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## Principal's foreword

## Introduction

The 2010 school year has been another excellent year for Newtown State School and its students. This annual report seeks to capture the major achievements of our school over the last 12 months. Newtown State School believes strongly in educating the 'whole child' with a focus on empowering students to be lifelong, independent and self-motivated learners.

Strong Literacy, Numeracy and Science Programs are at the heart of what we seek to teach. It is our goal for every child to succeed to the best of their ability and accordingly we provide meaningful and timely intervention for students experiencing difficulty from Prep to Year 7.

The essence of our school in 2010 was captured in our vision which highlights our commitment to the TREAT Program "Through Respect Everyone Achieves Together."

#### School progress towards its goals in 2010

In 2010 the school was committed to improve in many areas across the Learning, School and Workforce objectives including:

Maintain quality School Curriculum Planning, consistent with the Queensland Curriculum, Assessment & Reporting Framework, incorporating Essential Learnings and Standards across the Key Learning Areas

Improve engagement and achievement in Literacy Project with a particular emphasis on Reading

Embed Indigenous Perspectives

Continue to focus on the development of individuals to ensure progress of every student, including those from Indigenous backgrounds, those with Learning Difficulties, Special Needs, Gifted and Talented.

Improve use of ICTs in line with Smart Classrooms initiatives

Continue to embed the school Responsible Behaviour Plan for Students through the TREAT program.

Progress the capacity of our school's workforce through purposeful Professional Learning & Development

#### Future outlook

In 2011 we are focusing on the below strategic areas.

- Shaping our Future – What are our Pillars and Rocks? – 5 Year Strategic Directional Planning
- School Wide Positive Behaviour Support: Implementation of Phase One.
- **NPS Reading Focus** – ‘First Steps in Reading’ embedded into practice
- **ICT E Learning Project** – 100% of staff to achieve ICT Certificate, Increase use of Tech in classrooms.
- Alignment of QCAR and the Australian Curriculum
- Formalise ‘**Developing Performance Framework**’ and improve feedback processes for teachers linked to Data and Reading.

School Profile

Newtown State School, established in 1924, is a co-educational school from Prep to Year 7. It is located in the Toowoomba District approximately three kilometers from the Central Business District. The school enrolls children from the immediate community of Newtown as well as other children from other western suburbs of Toowoomba.

The community served by the school consists of residential streets containing established family homes, but with an increasing number of units, flats and rental properties. In recent times the suburb of Newtown has gone through some major changes with a boom in real estate with cheaper house prices leading to younger couples and families buying and renovating homes.

In 2010 under the banner of the Building Education Revolution we proudly opened two new facilities that have broadened our student's accessibility to learning. Our New Resource Centre contains our reading material for our students, a media room for ICT and Visual Arts productions and a lab of 15 standalone computers. Our Sports Hall and Tuckshop enables all year round physical activity, a suitable venue for school and community presentations and outside community use. These facilities have added to our abilities to provide excellence in curriculum and community offerings.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
290	149	141	79%

Newtown has a diverse student population and includes students who are indigenous (23%), English as a Second Language (5%), Special Needs (3%) and in Care (7%). We have maintained a stable workforce with these numbers. Our classes are based on the overall numbers and as a result we have single and multi-age classes.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	100%	0%	0%
Year 4 – Year 10	25	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	23	100%	100%	0%	0%

School Disciplinary Absences

Our school at a glance

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	32
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

#### Our distinctive curriculum offerings

In 2010 Newtown State School had a strong focus on Literacy, Numeracy, Science and the integration of ICT throughout the Key Learning Areas.

In Term 4 2009, Newtown State School was identified as a National Partnership school with a focus on improving literacy results. A Literacy Coach was assigned 0.4 to work with teachers on literacy pedagogy. This coaching model has enabled our staff and students to receive intensive modelling, support and feedback in the area of reading. All staff were trained in First Steps in Reading and were supported to implement the training in the everyday planning and teaching cycle.

Reading programs have been timetabled to allow for small group ability-levelled reading to take place, maximising the use of teacher aides, parents and support staff. Additional reading times were also allocated for students with reading delays, working with teacher aides, Support Teacher-Learning Difficulties and specific teachers employed to work with Indigenous students and students identified for specific support through intervention funding programs.

