school community on our school assemblies and official occasions.

School Opinion Survey data consistently reports high levels of satisfaction for students and parents.

Satisfaction levels of New Farm students were identified as being above or similar to the State means in the majority of performance areas.

New Farm parents were very satisfied with student discipline and behaviour. Both of these areas were marked as being above the state mean in the School Opinion Survey. Parents agree strongly that their child is getting a good education at New Farm. It was pleasing to see parent satisfaction remains at a very high standard however the school will continue to focus on delivering high quality curriculum and reinforce supportive behaviour management strategies through out whole school program and support programs for various groups and individuals. Despite increased workload with the introduction of the Australian Curriculum and school based data and coaching programs, the staff will collaboratively develop a plan for further supporting and improving staff morale in a high performing school context.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	100%	87%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	96%	100%	93%
their child is making good progress at this school* (S2004)	96%	100%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%	89%
teachers at this school motivate their child to learn* (S2007)	100%	100%	88%
teachers at this school treat students fairly* (S2008)	100%	95%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	96%	100%	89%
this school takes parents' opinions seriously* (S2011)	96%	89%	86%
student behaviour is well managed at this school* (S2012)	100%	81%	82%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school looks for ways to improve* (S2013)	100%	95%	89%
this school is well maintained* (S2014)	100%	90%	93%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	98%	96%
they like being at their school* (S2036)	90%	100%	94%
they feel safe at their school* (S2037)	90%	98%	91%
their teachers motivate them to learn* (S2038)	98%	100%	96%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	95%
teachers treat students fairly at their school* (S2041)	92%	95%	83%
they can talk to their teachers about their concerns* (S2042)	90%	97%	84%
their school takes students' opinions seriously* (S2043)	92%	96%	82%
student behaviour is well managed at their school* (S2044)	84%	92%	79%
their school looks for ways to improve* (S2045)	98%	100%	93%
their school is well maintained* (S2046)	92%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	90%	98%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		91%	87%
they feel that their school is a safe place in which to work (S2070)		91%	87%
they receive useful feedback about their work at their school (S2071)		82%	80%
students are encouraged to do their best at their school (S2072)		97%	93%
students are treated fairly at their school (S2073)		88%	86%
student behaviour is well managed at their school (S2074)		85%	73%
staff are well supported at their school (S2075)		85%	80%
their school takes staff opinions seriously (S2076)		88%	86%
their school looks for ways to improve (S2077)		91%	80%
their school is well maintained (S2078)		97%	87%
their school gives them opportunities to do interesting things (S2079)		91%	80%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

As always, we relied heavily on our committed families and P & C and were delighted to have so many familiar and new parents getting actively involved in the school. Thanks to all those families who helped, even in a small way, during the year. Highlights for 2014:

- Involvement in Reading support including classroom helpers
- Fundraising for our library, garden, playscape and Masterplan projects (with the undercroft project being approved through EQ)
- Continued with the 2014 year Active After School Get Active program
- Parental involvement in special events such as sports days, carnivals, leadership ceremonies, the end of year disco and the annual Yr 6 & 7 teacher student Graduation dinner
- Support for the choir and instrumental band performances and end of year performance events
- Continued support for services such as the student tuckshop, uniform shop, banking and garden group involvement
- Continued expansion of the already very active Community Education Program (CEP)
- Each class has a parent representative who actively maintains communication among families for school and social activities.

Reducing the 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 almost doubled but we do work with staff and students to reduce this usage. Renewable energy initiatives e.g solar cells on Block A roof enable us to create cleaner sources of power for our use. Efforts to build renewable energy systems create valuable opportunities for students to learn science and math lessons through real life experiences.

Our sustainable environments program continues to thrive with generous family support. The Little Farm provides opportunities for students to learn hands on about creating organic gardens. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	80,368	2,752
2012-2013	104,767	3,370
2013-2014	113,656	5,327

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.

