

# Newtown State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

The 2015 school year has been very successful for the Newtown State School community. This annual report outlines the achievements of the school community over the past twelve months.

The vision statement for the school is:

Every child at Newtown State School aspires to be a successful learner; to attain excellence in personal achievement and behaviour.

This vision drives decisionmaking and goal setting to enable our credo: Every Child, Every Day, Excellence in Education.

### School progress towards its goals in 2015

<b>Literacy &amp; Numeracy</b>	<ul style="list-style-type: none"> <li>Consistent implementation of Newtown Reading &amp; Writing programs</li> <li>Consistent implementation of Whole School Support for all, leading to an increased ownership of student data and curriculum differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Reading and writing programs are well documented and implemented with consistency</li> <li>The whole school support model is progressing in implementation with teachers working towards ongoing data scrutiny and differentiated planning, teaching and assessment</li> </ul>
<b>SWPBS</b>	<ul style="list-style-type: none"> <li>Consistent implementation of Tier One &amp; Tier Two</li> </ul>	<ul style="list-style-type: none"> <li>Consistent Tier One implementation and most of Tier Two elements</li> </ul>
<b>Expert Educators</b>	<ul style="list-style-type: none"> <li>High quality explicit teaching practices that focuses on evidence-based decision making and supported by the implementation of the "Fostering a Reflective Feedback and Coaching Culture" strategy</li> <li>Develop understanding of the Australian Professional Standards for Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Coaching and feedback strategies implemented and ongoing related to evidence based, effective teaching practices</li> <li>Teachers building knowledge of Australian Professional Standards for Teachers</li> </ul>
<b>Community Connections</b>	<ul style="list-style-type: none"> <li>Increase communities connection &amp; belonging to Newtown               <ul style="list-style-type: none"> <li>Quarterly Principal &amp; President Chat's</li> <li>Increased openness in communication between teachers &amp; parents: classroom phones unlocked, Newtown Facebook page etc</li> <li>Multimedia position created</li> <li>Two way communication to report absences – Investigate technology like IDATTEND, School Bag</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Connection and belonging strategies implemented in 2015</li> <li>Early Education Step Up into Education Action Plan implemented and celebrated through application in Showcase 2015- leading to acknowledgment in winning the Helping children and families start school award.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Parent social gatherings organised by parent reps</li> <li>○ Carnival of the Flowers – morning tea in the flowers</li> <li>● Implementation of Early Education Step Up Into Education Action Plan</li> </ul>	
<b>Great Results Guarantee</b>	<ul style="list-style-type: none"> <li>● Implementation of Great Results Guarantee Agreement                             <ul style="list-style-type: none"> <li>○ Employ 0.4 FTE as an Inclusive Learning Coordinator to Coordinator Whole School Support including teacher capacity building in the areas of data and curriculum differentiation</li> <li>○ Employ 2 teachers &amp; 2 teacher aides from 9-3 pm Monday – Wednesday for Semester 1 to provide focused and intensive literacy &amp; numeracy support to Years 3-6.</li> <li>○ Increased expenditure on Higher order thinking equipment i.e. robots and circus etc to stimulate G&amp;T kids and improve lunchtime engagement &amp; student attendance</li> <li>○ Leadership Capability building</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● GRG agreement HR initiatives implemented</li> <li>● Robotic equipment purchased</li> <li>● Leadership capability developed through High Performing Teams program</li> <li>● Implementation of focused literacy and numeracy groups to support upper two bands and below benchmark targeted students</li> </ul>