Students identified with special needs also attended the Denise Kable program, offering hands-on, life skill activities on a weekly basis. These students were also involved in weekly cooking classes conducted by the special needs teacher aide.

Primary Connections Science program was introduced into all year levels, with the support of a Science Spark Coach. This support has enabled our staff and students to receive intensive modelling, support and feedback in the area of science implementation. Our school was also chosen as a Science Smart school. The major focus of this initiative is to reduce our school's environmental footprint and to embed lifelong environmental friendly strategies in our student practices. Our students worked hard at embedding recycling practices throughout the school. Our Year 6 classes with the support of our P&C undertook a newspaper recycling program and permaculture program that utilised the student's lunch scraps. Both of these programs increased student engagement and participation.

In addition to the formal curriculum our students participated in:

Reading Events - Premiers Reading Challenge, Reader's Cup, Author visits, Bookweek Activities

School Concerts and Presentations – Instrumental Music Eisteddfod, Music Aviva

School Choir Performances – Eisteddfod, Carols Night and Music Camp

NAIDOC Week Celebrations and Activities – Dance, storytelling and art activities, Indigenous dance performances, Indigenous Touch Carnival

Interschool sports days and carnivals – Carol Berry Cup – Girls AFL Carnival

Bike Safety Course

World of Maths – focussing on hands-on, problem solving activities

Anzac Day Ceremony

School camps and excursions to local attractions

## Life Education Van Visit

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

All classes from Prep to Year 7 have computers in their classrooms. Prep through to Year 5 have a minimum of 2 computers while the three Year 6 and 7 classrooms each have computer labs of up to 10 computers. Several of the lower school classes access the computer labs in the Year 6 and 7 classrooms on Friday afternoons when these classes are out of the room at sport. There is also a lab of 11 computers and data projector located in the teacher resource centre for all classes to access. A lab of 15 computers and data projector is available in the resource centre and these computers are also utilised by students during the lunch break.

Interactive whiteboards have been purchased for use in Year 6 and 7 classrooms. There is currently one in a year 1 classroom and 2 mobile whiteboards shared by the middle school classes. Additionally, there are 2 interactive whiteboards in the resource centre. Staff utilise these whiteboards regularly, and in classrooms they become an integral part of the teacher's pedagogy as teachers realise that ICTs are a motivating means of delivering the curriculum.

Tutoring sessions are also organised between upper school classes and lower school classes to teach specific skills from time to time. Middle and upper school classes have all been involved in research projects throughout the year in which internet research has been required. Lessons have been conducted through the library and in class on determining suitable and appropriate websites for these specific projects.

A major focus for the previous years has been to maximise the use of technology across the school. New computers and whiteboards have enhanced delivery of the curriculum via this new medium. Digital cameras and movie cameras have been used from Prep to Year 7 in a range of learning activities involving PowerPoint presentations, Photo stories and animation activities.

## Social climate

### TREAT program - 'Through Respect Everyone Achieves Together'

At Newtown State School we pride ourselves on the social learning environment we create for our students and parents. Our school has developed and implemented our own positive behaviour program based on TREAT (Through Respect Everyone Achieves Together). Clear expectations and consequences for positive and negative behaviours have been clearly articulated to the community.

In 2010 our focus has been on the development of a stronger commitment to acknowledge the achievements of our students who choose to follow rules and reward positives. Our students have responded well to all initiatives to promote positive play.

Our school positive behaviour program has impacted on the behaviour in the classroom as well as the playground. Students have clear learning expectations and this has led to classrooms becoming positive learning environments. Teachers now have the capacity to provide a range of engaging learning activities knowing that the students will respond in a positive manner.

In Semester 2, 2010 we secured the services of a school chaplain who supports our students and staff every Tuesday. Our Chaplain has added to our positive school environment through the

## Our school at a glance

implementation of a Positive Boys Club which used hands on activities to build social skills and conflict resolution strategies. Our Chaplain also supports our classes with curriculum delivery, playground support and participation in our Student Support Services meetings. Our Chaplain provides our school community with weekly newsletter articles and personal support for parents and community members.

