

# Queensland State School Reporting – 2011

## Newtown State School (1227)



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the Department's [Right to Information site](#).

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## Principal's foreword

### Introduction

The 2011 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.

Our vision is: every child at Newtown State School aspires to be a successful learner; to attain excellence in personal achievement and behaviour. We believe that

Strong, consistent and structured 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 and goals for every child from Prep to Year 7.

The essence of our school in 2011 was captured in our slogan **Every Child, Every Day, Excellence in Education**.

### School progress towards its goals in 2011

In 2011 we focused on and achieved the below 6 strategic areas.

- Shaping our Future – What are our Pillars and Rocks? – 5 Year Strategic Directional Planning: **Achieved**
- School Wide Positive Behaviour Support: Implementation of Phase One: Continuing in 2012. We achieved 100% commitment from staff and support of our community. We established a committee and ensured all staff were trained and the resources and processes were developed and delivered to staff in readiness of full implementation day 1 2012.
- NPS Reading Focus – 'First Steps in Reading' embedded into practice: 100% teachers trained and our effective and appropriate reading program reflects the practices and theories consistently embed from Prep to Year 7.
- **ICT E Learning Project** – 100% of staff to achieve ICT Certificate, Increase use of Tech in classrooms: **Achieved**
- Alignment of QCAR and the Australian Curriculum: **Achieved**
- Formalise '**Developing Performance Framework**' and improve feedback processes for teachers

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linked to Data and Reading: **Achieved**

### Future outlook

In 2012 we will have a transition of 60% of teaching staff (8 new teachers). This is due to a number of long serving staff retiring and new permanent staff beginning. This transition period will ensure that the strategic direction and the actions of the school will be reviewed, consolidated and redelivered from 2011. Our strategic direction and key priorities for 2012 aligned to our 5 pillars and posts are:

- **Literacy and Numeracy:** Effective implementation of the Australian Curriculum through the delivery of the C2C's for English, Mathematics and Science. 'First Steps in Reading' embedded into practice
- School Wide Positive Behaviour Support: Implementation of Phase One.
- **Expert Educators:** High quality consistent teaching practices that focuses on evidence-based decision making and supported by effective feedback
- **Digital Innovations:** 100% of staff to achieve ICT Certificate, 100% of classrooms to have interactive projection for the C2C's.
- **Community Connections:** Community confidence through Excellence in Education to achieve 95% student attendance, 96% explained student absences and reduce the Gap between indigenous and non-indigenous access to school and achievement.

# Our school at a glance

## School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
307	150	157	89%

Characteristics of the student body:

Newtown State School is a positively growing and developing inner city school. Our student numbers grew by 40 students in the 2011 school year. Most of the growth being in the Early Phase of Learning (Prep – Year 3). This is due to our commitment and belief in these formative years and our positive relationship with our Kindergartens and Day Care providers in our local area. Our 'Cultures In Harmony' CD project – a joint compilation between our Residence in Artist Mr Josh Arnold and our entire student body, best describes our student demographic and positive school feel. Our student body comprises of 24% indigenous students, growing percentages for 4% of Students With Disabilities, 5% English as a Second Language and 4% Children in Care. We have 15 different nationalities being harmoniously educated at our wonderful school.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	24.4
Year 4 – Year 10	25.6
All Classes	24.9

## School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	26
Long Suspensions - 6 to 20 days	3
Exclusions	1
Cancellations of Enrolment	0

## Curriculum offerings

Our distinctive curriculum offerings

In 2011 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.

At the start of the year our Prep – Year 7 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. Our students represented at our school at the Term 1 Brisbane School Challenge and received a number of ribbons in recognition of their talents.

Our 'Cultures In Harmony' CD project – a joint compilation between our Residence in Artist Mr Josh Arnold and our entire student body saw a distinctive CD and internet documentary written, produced and distributed throughout the school and wider community. The thirteen songs on the CD are written by our children about the curriculum they were learning at the time.

The 'Cultures in Harmony' CD and documentary has now been widely disseminated through the internet and as part of a National Regional Radio Campaign and One World became part of a 5 part Australian and New Zealand Internet Schools Education series created by Digital Black Production Company. This series has been purchased by YAHOO and distributed world-wide. The song One World was also sent to 3000 regional radio stations and received air play from radio stations in Western QLD, Victoria and NSW.

This has prompted great interest from the community and generated many enquiries from other schools experiencing similar issues.