**Future outlook**

Focus Area	Key QSR Strategic Targets	Key 2016 Strategies
<b>Reading and Word Study</b>	<ul style="list-style-type: none"> <li>● 100% of classroom teachers and case managers will provide a learner centred approach to teaching Café Reading and Word Study to all students.</li> <li>● Teachers and case managers will utilise individualised data to provide coaching and feedback to achieve sustained improvement for all.</li> </ul>	Employ 0.8 FTE pedagogical release to allow teachers and teacher aides to build their capability through for observation, professional development, mentoring and coaching & feedback to embed <ul style="list-style-type: none"> <li>○ CAFE Model of Reading Assessment and Instructions</li> <li>○ Word Study</li> <li>○ Student Performance Data Literacies</li> <li>○ Continuum of Intervention</li> </ul> Staff support and key deliverables aligned to school leadership strategic planning and responsibilities.
<b>Innovative Teaching and Learning for the 21st Century</b>	<ul style="list-style-type: none"> <li>● Implement Professional Learning Communities to utilise Flexible Learning Environments and the use of technology to drive the implementation and development of 21st Century Literate Graduate Skills:                             <ul style="list-style-type: none"> <li>● Critical thinking/problem solving</li> <li>● Creativity</li> <li>● Curiosity</li> <li>● Collaborative approaches</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Engage with Professional Learning Consultants to implement a multimodal service delivery combining workshops on specific topics with in-class, project-based development for teachers that aims to improve and embed new teaching practices related to ICT.</li> <li>● STEM: Build teacher capability and access to appropriate resources and infrastructure to establish a learner centred culture utilising robotics and coding.</li> </ul>
<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>● Newtown will strive to maximise student, staff and community Wellbeing through the implementation of the following key processes: Positive Behaviour for Learning, Transition to school strategies, Positive Education Program and the Workforce Wellbeing Program.</li> </ul>	<ul style="list-style-type: none"> <li>● Build the leadership and teacher capabilities to improve the wellbeing for children and families through the introduction of daily classroom rituals and practices:                             <ul style="list-style-type: none"> <li>○ Leadership Coaching in Positive Psychology Education – Dr Suzy Green Positivity Institute</li> <li>○ Host a Positive Psychology 3 day workshop in Term 3 for Newtown &amp; interested schools</li> <li>○ Victorian School roadshow – 3 day tour, 5 staff</li> <li>○ Introduce Smiling Minds</li> </ul> </li> <li>● Continue access, utilization and prioritization of the Workforce Wellbeing Program and engagement strategies for all staff</li> </ul>

<p><b>Investing 4 Success</b></p>	<p>Implementation of Investing 4 Success Agreement</p> <p>Leadership Capability Building:</p> <ul style="list-style-type: none"> <li>○ Continue to build on the leadership capability and capacity within our Leadership Team by participating in the Community of Practice professional development facilitated by Pete Stebbins.</li> <li>○ Early Years staff QELI Early Years Network Project: 3 staff participate in 12 month course</li> <li>● Employ 0.2 FTE Inclusive Learning Coordinator to support including teacher capacity building in the areas of data and Continuum of Differentiation</li> <li>● Build upon community engagement initiatives that continue to be responsive to children, families connections and belonging to Newtown and across Toowoomba: <ul style="list-style-type: none"> <li>○ Transition to school activities</li> <li>○ Welcome BBQ/Movies</li> <li>○ 100 Day celebrations</li> <li>○ Student Attendance</li> <li>○ Student Leadership: Passion, Spirit &amp; Pride</li> <li>○ Josh Arnold Walk Together Project</li> <li>○ Multimedia position continued</li> <li>○ Two way communication to report absences – Investigate technology like IDATTEND, School Bag</li> <li>○ Parent social gatherings organised by parent reps</li> <li>○ Carnival of the Flowers – morning tea in the flowers</li> </ul> </li> </ul>
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## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	381	176	205	80	90%
2014	411	193	218	85	87%
2015	401	197	204	94	90%

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 2015, 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:

Newtown State School is a thriving inner city school. Our student body comprises of

23% Indigenous students, 5% of Students with Disabilities, 8% English as a Second Language and 4% Children in Care.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	22	23
Year 4 – Year 7 Primary	25	27	25
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	15	13	8
Long Suspensions - 6 to 20 days	8	3	1

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.

## Curriculum delivery

### Our approach to curriculum delivery

In 2015 Newtown State School continued our strong focus on Literacy and Numeracy through developing high quality teaching practices, evidence-based decision making and planning for differentiation.

- Curriculum into the Classroom (C2C's) were implemented throughout the school. Newtown State School ensured our staff and students continued to be well prepared for the implementation of all aspects of the KLA's of English, Mathematics, Science, History and Geography.
- All teachers were guided by the school Assessment Schedule which included C2C assessment and monitoring tasks as well as school-based on-going assessment requirements. Parent-teacher interviews were conducted at the end of Terms 1 and 3, where possible during scheduled interview times or as phone interviews. Comprehensive written student progress reports were distributed at the end of Term 2 and 4 and parent-teacher discussions were held at this time, if required. Parent-teacher meetings also took place at other times throughout the year at the request of either the parents/caregivers or teachers. Year level cohorts conducted moderation on English and/or History assessment tasks at least twice per year.
- A whole-school Writing Skills Continuum was implemented to support the explicit teaching of writing through evidence-based decision making.
- A whole-school focus on an evidence-based decision making approach to identifying individual student reading goals and providing specific feedback was implemented through the use of CAFE Model of Reading Assessment & Instruction. This model also provides resources to support high quality teaching practices.
- Year levels were effectively resourced to ensure students and staff members were best prepared for their learning. Emphasis was placed on supporting the staff with planning for differentiation to support students learning needs.
- In Term 1, our Prep – Year 6 students undertook study in Dance facilitated by the Dance Fever Company. This required each year level to learn three dances: Ballroom: The Tango, Hip Hop and Free Lance. During Term 3 Prep – Year 6 students also participated in two Raw Art Workshop sessions to create a range of unique artworks. All classes also participated in Oral Health lessons conducted by visiting dental technicians to support and enhance personal health practices.
- Our Prep curriculum integrates the Early Years Learning Guidelines with a focus placed on Being, Belonging and Becoming being integrated throughout the C2C units. We promote and integrate the understanding of sustainability through the implementation of sustainable practices like gardening, permaculture, recycling and the children in Prep have 3 chickens who they care for and utilise their eggs during hands-on learning and cooking lessons.

