



New Farm State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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## School Overview

Built 115 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 vision statement, '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 School is very proud to offer a broad range of extra curricula activities across academic, leadership, cultural, creative and sporting domains, including an artist in residence program.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

2016 was once again a very successful year at New Farm State School. It was 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 2016 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 program for all Yr 6 students, as well as our project captains' involvement in the 'City Cluster Student Leaders Program'.
- Implementing the Australian Curriculum – English, Maths, Science, History, Geography
- Improving reading outcomes for all students.
- Increasing the number of Yr 3 and 5 students achieving the upper two bands in NAPLAN.
- Extending the focus on differentiation of curriculum, with a range of targeted intervention 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 implementing a balanced reading program implementing the New Farm SS Reading Program. All teachers have successfully implemented the Australian Curriculum subjects: English, Mathematics, Science, History

and Geography through the implementation of the whole school curriculum plan. All teachers are involved in regular discussions focussed on student data analysis, and intervention and extension programs.

Overall, the 2016 results show New Farm State School continues to improve in NAPLAN with our strongest results in Year 5 numeracy and in Year 3 numeracy, which parallels the results of schools in the highest quartile of high performing schools. 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:

- 10 out of 10 areas students in Years 3 and 5 achieved at or above the national minimum standard in reading, writing, spelling, grammar and punctuation, and numeracy.
- 10 out of 10 areas in Yr 3 and 5 students achieved above the national cohort with increasing better than the national in all of these.
- Yr 3 Reading results: upper 2 bands 65% and national minimum standard 100%
- Yr 3 Writing results: 52.6% upper 2 bands and 100% national minimum standard
- Yr 3 Spelling results: 67.3% upper 2 bands and 100% national minimum standard
- Yr 3 Grammar and Punctuation results: 65.5% upper 2 bands and 100% national minimum standard
- Yr 3 Numeracy results: 65.5% upper 2 bands and 100% national minimum standard
  
- Yr 5 Reading results: 47.1% upper 2 bands and 98% national minimum standard
- Yr 5 Writing results: 31.4% upper 2 bands and 100% national minimum standard
- Yr 5 Spelling results: 33.4% upper 2 bands and 100% national minimum standard
- Yr 5 Grammar and Punctuation results: 41.2% upper 2 bands and 100% national minimum standard
- Yr 5 Numeracy results: 51% upper 2 bands and 100% national minimum standard

## Future Outlook

- 2017 Implement the Australian Curriculum – Humanities (Geography, History and Civics and Citizenship) and Digital Technology (Coding – developed from Prep to Year 6)
- Review the pedagogical framework in 2017-8 to reflect the impact of Age Appropriate Pedagogies and focus on writing
- Continue to develop teachers' data literacy through collegial professional learning and whole school moderation process
- Develop instructional leadership with a focus on building leadership capability and sharing practices
- Develop productive partnerships with students, staff, parents, and the community
- Focus our 2017 Explicit Improvement Agenda: Semester 1 Reading and Semester 2 Writing.
- Enhance our student leadership program to include a broader induction for all students as well as specific projects which are shared with the broader student body
- Implement our revised 2016 Responsible Behaviour Plan and our Behaviour committee to monitor regularly
- 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

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	377	183	194	10	94%
<b>2015*</b>	370	184	186	4	92%
<b>2016</b>	397	191	206	4	95%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	22	25
Year 4 – Year 7	27	27	25
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## 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 Mathletics program.



- Student targeted enrichment programs including the external 121 program for reading, and cluster school programs which enhance differentiated programs such as NFSS Gifted Education Mentors (GEM) programs, High Achievers, Young Scholars, 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), as well as 2 periods of 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.

### 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. 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 student leadership sustain our positive school culture through their responsible actions. They also led weekly assemblies. Students participated in the 'Character Builders' program 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
- **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. Younger children make day trips to a variety of locations 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.
- **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. A parent sporting group was also established to support the HPE teacher and program.

### 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 classroom learning and embrace the use of interactive whiteboards in classrooms. In 2016 teachers continued to implement the Australian National Curriculum using the tools of the whole school curriculum and Curriculum to Classroom (C2C).

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. 2016 highlights include:

- Continued PD for effective use of Interactive Whiteboards
- Upgrade of internet to support student and school usage
- Use of ipads to support the early years 'Age Appropriate Pedagogies' project in semester 2.
- Continued to fund technical support hours for our Tech Support.

## 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 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 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