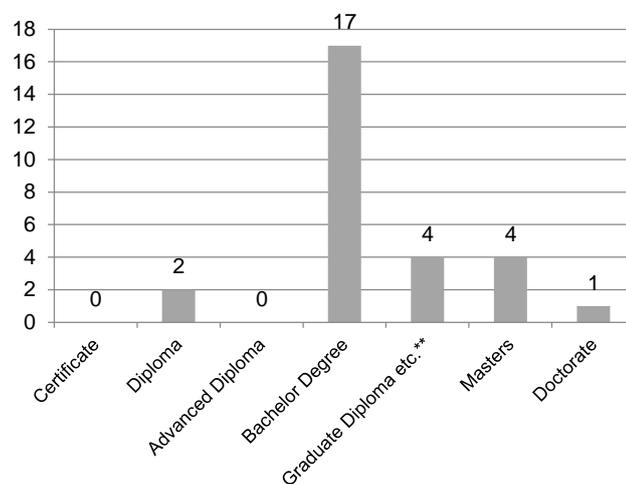
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	28	14	<5
Full-time equivalents	22	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	4
Masters	4
Doctorate	1
Total	28



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$23 000.

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: code of conduct, student protection, risk management, information privacy, first aid including CPR, asthma and anaphylaxis, First Steps in Maths (number), Reading, Data analysis, writing moderation, seven steps in writing, differentiation, use of C2C, Interactive Whiteboard use, the Australian Curriculum, Gifted Education, Behaviour Management, special needs (ASD and Dyslexia) and student well-being, coaching and leadership development, and Workplace Health and Safety, including asbestos awareness.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	96%	96%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

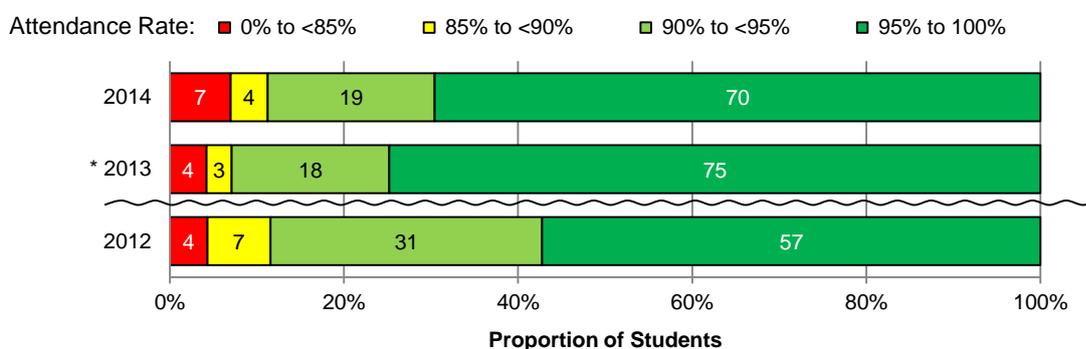
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	95%	94%	96%	96%	95%	96%					
2013	96%	96%	95%	96%	96%	96%	96%					
2014	95%	96%	95%	95%	96%	96%	97%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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New Farm State School has a significant focus on attendance through a whole school approach within our 'Closing The Gap' strategy. Our procedures include:

- Teachers mark the class roll 2 times each day.
- Late students must report to the office and late slips are given and recorded by the teachers.
- Class Yellow Roll Slips are sent to the office at 9:30am to report any unexplained absences and these are entered into a school daily monitoring sheet.
- Office staff cross reference any late students from office records and any parent contacts (via email or phone calls) and then contact all absent students' parents / carers where absence is unexplained.
- Students with attendance averaging less than 80% in the previous term are monitored closely, and contact is made with parents or carers to develop a support plan for improving attendance.
- 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.

- At specific periods throughout the year eg term 1 and 3, a whole school focus on class attendance is undertaken to raise awareness about the importance of 'everyday attendance'.
- Class improvements or outstanding attendance is celebrated and recognized on assembly and in the school newsletter.
- Attendance messages 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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Achievement – Closing the Gap

We have a low number of Indigenous students at New Farm State School who achieved at the national minimum standard in all areas. Individual students showed good individual progress. However, our focus on attendance and literacy and numeracy continues to be a strong focus for all students, Indigenous and Non-Indigenous. Indigenous student NAPLAN results and school assessments are used to identify students who require specific intervention and enrichment support. Our whole school focus on excellent attendance is applied to both Indigenous and Non-Indigenous students. Monitoring is daily and early contact and partnerships with parents and carers a key strategy.