### Extra curricula activities

Extra-Curricular activities:

- Robotics Club
- Craft Club
- Circus Activities
- Dance Group
- Handball competition
- Student Representative Council
- Guitar lessons
- Choir
- Art Club
- Playground pals
- Instrumental
- Dance Fever
- Gardening
- Games Room

### How Information and Communication Technologies are used to improve learning

In addition to our school computer lab of 30 computers and a mini lab of 12 computers, Newtown State School also has purchased a set of I pads. These were primarily used with ELAD students but this has grown into many uses. This has included ICP students using them with assistive technology and warm ups before lessons. Class teachers are also accessing them for graphic organisers, apps such as Comic Life and Words Their Way. Tutoring sessions between upper and lower school has continued in the early part of the year with preps and year 6 working together through mentoring with computers and I Pads.

A robotics club has been established on Tuesdays and Wednesdays with students using robots as part of learning about coding. This leads to the culminating activity of "Robot Battles" for students. The upper school have taken full advantage of the mini lab in the room with students doing a weekly blog through Kidblog, providing interactive feedback and reflection through the use of traffic lights. Videos and editing has been used in year 6 for the special events in the school including ANZAC Day and Graduation.

Many class teachers are using Class Dojo as a way of tracking student's behaviour and as a tool to communicate with parents. This is used alongside a school Facebook page to keep parents informed through different forms of media.

Looking forwards, the school is purchasing a class set of laptops to free up more space in computer lab to enable all classes to have two lessons a week. Support in using the Contemporary Resources will be available through professional development and a teacher being off line one day a week to support teachers in using ICT effectively in the classroom.

### Social Climate

Our vision is that every child at Newtown State School aspires to be a successful learner; to attain excellence in personal achievement and behaviour. 'Every Child, Every Day, Excellence in Education' is a statement commonly heard in classrooms. Newtown State School is a Positive Behaviour for Learning school and has a community reputation for being caring, supportive and welcoming. Students and parents express their satisfaction with being 'safe at school', 'treated fairly', 'behaviour and discipline' and 'like being at this school' We especially recognise the significance and power of the relationships between the school, its parents and wider community . We are proud of our Transition to School strategy. The social climate of the school is built on expectations of learners as safe, respectful and responsible. A range of positive reinforcements and routines, help create and maintain a safe, supportive and learning environment. Responses to inappropriate behaviours allow other students to continue learning and teachers to continue teaching. Strategies used respond to individual student needs . We recognize that for our positive school climate that it is essential to enhance wellbeing for staff and students through the continued implementation of Positive Behaviour for Learning, and transition to school strategies, the investigation of Positive Education and the Workforce Wellbeing Program.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	97%	97%	97%
this is a good school (S2035)	100%	97%	97%
their child likes being at this school (S2001)	97%	100%	97%
their child feels safe at this school (S2002)	90%	100%	97%
their child's learning needs are being met at this school (S2003)	93%	94%	94%
their child is making good progress at this school (S2004)	97%	100%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	97%	97%
teachers at this school motivate their child to learn (S2007)	100%	97%	97%
teachers at this school treat students fairly (S2008)	93%	94%	90%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	97%
this school works with them to support their child's learning (S2010)	97%	100%	100%
this school takes parents' opinions seriously (S2011)	90%	97%	93%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
student behaviour is well managed at this school (S2012)	93%	94%	90%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	93%	100%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	96%
they like being at their school (S2036)	95%	98%	90%
they feel safe at their school (S2037)	100%	92%	93%
their teachers motivate them to learn (S2038)	99%	97%	98%
their teachers expect them to do their best (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work (S2040)	95%	97%	95%
teachers treat students fairly at their school (S2041)	92%	88%	87%
they can talk to their teachers about their concerns (S2042)	91%	95%	86%
their school takes students' opinions seriously (S2043)	96%	88%	90%
student behaviour is well managed at their school (S2044)	96%	88%	82%
their school looks for ways to improve (S2045)	100%	98%	98%
their school is well maintained (S2046)	97%	98%	95%
their school gives them opportunities to do interesting things (S2047)	96%	98%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	95%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	97%	100%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	95%
their school takes staff opinions seriously (S2076)	97%	100%	92%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	97%

