

New Farm State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **New Farm State School** from **28 to 30 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies, the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

David Cramb	Internal reviewer, SRR (review chair)
Anthony Ryan	Peer reviewer
Jo Diessel	External reviewer

1.3 Contributing stakeholders

Consultation



Total of 131 interviews



7 community members
and stakeholders



40 school staff



37 students



47 parents and carers

1.4 School context

Indigenous land name:	Turrbal Country We acknowledge the shared lands of the Turrbal nation and the Turrbal people of the Turrbal language region.
Education region:	Metropolitan North Region
Year levels:	Prep to Year 6
Enrolment:	575
Indigenous enrolment percentage:	2%
Students with disability percentage:	10%
Index of Community Socio-Educational Advantage (ICSEA) value:	1114

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **28 March** to **1 April 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1117 and the school enrolment was 505 with an Indigenous enrolment of 1% and a student with disability enrolment of 3%.

The key improvement strategies recommended in the review are listed below.

- Develop a process to systematically monitor and evaluate the implementation of the Explicit Improvement Agenda (EIA) that includes building clarity around school-wide embedded practices and student targets, to determine future areas for improvement. (Domain 1)
- 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. (Domain 8)
- Refine and implement the Positive Behaviour for Learning (PBL) action plan to ensure a clear and consistent implementation of whole-school behaviour management processes. (Domain 3)
- Systematically build teacher capability to differentiate teaching and learning in the classroom for the full range of students, particularly high-achieving students. (Domain 7)
- Review the alignment between the Annual Implementation Plan (AIP), EIA and Investing for Success (I4S) and monitor effectiveness of funds used to ensure the EIA is being enacted strategically and efficiently. (Domain 4)

2. Executive summary

2.1 Key affirmations

Staff are committed to a vision of achieving excellence for all students.

Staff strive for high educational and social expectations for students in a context of social responsibility and global change. Leaders share a strong strategic agenda informed by research. Parents recognise staff members' high standards and appreciate the quality learning and individualised support provided to their child. Staff share effective practice in a trusting and student-focused environment.

Staff build a culture where everyone belongs and diversity is embraced.

Leaders and staff are driven by a deep belief that every student will learn and achieve positive outcomes, and that each student is a valued member of the school. Teachers embrace the diversity of learners, tailoring teaching and learning activities to students' levels of readiness and need. The tone of the school reflects a school-wide commitment to purposeful, positive learning outcomes where all students are challenged and supported to be learners who are respectful, responsible and safe.

The school maintains a positive reputation within the community.

Students speak of a diverse community, where all are welcomed, parents are involved and teachers are highly regarded. Parents are considered integral members of the school community and speak highly of a sense of belonging, being welcomed and included as partners in their child's learning and wellbeing. Parents lead initiatives and engage in classrooms. Community members are integral in leading and supporting the school's sustainability initiatives and gardening programs.

Students value opportunities to engage in a range of leadership and learning programs.

Students are engaged in innovative opportunities to prepare them for the future. Staff effectively use the school's physical environment and available facilities to maximise student learning. The grounds are well maintained, and facilities include a mixture of modern and heritage-listed buildings. Parents, staff and students comment positively on the school's physical resources and the ways they are used to support student learning and connection to community and nature.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Build opportunities for staff to work collaboratively with leaders to enhance mutually respectful relationships, ensure shared voice in school decisions and promote a productive work environment.

Domain 1: An explicit improvement agenda

Collaboratively refine an EIA with short- and medium-term measurable targets, timelines and accountabilities to support and monitor the impact of priorities on student learning.

Domain 6: Systematic curriculum delivery

Collaboratively review processes to monitor student learning, including internal and external moderation, to support teachers to accurately measure learning progress and decide next steps in teaching.

Domain 8: Effective pedagogical practices

Collaboratively review, refine and document agreed school-wide pedagogical approaches to support consistent implementation of high-impact strategies across the school.

Domain 5: An expert teaching team

Collaboratively develop a collegial engagement framework to support leaders in driving instructional practices designed to improve teacher capability and consistency of teaching practices.

Develop opportunities for school leaders to strengthen their capability as instructional leaders in leading the implementation of the EIA, and work closely with all staff to improve their practice.