



# Newtown 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

Newtown State School is a co-educational facility catering for students from Prep to Year 6. Our school vision is 'Every Child, Every Day, Excellence in Education'. Through this vision our school has developed a reputation for academic, cultural, social and sporting excellence.

Our vibrant and committed teaching and non teaching staff deliver the Australian Curriculum through teaching strategies that nurture and encourage all students to discover their strengths, develop self-managed behaviours and strive towards becoming valued active citizens.

We understand and value team work and partnerships. We especially recognise the significance and power of the relationships between the school, its parents and carers, and the wider community. We believe Newtown State School is an excellent school for your child and invite you to visit us so that you can experience first-hand, the many outstanding qualities that make our school such a special place.

'Every Child, Every Day, Excellence in Education'

## Principal's Foreword

### Introduction

This report is a summary of the achievements of the Newtown State School community throughout 2016. Newtown State School embodies a distinct culture that is characterised by our vision; that every child at Newtown State School aspires to be a successful learner; to attain excellence in personal achievement and behaviour. This vision drives decision making and goal setting to enable our credo: *Every Child, Every Day, Excellence in Education*.

### School Progress towards its goals in 2016

The following table indicates the Newtown State School's progress on its priority goals for 2016 as identified in the Annual Implementation Plan.

Priorities	Progress
1. Improve school performance in reading	<ul style="list-style-type: none"><li>• Provided focused and intensive teaching targeted in response to on-going monitoring of student progress in order to improve the quality of their demonstrations of learning against the relevant year level achievement standard</li><li>• Building teacher and teacher aide capability in providing a learner centred approach to implement agreed evidence-based pedagogies designed to improve student achievement teaching in reading and ensure consistency of practice by using CAFÉ Model of Reading Assessment and Instruction and a common approach to word study</li><li>• Built teacher capability in analysing student performance data to develop differentiated programs to improve individual student outcomes</li><li>• Coaching and feedback models and professional learning communities have been employed to build staff capability in the teaching of reading and to provide differentiated instruction</li><li>• Investing for Success plan implemented to improve reading achievement</li><li>• Participated in moderation activities with staff from other schools in the cluster and increased internal moderation opportunities between teachers to ensure consistency of judgement</li><li>• Supported early reading development by facilitating optimal transition activities through partnerships within the birth to 8 sector (parents, community organisations, early years educators in ECEC centres) and the school along with other stakeholders in the Newtown State School community</li></ul>
2. Innovative Teaching and Learning for the 21 <sup>st</sup> Century	<ul style="list-style-type: none"><li>• Implemented professional learning communities to explore flexible learning environments and the use of technologies to support student learning</li><li>• Built the capacity of teachers in the teaching of STEM and enhanced resources for robotics and coding</li><li>• Participation in Age-Appropriate pedagogies (early years)</li></ul>
3. Wellbeing	<ul style="list-style-type: none"><li>• Students, staff and community wellbeing addressed through a range of key processes including Attendance strategies, Positive Behaviour for Learning, Transition to school/to secondary school strategies, Positive Education program, Smiling Minds, Community Health and Wellbeing Expo (combined with Parent Teacher interviews) and the Workforce Wellbeing Program</li><li>• Celebrated student achievement via individual, class and whole school processes including recognition on assembly, curriculum parades, local media, newsletter, participation in local events etc</li></ul>

## Future Outlook

In 2017, English, Mathematics, Science, Geography, History, Health and Physical Education and Music will be based on the Australian Curriculum. The other Learning Areas of Languages (Indonesian), Technology and the Arts (Dance, Art and Drama) will continue to be based on the Essential Learnings. We will also be becoming familiar with the new learning area of Humanities and Social Sciences in Semester 2. Aboriginal and Torres Strait Islander perspectives are embedded across the curriculum. Staff are committed to continued improvement of our performance in the annual national testing of literacy and numeracy (NAPLAN). Our work is underpinned by a commitment to Positive Behaviour for Learning and implementing the pedagogical practice of Explicit Instruction.