# '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

Newtown State School is pro-active in promoting the importance of children's education and community engagement. The school team provides regularly opportunities to connect, communicate and further educate our local community about the importance of education and attending school everyday.

**Newtown State School promotes parental involvement in children's education through a variety of forums:**

- Parent information afternoons
- Community Health & Wellbeing Expo – Term 1 & 3 – linking into parent teacher interview – 15 – 20 service providers come and liaise with the Newtown parent to help support and improve our communities health and wellbeing
- Attendance articles in the newsletter
- School Vision daily focus – Every Child, Everyday, Excellence in Education
- Positive phone calls home, positive cards sent home, awards on parade, attendance celebrations at end of each term
- Phone calls when low attendance has been identified – offer support if needed – link with external agencies
- Principal coffee trolley – principal check ins with parents & teacher before school as they enjoy their cup of tea / coffee
- Under 8s day
- Transition to school – prior to prep mornings, family information evenings, bbqs – set foundation for positive relationships and an educational expectations – everyday counts

These activities encourage positive relations between staff and Newtown's community. Feeling connected with the Newtown State School staff has helped improve attendance and engagement throughout 2015 – 2016.

**Every Student, Everyday, Excellence in Education**

**Newtown State School engages with the local community and fosters positive relationships by offering services provided at school:**

- Community Health & Wellbeing Expo – twice a year – term 1 & 3 – linking into parent teacher interviews – parents have the opportunity to build relations with external service providers eg. Qld Health, Qld Carers, Smith Family, Anglicare
- Hearing testing at school – Carbal
- 715 Health Checks – Goolburri Health & Carbal
- Dental Truck – Goolburri Health
- Vision Screenings for prioritised students
- Prep School Nurse – health checks – 94% of students checked in 2016
- Parent Information Afternoon Talks – Qld Carers, Guidance Officer, OT Physio,
- Smith Family scholarships
- Smith Family homework club
- Qld Health – help with referral process
- Interpreter assisted parent / teacher interview for EALD families
- PACE PD – Pace, Acceptance, Curiosity, Empathy behaviour management strategies to help support students who have Experience trauma
- ASD Coach

**Providing health, vision and hearing checks allows Newtown's students to be supported and ready to participate in learning without medical issues interfering with their ability to learn. Engaging with our local community continues to support Newtown's students and families. Working together improves students wellbeing and educational engagement.**

**Consultation process at Newtown State regarding adjustments made to assist students with diverse needs to access and participate fully at school include:**

- Curriculum planning and adjustments occur at the end of each term –Curriculum Coach, Class teacher and Case Managers work collaboratively
- Parents/Carers, teacher and case managers meet, make phone calls or send letters home to address students needs – explanation of data gathered and collaborative decision making process – ICP students
- Liaise with Education Queensland specialists – Curriculum – Assistive Tech Specialist, Speech Language Pathologists, Guidance Officer, Occupational Therapist & Physio's – upskill support staff and teacher aides regularly eg. use of communication boards, fine and gross motor programs
- Interact with external service providers – CYMHS, paediatricians, Smith Family co-ordinator Qld Health staff, DSQ, ECDPs, child care centre, private Speech and physio's – aiming to provide seamless support
- Provide apps and games to support learning at home
- Support with transitioning to High Schools and alternate programming
- Interpreter assisted parent / teacher interview for EALD families
- Small group teaching for EALD students
- Assistive Technology coach – to assist class teachers to differentiate to support students

## Reducing the school's environmental footprint

Energy consumption has increased commensurate to steady enrolment growth at Newtown State School since 2012. The Queensland Murray-Darling Committee (QMDC) supported the school with a SAVE YOUR ENERGY! campaign during 2015, reminding staff and students to switch off lights and computers when not in use.

Water consumption has been reduced through careful maintenance of fixtures and water supply throughout the school. The beautiful school gardens are maintained with rainwater harvested from school buildings and a pool cover was recently provided to reduce evaporation.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	95,591	4,129
2013-2014	99,167	4,010
2014-2015	120,470	1,516

\*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.

