

Newtown State School (1227)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

The 2012 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 learning goals for every child from Prep to Year 7. The essence of our school in 2012 was captured in our slogan **Every Child, Every Day, Excellence in Education**.

School progress towards its goals in 2012

In 2012 we focused on and achieved the below strategic areas:

AIP Key Priorities	Achievement Level
Literacy and Numeracy: Effective implementation of the Australian Curriculum through the delivery of the C2C's for English, Mathematics and Science.	Staff have felt well supported through human and physical resourcing to effectively implement the C2C units. SOS Data: <ul style="list-style-type: none"> • 100% staff satisfied they have the resources to do their job well. • 100% staff satisfied they have the support to do their job well. • 96% staff satisfied with good quality access to quality PD • 96.8% parents satisfied that their child is making good progress at this school
Literacy and Numeracy: 'First Steps in Reading' embedded into practice:	100% of teaching staff now trained. P-3 reading program has been rewritten to align with C2C's, school

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	improvement agenda and DDSW District Benchmarks.
School Wide Positive Behaviour Support: Implementation of Phase One	<p>All staff trained and effectively implementing SWPBS Phase One throughout the school. Our latest SET results showed significant phase one implementation improvement/achievement.</p> <p>SOS Data:</p> <ul style="list-style-type: none"> • 100% staff satisfied that I am treated with respect by the students • 100% staff satisfied that the students and teachers respect each other • 91.9% students satisfied with the way behaviour is managed
Expert Educators: High quality consistent teaching practices that focuses on evidence-based decision making and supported by effective feedback	<p>Effective Principal Teacher feedback and feed forward happening aligned to Principal foci. School Improvement Data focusing on Individual Student Action Plans for our key student groups.</p> <p>6 staff sent to Cairns to view explicit teaching in action. Explicit teaching team established to support staff in 2013.</p> <p>SOS Data:</p> <ul style="list-style-type: none"> • 97.6% parents satisfied with the feedback staff give their child • 92.1% students satisfied with the useful feedback their teacher gives them • 91.4% students satisfied with the way their teacher clearly explains what is required of them • 100% students satisfied with I understand how I am assessed
Digital Innovations: 100% of staff to achieve ICT Certificate	Achieved
Digital Innovations: 100% of classrooms to have interactive projection for the C2C's.	<p>Achieved Staff extremely supportive, innovative and improving pedagogy through the use of effective ICT's. In 2013 Symphony of Learning to be implemented for all teaching staff to continue our focus on effectively implementing innovative ICT pedagogy.</p> <p>SOS Data:</p> <ul style="list-style-type: none"> • 100% staff satisfied with the access to appropriate ICT's to do my job well • 94.4% students satisfied with access to ICT for learning

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.	<p>In 2012 our entire school achieved 92.6% attendance. This is an increase from the 2011 achievement of 91.5%. Our indigenous students recorded a attendance percentage of 90.3% compared to 85.9% in 2011.</p> <p>We have introduced an effective absenteeism tracking process and introduced post cards for absences and students who are continually late to school.</p> <p>SOS Data:</p> <p>78.3% staff satisfied with understanding indigenous cultures</p> <p>76.2 % staff satisfied with including indigenous perspectives</p> <p>100% staff satisfied staff and community relations are good at this school Staff Opinion</p> <p>96.8% parents satisfied that their child is getting a good education at this school</p>
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Future outlook

The following are our key priorities for 2013

- **Literacy and Numeracy:**

- Consistent school standards, expectations and curriculum delivery across the entire school (Pedagogical Framework)
- Effective and explicit implementation of the Australian Curriculum through the delivery of the C2C's for English, Mathematics, Science and History.
- 'First Steps in Reading' embedded into practice.
- Newtown Spelling Program embedded into practice
- Junior Elementary Maths Mastery & Elementary Maths Mastery consistently implemented throughout Years 3-7

- **School Wide Positive Behaviour Support:**

- Implementation of Phase One moving towards Phase Two.
- Formalise focused staff feedback loops and coaching and mentoring relationships.

- **Expert Educators:** High quality explicit teaching practices that focuses on evidence-based decision making and supported by effective feedback

- **Digital Innovations:** 100% of staff utilising Symphony of Learning to delivered engaging differentiated curriculum to their classes.