Information in relation to the project is readily available for sharing on:

- Josh Arnold's website [www.josharnoldmusic.com/about.html](http://www.josharnoldmusic.com/about.html)
- Newtown State School website <http://newtownss.eq.edu.au/>

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### Extra curricula activities

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,

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

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

In 2011 a computer lab of 30 computers was set up for effective whole class teaching and learning. All classes from Prep to Year 7 kept computers in their classrooms as well. Prep through to Year 5 has a minimum of 2 computers while the three Year 6 and 7 classrooms each have computer banks of up to 8 computers.

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.

In 2011, our students in Years 6 and 7 focused their learning on Cyber Safety. Units of work were aligned and integrated throughout the year to provide our students with relevant and up to date strategies and information to ensure their knowledge and maturity levels were developed to support their access to cyber materials and sites.

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## Social climate

In 2011 92.5% of our students were satisfied that this is a good school.

In 2011 staff committed to undertake the process of implementing School Wide Positive Behaviour Support (SWPBS). Our committee comprising of staff and community members has focused on ensuring our school and community is ready for full implementation of Phase One of SWPBS in 2012. This program focuses 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 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 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	76%
Percentage of students satisfied that they are getting a good education at school	91%
Percentage of parents/caregivers satisfied with their child's school	79%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	78%
Percentage of staff members satisfied with morale in the school	84%

DW – Data withheld

## 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 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 student's 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. 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, an increase in use of technology (computer lab) and an additional class.

An underground water leak was rectified which explains some of the spike in water usage from the previous year.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	105,876	1,825
2010	96,721	1,604
% change 10 - 11	9%	14%

# Our staff profile

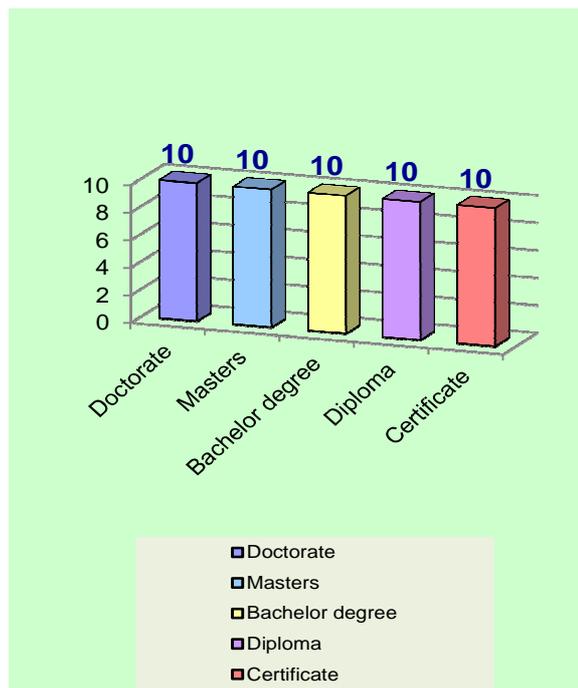
## Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	21	17	<5
Full-time equivalents	19	9	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	10
Masters	10
Bachelor degree	10
Diploma	10
Certificate	10



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$31250.

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.

13 teaching staff, teacher Aides and administrators attended a 2 day School Wide Positive Behaviour Support Tier One training.

All teaching staff achieved their ICT Certificates facilitated by our ELearning facilitator.

Our remaining Year 4-7 teachers were trained in the Science Spark training.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

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

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

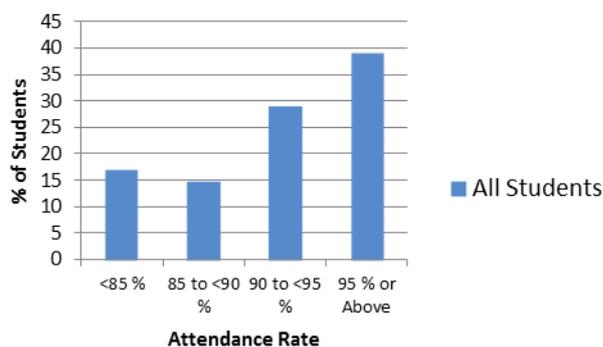
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	93%	91%	89%	90%	91%	92%

### 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).

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.

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. The student absence number is 4614 5766.

## Performance of our students

**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.

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**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 24% 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 2011 were 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 was the implementation of a facilitated playgroup funded by Families as the First Teachers organisation. Our Deadly N Ready playgroup in 2011 was the most popular playgroup of its type in Toowoomba with up to 30 children attending each Tuesday morning. We also began a mentoring program for our Year 3-7 indigenous girls with our neighbouring Glennie private girls' school. This program was face to face facilitated after school 3 times a term and enabled regular email conversations between the mentors throughout the term. It promoted a focus of achievement and positive role modelling for our girls.

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 student's attendance rate for 2011 is 85.8% compared to our Non-Indigenous student attendance rate being 93.1%.