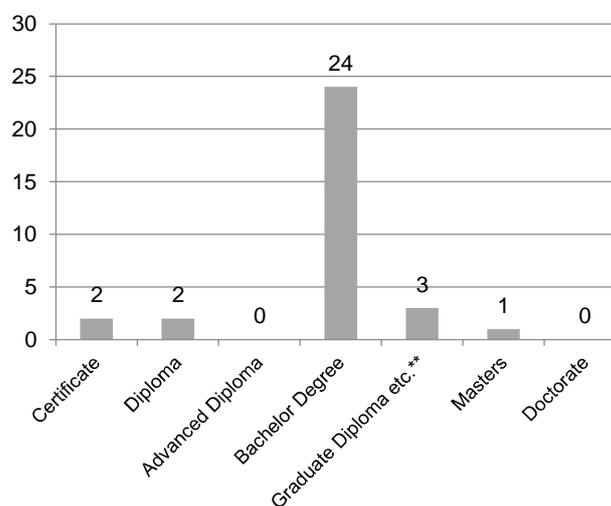
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	32	24	<5
Full-time equivalents	28	14	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	2
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	3
Masters	1
Doctorate	0
<b>Total</b>	<b>32</b>



\*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 2015 were \$32 000.00

The major professional development initiatives are as follows:

Expert Educators:

- Dr Justin Coulston – Positive Psychology
- Pedagogical Feedback
- Child & Brain Development
- Understanding Child Development

- Reactive Attachment Disorder
- Anita Archer's 16 Elements of Explicit Teaching

#### Literacy and Numeracy

- Words Their Way
- CAFE Model of Reading Assessment & Instruction
- Data Analysis

#### PBL

- Classroom Profiling Information and Feedback

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	96%

#### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

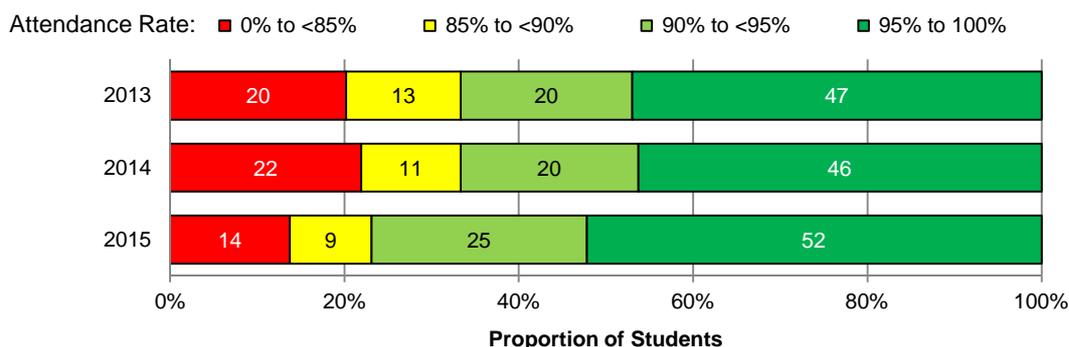
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	92%	92%	90%	89%	93%	91%	93%					
2014	92%	90%	94%	92%	89%	91%	91%	89%					
2015	93%	92%	92%	95%	92%	93%	93%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

At Newtown State School, class rolls are marked electronically twice daily (at the beginning of the day and after lunch). An administration officer contacts the class teacher as a reminder, if their roll has not been marked by the required times. Where a student is absent, parents are asked to contact the school by note, e-mail or telephone call to explain their child's absence. This should be done as close to the absence as possible. Parents are also asked to contact the school if known (ahead of time) that

their child will be absent from school. If the student is away for more than three school days and the school is unaware of a reason for the absence, parents will be contacted by the school. If a child intends to be away for 10 days or more, a parent is required to complete an 'Application for Exemption from Compulsory Schooling and Compulsory Participation' form. This is to be approved by the Principal.

Students who arrive at school after 8.45am are required to obtain a late slip from the office with an explanation of reason for late arrive. Students who depart early due to illness or parent request, are collected from the office by an adult where an early departure slip is completed which also includes a reason for departure. This information is then recorded in One School by an Administration Officer.

In 2015, our school chaplain also assessed our school attendance data weekly and collaborated with the school Principal to communicate via postcard or personal phone call for students who had non-attended or been late for two days or more unexplained. This personal approach offered support and regular communication for our school family. End of Semester Attendance Rewards were offered for students who attended 95% or more per term.

### 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/>.

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

Where it says '**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.