- **Community Connections:**

- Community confidence through Excellence in Education to achieve 95% student attendance, 70% explained student absences and reduce the Gap between indigenous and non-indigenous access to school and achievement.
- Implementation of Early Education Step Up Into Education Action Plan

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	290	149	141	89%
2011	307	150	157	89%
2012	343	163	180	91%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Newtown State School continues to be a positively growing and developing inner city school. Our student numbers grew by 36 students in the 2012 school year. Most of the growth continuing to be in the Early Phase of Learning (Prep – Year 3). This is due to our commitment and belief in these formative years and our positive relationships with our Kindergartens and Day Care providers in our local area.

Our student body comprises of 22% indigenous students, growing percentages for 6% of Students With Disabilities, 5% English as a Second Language and 4% Children in Care. We have 16 different nationalities being harmoniously educated at our wonderful school.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	24	22
Year 4 – Year 10	25	26	24
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	32	26	22
Long Suspensions - 6 to 20 days	0	3	4
Exclusions	0	1	0

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

In 2012 Newtown State School continued our strong focus on Literacy, Numeracy, Science and the integration of ICT throughout the Key Learning Areas. Curriculum into the Classroom (C2C's) were a implemented state wide for the first time in Queensland. Newtown State School ensured our staff and students were well prepared for the implementation of all aspects of the KLA's of English, Mathematics and Science. We installed interactive projectors in each of the classrooms that did not have interactive projection and ensured that each of the year level resources were effectively resourced to ensure no student or staff member was wanting for anything in regards to resources for their learning. An enormous emphasis was placed on supporting the staff with this implementation and support was given to each staff member through individual coaching, mentoring and feedback or at a team/year level. 100% of staff felt effectively supported with this implementation and resourcing of the C2C's in 2012.

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 again 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.

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 Term 1 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 and overall year level trophies in recognition of their talents.

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

How Information and Communication Technologies are used to assist learning

In 2012 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.

7 Interactive projectors have been purchased for the 7 classrooms that did not have interactive projection. All 15 classrooms, the library, the music room and the student support area have digital projection ensuring maximum engagement and implementation of the C2C's units and other digital learning's are occurring.

Newtown State School has become a leader in Information and Communication Technologies within the Darling Downs South West District and we regularly have other schools, regional office staff and outside institutions visiting our school to see how we are supporting the learning of staff in this manner.

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.

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 2012, 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.

Social climate

In 2012 97.3% of our students were satisfied that this is a good school. 96.7% of parents were satisfied that this is a good school.

In 2012 staff successfully implemented School Wide Positive Behaviour Support (SWPBS) consistently throughout our school and community. Our committee comprising of staff and community members has focused on ensuring our school and community has the resources and utilise the student data to effectively make judgements throughout the implementation of Phase One of SWPBS. 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, 2012 we secured the services of a school chaplain for two days a week thanks to federal and state funding. Our chaplain supports our students and staff every Tuesday and Wednesday. 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. Our Chaplain also supports our school and community with analysis of absence data and working with the community to problem solve solutions to support children and families in need of support in getting their child to school.

Parent, student and staff 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 recorded results above the state mean and like school means.

Student satisfaction with our school was very high. Student responses were flagged above other school and

Our school at a glance

like school means across the majority of areas.

Staff responses indicated that morale within the school and access to professional development to effectively implement their jobs was very high.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.8%
this is a good school	96.8%
their child likes being at this school*	90.3%
their child feels safe at this school*	93.5%
their child's learning needs are being met at this school*	87.1%
their child is making good progress at this school*	96.8%
teachers at this school expect their child to do his or her best*	96.8%
teachers at this school provide their child with useful feedback about his or her school work*	96.7%
teachers at this school motivate their child to learn*	93.5%
teachers at this school treat students fairly*	90.3%
they can talk to their child's teachers about their concerns*	96.8%
this school works with them to support their child's learning*	93.3%
this school takes parents' opinions seriously*	90.0%
student behaviour is well managed at this school*	87.1%
this school looks for ways to improve*	93.3%
this school is well maintained*	96.8%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.3%
they like being at their school*	92.1%
they feel safe at their school*	89.5%
their teachers motivate them to learn*	97.3%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	92.1%
teachers treat students fairly at their school*	86.5%
they can talk to their teachers about their concerns*	75.7%
their school takes students' opinions seriously*	89.5%

Our school at a glance

student behaviour is well managed at their school*	91.9%
their school looks for ways to improve*	94.7%
their school is well maintained*	97.4%
their school gives them opportunities to do interesting things*	92.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	96.0%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 tuckshop 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.