Newtown State School's priorities for 2017, targets and strategies are represented in the following table:

Focus Area	Key QSR Strategic Targets	Key 2017 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>	<ul style="list-style-type: none"> <li>Employing 0.6 FTE teacher/pedagogical coach to:               <ul style="list-style-type: none"> <li>Providing direct intervention and intensive instruction in reading to small groups of students to assist them in achieving the year level benchmark</li> <li>Build staff capability to teach and support foundation reading skills (oral language, phonics, sight words, vocabulary, sentence-building, comprehension) by facilitating professional development</li> <li>Use observation, mentoring and coaching and feedback processes to build staff capability 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 Support</li> <li>Age-Appropriate Pedagogies</li> </ul> </li> <li>Monitor an intensive guided reading program across Prep to Year 3 classes</li> <li>Lead professional learning communities in undertaking collaborative short cycle data analysis to develop and implement differentiated teaching and learning plans in reading to support the needs of students.</li> </ul> </li> <li>Implementing a whole school Co-teaching Support Model to support reading and word study implementation.</li> <li>Employing a speech language pathologist to provide oral language programs as a precursor to success in reading.</li> <li>Support early reading development by facilitating optimal transition activities through partnerships created in the Early Years Network (hosted by Newtown State School).</li> <li>Linking with Queensland Educational Leadership Institute to customise and build the leadership capability of the Leadership Team by participating in the Community of Practice and Agile Sprints professional development.</li> </ul>
<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 21<sup>st</sup> century literate graduate skills</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 wellbeing for children and families by utilising the principles of positive education and growth mindset.</li> <li>Continue to implement Positive Behaviour for Learning.</li> <li>Achieve certification as a White Ribbon school.</li> <li>Continue access, utilization and prioritisation of the Workforce Wellbeing Program and engagement strategies for all staff.</li> <li>Continue to create opportunities to connect families with services to support wellbeing, e.g. community expo, case management structure</li> </ul>

Our explicit improvement agenda for 2017 will be on improving outcomes in reading by working towards the following targets:

- Improve NAPLAN Year 3 Reading National Minimum Standard from 84.6% in 2015 to 90% in 2017
- Improve NAPLAN Year 5 Reading National Minimum Standard from 85% in 2016 to 90% in 2017
- Improve Year 1 Reading achievement aligned to the Darling Downs South West Regional Benchmarks from 59% at or above Regional Benchmark to 75% at or above Regional Benchmark by the end of 2017
- Improve Year 2 Reading Standards aligned to the Darling Downs South West Regional Benchmarks from 66% at or above Regional Benchmark to 75% at or above Regional Benchmark by the end of 2017
- Improve Year 3 Reading Standards aligned to the Darling Downs South West Regional Benchmarks from 54% at or above Regional Benchmark to 75% at or above Regional Benchmark by the end of 2017
- Improve the percentage of year 3 students achieving in the NAPLAN upper two bands in reading from 24% to 27%
- Improve the percentage of year 5 students achieving in the NAPLAN upper two bands in reading from 17% to 20%
- Improve the percentage of prep, year 4 and year 6 students achieving the regional reading level benchmark in by 3% in 2017

We aim to achieve these targets utilising the principles of Positive Education and Growth Mindset to help students achieve their reading goals and by building collaborative teams focused on improving specific learning outcomes using the Agile Improvement Sprint method.

## 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>	411	193	218	85	87%
<b>2015*</b>	401	197	204	94	90%
<b>2016</b>	404	191	213	112	91%

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

Newtown State School is a thriving inner city school. Our student body comprises of 28% Indigenous students, 5% of Students with Disabilities, 7% English as a Second Language and 2% Students in Out-of-Home Care.

## 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	22	23	23
Year 4 – Year 7	27	25	26
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

In 2016, Newtown State School continued a strong focus on Literacy and Numeracy through developing high quality teaching practices, evidence-based decision making and planning for differentiation.

- The Australian Curriculum was implemented using the Curriculum into the Classroom (C2C) resource.
- The Newtown State School Assessment Schedule outlines expectations for assessing student progress and 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 in conjunction with a community health and wellbeing expo. Parent-teacher meetings also took place at other times throughout the year at the request of either the parents/caregivers or teachers.
- Comprehensive written student progress reports were distributed at the end of Terms 2 and 4 and parent-teacher discussions were held at this time, if required.
- Year level cohorts conducted moderation on English and/or History assessment tasks at least twice in the 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. During Term 3, Prep – Year 6 students also participated in two workshops facilitated by Raw Art 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.
- We have also commenced professional development around Positive Education as an approach to support a growth mindset and student learning.

