New Farm State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **New Farm State School** from **28 March** to **1 April 2019**.

The report presents an evaluation of the school's performance against the nine domains of the _National School Improvement Tool_. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

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

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

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

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Sandra Perrett   Internal reviewer, SIU (review chair)

Alan Whitfield   Senior reviewer

John Wessel   External reviewer

1.2 School context

Location:	Corner Heal and James Streets, New Farm
Education region:	Metropolitan Region
Year opened:	1901
Year levels:	Prep to Year 6
Enrolment:	505
Indigenous enrolment percentage:	1 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1117
Year principal appointed:	2012
Day 8 Staffing Teacher Full-time equivalent numbers:	27.5
Significant partner schools:	Kelvin Grove State College, Inner City North Secondary College – due to open in 2020, City Cluster Schools, Pre-Prep Providers – Lady Gowrie (Love Street), Goodstart Fortitude Valley
Significant community partnerships:	Aveo Newstead Retirement Village – Fortitude Valley, Parents and Citizens' Association (P&C), community education providers
Significant school programs:	Balanced reading, How Language Works Program – Functional Grammar for Writing Improvement, Positive Behaviour for Learning (PBL), Maker Space, Student Leadership Program, Community Education Program (CEP), pre-Prep transition program, Artist In Residence, City Cluster initiatives – High Achievers, Gifted Education Mentor (GEM), Legacy Project, mini events and moderation

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Special Education Teacher (SEP) and Gifted Education Mentor (GEM), Support Teacher Literacy and Numeracy (STLaN), curriculum coordinator, Science, Technology, Engineering and Mathematics (STEM) coach, guidance officer, two Business Managers (BM), 21 teachers, nine teacher aides, schools officer, 87 students, 34 parents and P&C executive representatives.

Community and business groups:

- Staff member of Aveo Newstead Retirement Village, Brisbane Central Scout Group leader, coordinator and staff from Jabiru Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Principal of the new Inner City North Secondary College, principal of Kelvin Grove State College, educator from Lady Gowrie Early Childhood Centre and educator from Good Start Fortitude Valley Early Childhood Centre.

Government and departmental representatives:

- Department of Education (DoE) Ministerial Liaison Officer for the State Member for McConnel, Brisbane City Councillor and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School Opinion Survey
Investing for Success 2019	Strategic Plan 2016-2019
Personalised self-reflection tool	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional development plan	Curriculum planning documents
Mentoring Beginning Teachers Plan	Reading Program 2016
School pedagogical framework	Home Reading Program
2019 Leadership Team Smart Goals	School newsletters and website
Developing Performance Plan	Responsible Behaviour Plan for Students
PBL Team Action Plan	Student Report Cards
Whole School Assessment Plan	Data Talk & Action Plan Summary
Support Program Overview	STEM Annual Implementation Plan
Explicit Teaching Model	Headline Indicators (October 2018 release)
Curriculum and Assessment Overview (for each year level)	

2. Executive summary

2.1 Key findings

Students, parents and community members speak positively about the school, its community profile and the learning opportunities available for students.

They describe the establishment and fostering of a sense of connection with school and community values as essential to the ethos of the school. Students speak with pride of their association with a growing school that has maintained a focus on positive relationships and individualised support.

School leaders give a priority to school-wide collection and discussion of data on student outcomes.

They articulate a view that data is a critical element of school improvement. Time is allocated for teachers to regularly collaborate in teams to discuss student data as means of improving student learning. Teachers meet in a range of contexts including 'direction meetings' with the school curriculum leader whereby data is used to inform year level curriculum planning.

The leadership team articulates a shared commitment to continue to progress the school.

The leadership team identifies reading, writing, Positive Behaviour for Learning (PBL) and Science, Technology, Engineering and Mathematics (STEM) as the Explicit Improvement Agenda (EIA). The Annual Implementation Plan (AIP) identifies the key areas of the EIA and a range of other focus areas. Most targets identified in the AIP relate to teacher engagement with the actions. An EIA that provides, in greater detail, the actions, targets, timelines and responsible officers, is yet to be collaboratively developed.

School leaders outline a process of coaching and modelling to support the enactment of agreed pedagogical practices in every classroom.

School leaders articulate coaching and mentoring form a key role in the development of high quality teaching practices. They acknowledge that processes to promote quality practice include the routine evaluation of the effectiveness of teaching, including measuring the embeddedness of preferred practices in every classroom.

Managing student behaviour is a key priority within the current school improvement agenda.

School leaders and the current PBL committee indicate the school is positioned in the early stages of a long-term journey towards embedding PBL practices across the school community. They articulate the emerging use of data to inform the explicit teaching of appropriate behaviours and to identify a need for continued building of staff capability. The committee acknowledges future work involves aligning data to the explicit teaching of expected behaviours.

Teachers indicate they recognise that all students are at different stages in their learning and may be progressing at differing rates.

Many parents identify the importance of catering for the full range of student learning in classrooms, particularly high achieving students. School leaders articulate a model that defines how teachers can differentiate their teaching. Teachers articulate the enactment of this strategy, as part of their repertoire for differentiating teaching in whole-class teaching practices, is variable. Planning for curriculum modifications to cater for the learning needs of high achieving students is acknowledged by school leaders and teachers as an area for further improvement.

The leadership team works to ensure the available human and physical resources are directed towards meeting the needs of students.

School leaders acknowledge the importance of alignment in strategic planning processes. Strategic documents provide a comprehensive agenda focusing on student learning outcomes. The alignment of the purpose, actions, targets and timeframes of strategic planning documents is evolving. The Investing for Success (I4S) targets, initiatives and actions and the EIA are yet to be fully aligned.

Early education providers describe a strengthening partnership to support student transition to Prep.

School leaders and childcare staff members outline a regular program of school visits, exchanges of information and opportunities to engage in joint professional learning activities. Childcare centre staff members detail a range of school-initiated orientation activities to support the seamless transition of children to school. They report high levels of parent satisfaction with the school organised pre-Prep play dates, a strategy to familiarise students with a new learning environment and to support the introduction of parents to school values and programs.

Parents are valued as partners in their child's learning.

Their involvement in school and classroom activities is actively encouraged and welcomed by teachers. Teaching staff members report high levels of parental support in learning activities, particularly in the priority area of reading. School Community Spirit Awards recognise the contribution of parents and community members to enriching the learning experiences of every student.

2.2 Key improvement strategies

Develop a process to systematically monitor and evaluate the implementation of the EIA that includes building clarity around school-wide embedded practices and student targets, to determine future areas for improvement.

Regularly review and monitor the whole-school approach to coaching and mentoring, ensuring Quality Assurance (QA) processes are established to measure the impact on continuous development of agreed teaching practices.

Refine and implement the PBL action plan to ensure a clear and consistent implementation of whole-school behaviour management processes.

Systematically build teacher capability to differentiate teaching and learning in the classroom for the full range of students, particularly high achieving students.

Review the alignment between the AIP, EIA and I4S and monitor effectiveness of funds used to ensure the EIA is being enacted strategically and efficiently.