As our student numbers increase we have found that our environmental footprint indicators have also increased.

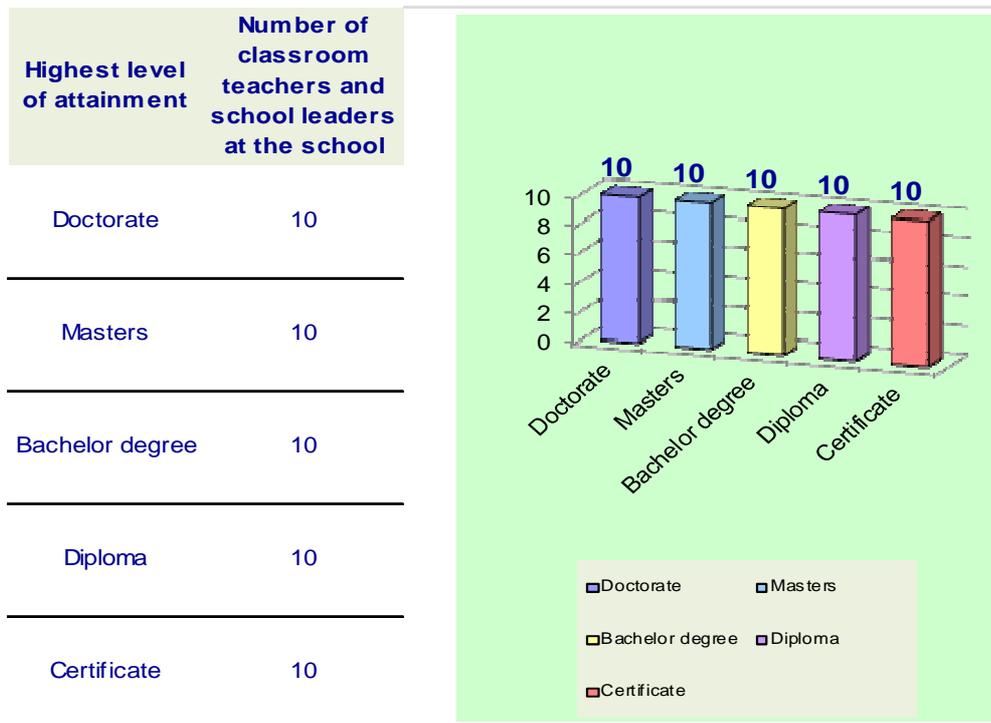
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	96,721	1,604
2010-2011	105,876	1,825
2011-2012	113,631	1,919

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	23	16	<5
Full-time equivalents	21	9.7	<5

Qualifications of all teachers



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$13,074.

The major professional development initiatives are as follows:

Professional Development was conducted in Literacy and Numeracy, School Wide Positive Behaviour, Effective Feedback for students and staff, mentoring, indigenous education and crossing cultures and information communication technologies.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.4%	95.5%	94.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.2% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

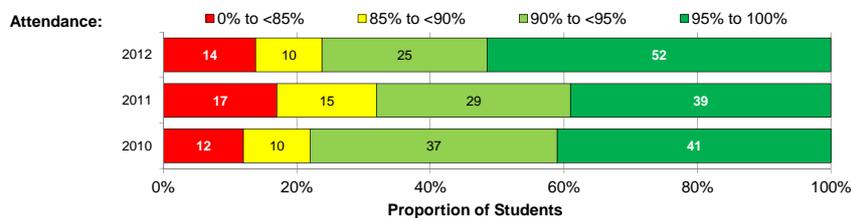
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	92%	93%	92%	93%	93%	92%					
2011	92%	93%	91%	89%	90%	91%	92%					
2012	94%	92%	93%	93%	91%	92%	95%					

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.

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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.

In 2012 our school also introduced a post card system that is sent home to parents if their child has been absent 2 days unexplained or late for 2 or more days within a week. This is a no confrontational method of

Performance of our students

supporting absences at Newtown.

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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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 2012 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.

We continued 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 school prioritised our male students to participate in 'Ollie Up' which supports cultural development and literacy and numeracy skills in an online environment. Our boys have loved this opportunity and look forward to participating in it on a weekly basis.

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 was 85.8% and has risen to 90.2 % in 2012.