### Co-curricular Activities

- Choir
- Instrumental Music
- Robotics Club
- Craft Club
- Dance Group
- Handball competition
- Student Representative Council
- Playground pals
- Gardening
- Games Room
- Josh Arnold Walk Together Project
- Each class participated in enjoyable educational excursions that support the curriculum
- Year five students participate in a two day leadership program offered at Emu Gully Adventure Park
- Year six students participate in a five day resilience building program offered at Tallebudgera Recreation Camp

## How Information and Communication Technologies are used to Assist Learning

At Newtown State School, students have access to a computer lab of 30 computers, a mini lab of 12 computers, a class set of laptops and a set of ipads. Students frequently use these along with educational software and secure online learning experiences to enhance their learning across all areas to create, communicate and collaborate. This access is particularly used to support learning in literacy and numeracy and has proven beneficial to our students from English as another Language/Dialect background or students who are on an Individual Curriculum Plan. Assistive technology is used to improve access to the curriculum and a robotics club exists for students to explore using robots as part of learning about coding. Tutoring sessions between upper and lower school occur in the early part of the year with preps and year 6 working together through mentoring with computers and ipads. Students are also involved in the creation of multimedia presentations for the special events in the school including ANZAC Day and Year 6 Graduation. Each classroom teacher utilises a laptop and electronic whiteboard for teaching and learning purposes and many class teachers use 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. A dedicated ICT teacher has been working one day per week to build the capacity of classroom teachers in effectively using ICTs in the classroom.

## Social Climate

### Overview

Our vision is that every child at Newtown State School aspires to be a successful learner; to attain excellence in personal achievement and behaviour and is promoted by our credo, 'Every Child, Every Day, Excellence in Education'. Newtown State School is characterised by dedicated staff, supportive families and students who enjoy positive relationships and has a community reputation for being caring, supportive and welcoming. We especially recognise the significance and power of the relationships between the school, its parents and the wider community. The school has a culture of high expectations for students in terms of attendance, behaviour, academic performance, and participation in co-curricular activities, including the music and sport programs. Engagement in the Positive Behaviour for Learning process (PBL) has provided an opportunity to continually review and build upon the school behaviour management program with the goal of maximising academic and social outcomes for all students. The social climate of the school is built on the values of being safe, respectful and responsible. Expectations for behaviour are clear and explicitly taught through a series of lessons. A system for acknowledging and reinforcing positive behaviour is implemented. Behaviour, including bullying, that is not conducive to learning and positive relationships, is dealt with in accordance with the school's Responsible Behaviour Plan (available on the website). Responses to inappropriate behaviours allow other students to continue learning and teachers to continue teaching. Strategies used respond to individual student needs. A school chaplain supports student wellbeing and facilitates programs on personal development.

Students and parents express their satisfaction with being safe at school', 'on being treated fairly' and on how behaviour is managed and that they 'like being at this school'.

We are proud of our *Transition to School* strategy and we recognise that for positive school climate, it is essential to enhance wellbeing for staff and students through the continued implementation of Positive Behaviour for Learning and Transition to school strategies and the investigation of Positive Education and the Workforce Wellbeing Program.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	97%	97%	91%
this is a good school (S2035)	97%	97%	100%
their child likes being at this school* (S2001)	100%	97%	100%
their child feels safe at this school* (S2002)	100%	97%	91%
their child's learning needs are being met at this school* (S2003)	94%	94%	91%
their child is making good progress at this school* (S2004)	100%	94%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	91%
teachers at this school motivate their child to learn*	97%	97%	91%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
(S2007)			
teachers at this school treat students fairly* (S2008)	94%	90%	91%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	91%
this school works with them to support their child's learning* (S2010)	100%	100%	91%
this school takes parents' opinions seriously* (S2011)	97%	93%	90%
student behaviour is well managed at this school* (S2012)	94%	90%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	97%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	96%	89%
they like being at their school* (S2036)	98%	90%	90%
they feel safe at their school* (S2037)	92%	93%	79%
their teachers motivate them to learn* (S2038)	97%	98%	93%
their teachers expect them to do their best* (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	93%
teachers treat students fairly at their school* (S2041)	88%	87%	86%
they can talk to their teachers about their concerns* (S2042)	95%	86%	87%
their school takes students' opinions seriously* (S2043)	88%	90%	88%
student behaviour is well managed at their school* (S2044)	88%	82%	71%
their school looks for ways to improve* (S2045)	98%	98%	89%
their school is well maintained* (S2046)	98%	95%	91%
their school gives them opportunities to do interesting things* (S2047)	98%	90%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	100%	95%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	91%
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%	96%
staff are well supported at their school (S2075)	100%	95%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	100%	92%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	97%	100%

\* 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

Newtown State School is proactive 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.