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	87%	97%	100%
this is a good school (S2035)	92%	97%	98%
their child likes being at this school* (S2001)	98%	100%	98%
their child feels safe at this school* (S2002)	98%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	97%	100%
their child is making good progress at this school* (S2004)	85%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	97%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	88%	94%	100%
teachers at this school treat students fairly* (S2008)	92%	94%	95%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	95%
this school works with them to support their child's learning* (S2010)	89%	88%	93%
this school takes parents' opinions seriously* (S2011)	86%	97%	92%
student behaviour is well managed at this school* (S2012)	82%	94%	85%
this school looks for ways to improve* (S2013)	89%	100%	93%
this school is well maintained* (S2014)	93%	97%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	93%	97%
they like being at their school* (S2036)	94%	95%	93%
they feel safe at their school* (S2037)	91%	95%	97%
their teachers motivate them to learn* (S2038)	96%	99%	98%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	97%
teachers treat students fairly at their school* (S2041)	83%	88%	87%
they can talk to their teachers about their concerns* (S2042)	84%	91%	91%
their school takes students' opinions seriously* (S2043)	82%	88%	89%
student behaviour is well managed at their school* (S2044)	79%	80%	81%
their school looks for ways to improve* (S2045)	93%	95%	97%
their school is well maintained* (S2046)	95%	95%	91%
their school gives them opportunities to do interesting things* (S2047)	92%	90%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	87%	91%	85%
they feel that their school is a safe place in which to work (S2070)	87%	95%	89%
they receive useful feedback about their work at their school (S2071)	80%	91%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	84%	100%
students are encouraged to do their best at their school (S2072)	93%	95%	93%
students are treated fairly at their school (S2073)	86%	91%	85%
student behaviour is well managed at their school (S2074)	73%	86%	74%
staff are well supported at their school (S2075)	80%	86%	81%



Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	86%	91%	73%
their school looks for ways to improve (S2077)	80%	95%	93%
their school is well maintained (S2078)	87%	86%	85%
their school gives them opportunities to do interesting things (S2079)	80%	95%	81%

\* 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 2016:

- Full school air conditioning installation
- 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 Yr 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, 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 biannual fete year.

## Respectful relationships programs

The school has developed and implemented a program or 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 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 hold refresher sessions periodically as required by staff needs. 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 individual behaviour plans, behaviour logs, supported play programs, and social skills sessions as specific incidents occur or where identified through Individual Behaviour Plans or Individual Support Plans. 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'. 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. Parents and community members are invited to participate in school activities that embrace cultural diversity.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	1	7
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### 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 increased due to increased enrolments, air-conditioning installation and usage through community programs but 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	113,656	5,327
2014-2015	125,062	
2015-2016	140,847	

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.

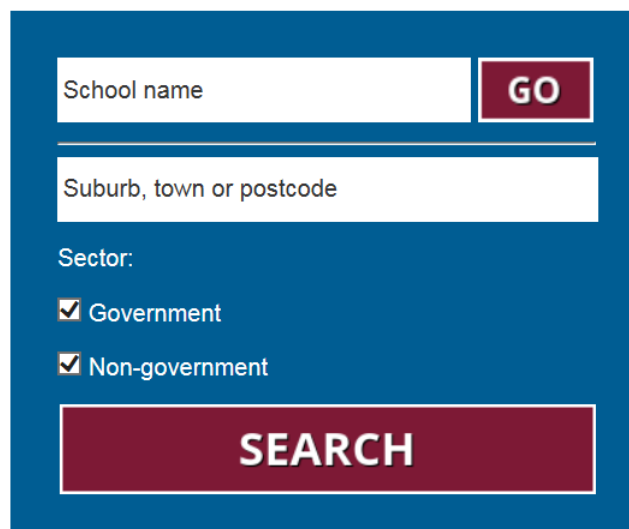
## School Funding

### 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 <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



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	15	<5
Full-time Equivalent	25	10	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	20
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 2016 were \$86 291.

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),
- Literacy focus: Reading, Data analysis, writing moderation, seven steps in writing,
- Differentiation: Gifted Education, special needs (ASD and Dyslexia), learning support (phonics, grammar, spelling)
- Mentoring and beginner teacher program,
- Interactive Whiteboard use,
- 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 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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 was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	95%	97%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

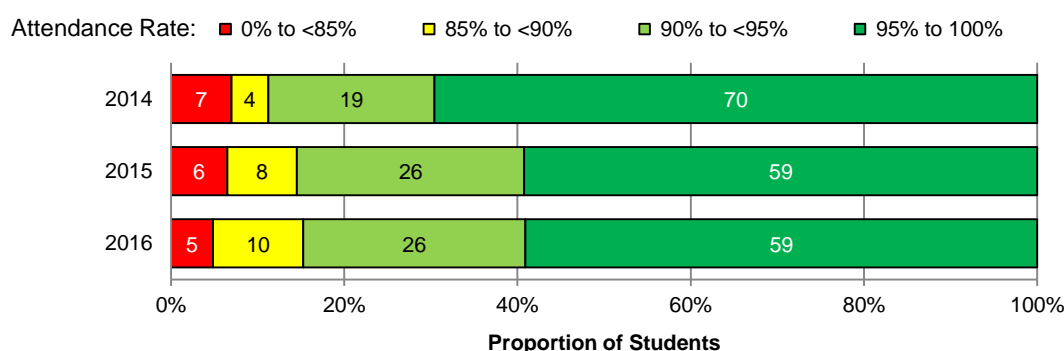
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	95%	96%	95%	95%	96%	96%	97%					
2015	95%	93%	94%	95%	95%	94%	96%						
2016	95%	94%	95%	94%	95%	95%	93%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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.

New Farm State School has a significant focus on attendance through a whole school approach within our 'Closing The Gap' strategy. In 2016 we transferred roll marking to our Oneschool electronic system. Our procedures include:

- 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.
- 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 each week.
- At specific periods throughout the year, that is in 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 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 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, 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

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.