## Parent, student and teacher satisfaction with the school

Parents indicated that they were satisfied with all aspects of our school including student outcomes, curriculum, pedagogy, learning climate, school climate, school community relations and resources. We were comparable to state mean and like school means.

Student satisfaction with our school was very high. Student responses were flagged above other school and like school means across the majority of areas.

Staff responses indicated that morale within the school was very high, however their satisfaction with the professional development opportunities was significantly lower than previous years. This can be explained by the fact that there was a change in the school's leadership. With this change in leadership, there was also a tightening on Professional Development aligned only to school priorities.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	77%
Percentage of students satisfied that they are getting a good education at school	80%
Percentage of parents/caregivers satisfied with their child's school	80%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	66%
Percentage of staff members satisfied with morale in the school	90%

## Involving parents in their child's education.

The school is well supported by the P & C Association who assist with fundraising and also provide support in setting strategic direction. The P & C raises money each year to support the school curriculum and facility enhancements throughout the school. Our P & C have a coffee and chat morning each month to allow parents to interact informally and formally as the need arises.

Our parents assist with classroom activities, excursions and camps as well as volunteering in the tuck-shop and uniform shop. All classes have quad annual celebrations of learning. All classes provide our community with termly 'Class Comms'. These outline the students curriculum focus for the term and give key information as to specialist lessons and parental requests for support with specific objectives.

Promoting a strong school community link is an ongoing goal for us and is one that we will continue to forge with increasing participation in our events.

### Reducing the school's environmental footprint

Our schools participation in the Science Smart program has enabled our students and staff to take a proactive approach to reduce our environmental footprint. Our students have implemented strategies to highlight and reduce electricity usage. They have created signs throughout the school that remind their peers to turn lights, fans, heaters and computers off when not in use. They have reduced waste through the introduction of a permaculture program which utilises the student lunch scraps from morning tea and lunch. Our school also installed new environmental flouros throughout all of the classrooms. Our school has also created our own Sustainable Environmental Management Plan (SEMP). This plan has enabled our school to audit our environmental practices and implement new strategies to improve environmental management throughout the entire school and community.

A spike in electricity can be explained by the introduction of 2 new facilities.

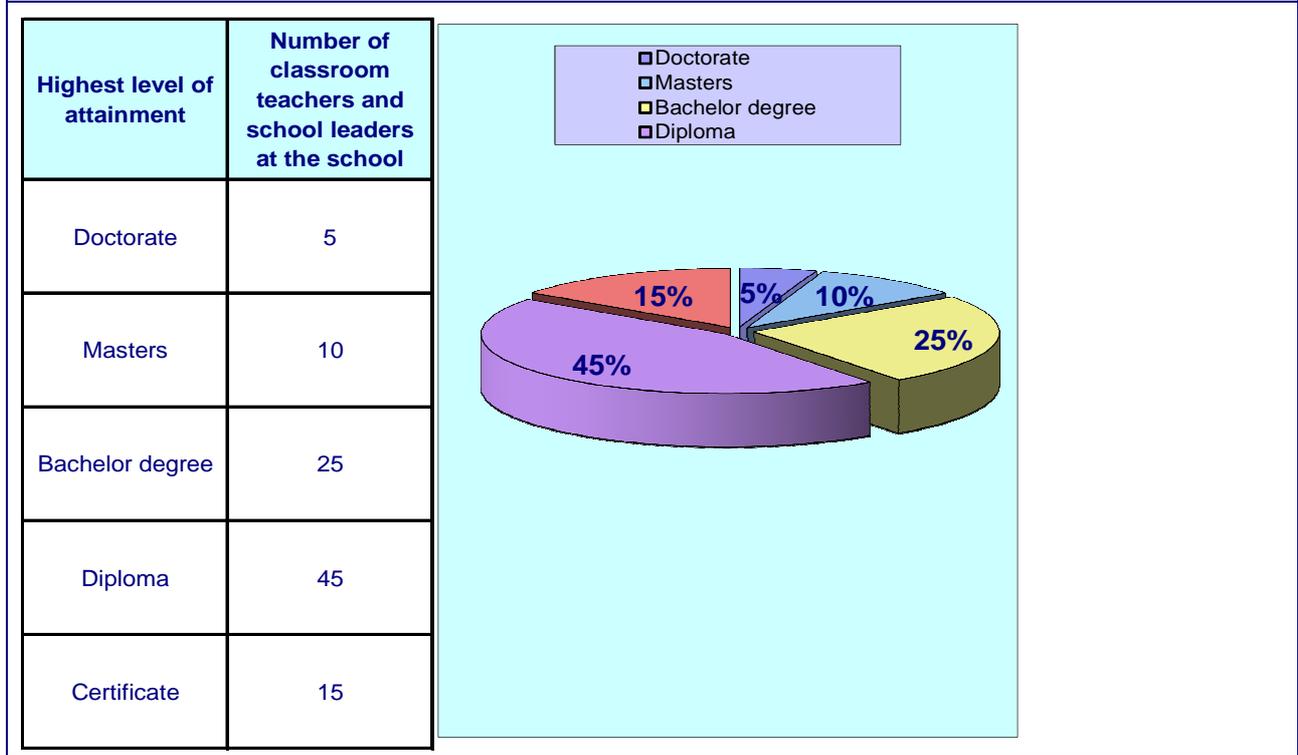
Year	Total	Electri city	Sewer age	Waste	Water	Gas	Other	Electri city Kwh	Water KL	Gas MJ
2010	\$39,282	\$18,802	\$6,299	\$5,096	\$8,645	\$0	\$440	96,721	1,604	0
2009	\$31,770	\$16,341	\$0	\$0	\$9,942	\$0	\$5,487	97,849	909	0
% change 2009 - 2010	24%	15%	N/A	N/A	-13%	N/A	-92%	-1%	76%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	21	14	<5
Full-time equivalents	18	8	<5