### Opportunities for parent/carer involvement

There are many and varied opportunities for parent and carer involvement at Newtown State School. These include:

**Volunteers:** Our long and diverse list of volunteers includes tuckshop workers, members of the Parents' and Citizens' Association, library and classroom helpers, transport providers to sport and music, swimming instruction, religious instruction and newsletter preparation.

**Parents and Citizens (P&C) Association:** Membership of the P&C association is open to all parents/carers and other interested members of the community. Meetings are held on the second Tuesday of each month in the resource centre at 6:30pm. Office bearers are elected at the Annual General Meeting. The P&C aims to create opportunities for community engagement and contributes to improving educational facilities and resources at the school. The P&C discusses school policy and has an input into decision-making processes. A good school greatly depends on an active and interested Association.

**Uniform Shop:** The school uniform policy is supported by an on-site uniform shop that is staffed by volunteers and offers new and used clothing at reasonable prices.

**Tuckshop:** Full tuckshop service is provided each Wednesday – Friday at morning tea and lunchtime and 'treat' days are offered periodically. Whilst the P&C employs a paid convener, volunteers to support the convener are necessary and welcome.

Various school activities and events to invite parent/carer involvement:

- Parent information afternoons
- Community Health & Wellbeing Expo – Term 1 & 3 – linking into parent teacher interview – 15 – 20 service providers come and liaise with the parents and carers 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
- Under 8s day
- 100 day celebrations
- Volunteers' morning tea
- Mother's Day and Father's day events
- Morning Tea in the Flowers
- Transition to school – prior to prep mornings, family information evenings, bbqs – set foundation for positive relationships and an educational expectations – everyday counts
- Parent social gatherings organised by parent representatives

### 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. Queensland Health, Queensland 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 –
- Parent Information Afternoon Talks – Queensland Carers, Guidance Officer, OT Physio

- Smith Family scholarships
- Smith Family homework club
- Queensland Health – support 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 experienced trauma

Providing onsite health, vision and hearing checks allows Newtown's students to be supported and ready to participate in learning without medical issues creating barriers in their ability to learn. It also serves to build connections between our families and local service providers. Working together improves student 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:**

- Individual Curriculum Plans and curriculum planning and adjustments for students with diverse needs are developed collaboratively at the end of each term and involve all stakeholders
- Parents/Carers, teacher and case managers meet or staff make phone calls or send letters home to address students needs
- Liaison with Education Queensland specialists – Curriculum, Assistive Technology Advisory Visiting Teachers, Speech Language Pathologists, Guidance Officer, Occupational Therapist and Physiotherapists to upskill support staff and teacher aides regularly, e.g. in the use of communication boards, fine and gross motor programs
- Interaction with external service providers; CYMHS, paediatricians, Smith Family, Queensland Health staff, Disability Services Queensland, Early Childhood Development Programs, child care centres, private speech pathologists and physiotherapists 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

**Respectful relationships programs**

Newtown State School is a Positive Behaviour for Learning school which explicitly teaches expected behaviour that is safe, respectful and responsible. In 2016, Newtown State School commenced participation in the White Ribbon Schools program; a professional learning program couched in respectful relationships. With the involvement of an Adopt-a-Cop, we also teach protective behaviours around personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

**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	13	8	33
Long Suspensions – 6 to 20 days	3	1	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**

Energy consumption has increased commensurate to steady enrolment growth at Newtown State School since 2012. Staff and students are encouraged to be mindful of conserving energy where possible. Reverse cycle air-conditioners in some classrooms aim to provide more efficient heating and cooling. More efficient fluorescent tubes have been installed in some light fittings. Water efficient tap fittings and use of high-pressure cleaners ensure minimal water usage. The beautiful school gardens are maintained with rainwater collected from school buildings and a pool cover reduces evaporation.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	99,167	4,010



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	120,470	1,516
2015-2016	121,260	

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

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 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	33	23	<5
Full-time Equivalents	28	15	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	7
Bachelor degree	18
Diploma	3
Certificate	

\*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 \$25 700.