Qualifications of all teachers.



Our staff profile

Expenditure on and teacher participation in professional development.
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<p>The total funds expended on teacher professional development in 2010 was \$ .</p> <p>The major professional development initiatives are as follows: Literacy training offered by the Department of Education and Training and First Steps in Reading for all teaching staff. Our Year 4-7 teachers were trained in the Science Spark training.</p> <p>The involvement of the teaching staff in professional development activities during 2010 was 100%. This Professional Development was facilitated by external agencies and organisations and our internal literacy and science mentors.</p>
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Average staff attendance
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For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.
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Proportion of staff retained from the previous school year.
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From the end of the previous school year, 85% of staff were retained by the school for the entire 2010 school year.
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Performance of our students

Key student outcomes

**Attendance**

Student attendance - 2010						
The average attendance rate for the whole school as a percentage in 2010 was 92%.						
Student attendance for each year level						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	92%	93%	92%	93%	93%	92%

Description of how non-attendance is managed by the school
<p>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.</p> <p>At Newtown State School, class rolls are marked twice daily (at the beginning of the day and after lunch).</p> <p>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.</p> <p>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.</p> <p>Where the school is not advised about a child’s absence, the child’s teacher will send home a form requesting an explanation of the child’s absence.</p> <p>The student absence number is 4614 5766.</p>

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following ‘**Find a school**’ text box.

**Find a school**

Search by school name

**GO**

Search by suburb, town or postcode

Sector  Government  
 Non-government

**SEARCH**

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

### Achievement – Closing the Gap

Newtown State School is a National Indigenous Focus School. Our Indigenous student population makes up 235 of our total school population. Our commitment to improving educational outcomes for all of our students is reflected in our strategic planning and EATSIP plan. Our main objectives for 2010 were to establish a working party that could provide educational guidance on embedding Indigenous perspectives into curriculum and strategic planning. We also worked hard at supporting educational development for indigenous children prior to entering the school. One of our first achievements in this area has been the securing of a facilitated playgroup funded by Families as the First Teachers organisation. Our Deadly N Ready playgroup will be operational in 2011.

Our ability to 'Close the Gap' is reflective in our Year 3 reading, writing and numeracy results. The 'Gap' is slowly closing in all areas. Our biggest improvement was seen in writing and numeracy.

Our student attendance (indigenous and non-indigenous) rate is consistent across the school. Our Indigenous students attendance rate for Semester 1, 2010 is 89.5% compared to our Non-Indigenous student attendance rate being 93.4%.