The major professional development initiatives are as follows:

All staff had access to various opportunities for Professional Development that aligned with:

- System priorities – Mandatory Training: Code of Conduct, Student Protection, Workplace Health and Safety etc
- School priorities – Positive Behaviour for Learning (Smiling Mind), Classroom Profiling and Feedback, Differentiation, Using Assistive Technology to Support Diverse Needs, Explicit Instruction, Literacy (Magic Words, Dyslexia, Working Memory), Analysing Student Data using OneSchool, Essential Skills in Classroom Management, Positive Education, STEM (Coding, Information Technology), Age-Appropriate Pedagogies, Music, Wellbeing (Child Protection and Trauma)
- As identified in Annual Performance Plans

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%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% 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).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	91%	89%

\*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%.

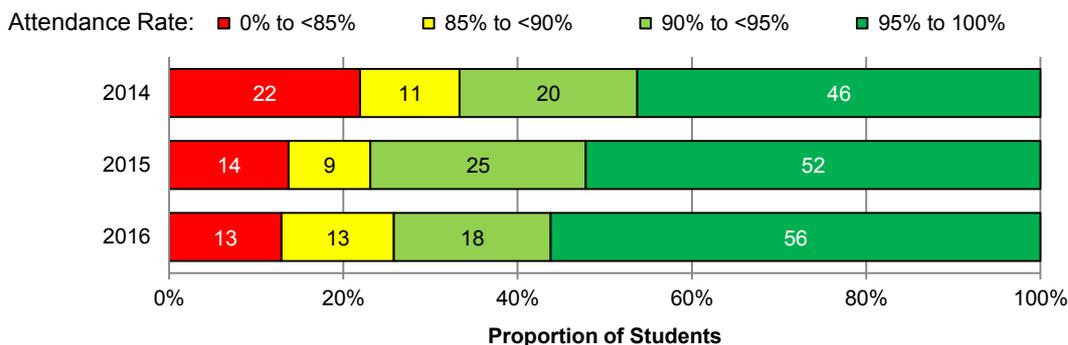
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	90%	94%	92%	89%	91%	91%	89%					
2015	93%	92%	92%	95%	92%	93%	93%						
2016	93%	94%	93%	92%	94%	93%	93%						

\*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.

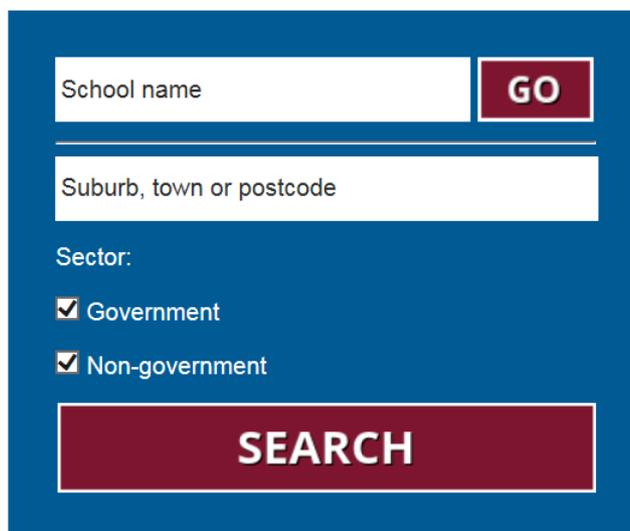
At Newtown State School, class rolls are marked electronically twice daily (at the beginning of the day and after lunch). An administration officer contacts the class teacher as a reminder, if their roll has not been marked by the required times. Where a student is absent, parents are asked to contact 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 9.00am are required to obtain a late slip from the office with an explanation of reason for late arrival. 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. Our school chaplain summarises school attendance data weekly and absences followed-up by administrative staff. The impact of attendance (and non-attendance) and the importance of prompt arrival at school on students and their learning (and habitual late arrival) are addressed proactively through the school newsletter and on an individual family basis, managed by the principal, if necessary.

## 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked radio buttons: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

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.