



Newtown State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Newtown State School is a co-educational facility catering for students from the Preparatory (Prep) Year to Year Six. As a school community, we aim to create an inclusive culture that is represented 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 informs our decision making and planning to enable our motto, 'Every Child, Every Day, Excellence in Education'. Newtown State School is characterised by a beautifully diverse population of students served by a team of dedicated staff who strive to deliver excellence in education for every child, every day. Working in conjunction with a motivated and dedicated Parents and Citizens Association, Newtown State School places the child at the centre of all decision making to provide an educational experience that uses evidence-based teaching practices that are responsive to the individual needs of students. This all happens within a school environment whose character radiates history, sits amongst prize winning gardens and harnesses the strengths of 21st century learners. These statements attempt to capture the essence of all that makes Newtown State School a vibrant and dynamic place to go to school and to work. Our hope is that families develop a connection to Newtown State School and their time with us brings positive experiences and fond memories.

## School Progress towards its goals in 2018

The following table indicates the Newtown State School's progress on its improvement priorities for 2018 as identified in the Annual Implementation Plan.

Priorities	Progress	Outcome/Achievement
1. All students will make progress in their ability to read	<ul style="list-style-type: none"> <li>• Employed the Improvement Sprint method to have staff participate in a collaborative process to improve specific reading outcomes by making decisions about and employing evidence-based pedagogical practices and then determining the impact of that practice on learning</li> <li>• Reading was taught using evidence-based, high impact pedagogical practices that are implemented systematically and consistently across the school. This included the agreed practices of the Café model of reading assessment and instruction &amp; Words Their Way word study to all students.</li> <li>• Built teacher capability in analysing student performance data to develop differentiated programs to improve individual student outcomes using the Improvement Sprint method.</li> <li>• Built teacher aide capability to provide support to students using evidence based pedagogical practices.</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> </ul>	<ul style="list-style-type: none"> <li>• All students made progress in their ability to read</li> </ul>
2. The positive engagement of all students	<ul style="list-style-type: none"> <li>• Maintained a regular and consistent focus on the full attendance of all students by employing staff to review attendance data (including late arrival and early departure) and to follow-up accordingly in line with school processes and department policies and procedures</li> <li>• Built staff capability to positively engage students using evidence-based approaches and inclusive, supportive practices</li> <li>• Implemented strategies that monitor and support the Mental Health and Wellbeing of staff that in turn, supports our students</li> <li>• Created opportunities for maintaining positive relationships with key stakeholders that support positive engagement of students; families, early childhood care and education services, secondary schools service providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to positively engage students implemented</li> </ul>

A significant achievement in 2018 was in receiving a 'Commendation' for excellence in community engagement in the 2018 Department of Education Showcase Awards.

## Future outlook

In 2019, English, Mathematics, Science, Geography, History, Humanities and Social Sciences, Languages (Indonesian), Health and Physical Education and the Arts will be based on the Australian Curriculum. The other Learning Areas of Technology will continue to be based on the Essential Learnings. 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 practices outlined in the school Pedagogical Framework.

Newtown State School's priorities for 2019, targets and strategies are represented in the following table:

*Improvement priority 1: All students will make progress in their ability to read.*

Strategy: Employment of the Improvement Sprint method of collaboration to improve specific reading outcomes and maximise impact.		
Actions	Targets	Timelines
Schedule times for teacher teams to analyse student performance data, identify a specific reading outcome to improve and make decisions about precise pedagogical practice to implement and determine the impact of that practice on learning.	100%	Via teaching staff meetings or collaborative planning meetings
Build the capability of the leadership team to develop high performing teams focused on improving specific learning outcomes in reading.	100%	One Community of Practice Forum each term
Strategy: Reading will be taught using evidence-based, high impact pedagogical practices that are implemented systematically and consistently across the school.		
Actions	Targets	Timelines
Staff will implement the school pedagogical framework and agreed practices (ie. Café model of reading assessment and instruction & Words Their Way word study) to all students.	100%	Across the year
Build an evidence hub of high impact strategies that are improving specific learning outcomes in reading.	Developed	Across the year
Use research to explore the interconnection between reading and writing and its impact on achievement on these areas (through Performance Walls-Bump it Up)	2 per term	Across the year
Provide coaching, mentoring and feedback to embed the teaching of reading across the curriculum to enable accessibility for all students.		Across the year
Strategy: Build staff capability in the teaching of reading (including differentiation and adjustment).		
Actions	Targets	Timelines
Utilise the APR/DPF processes to progress professional learning goals of all staff engaged in the teaching of reading by providing access to relevant professional development, coaching and mentoring.	100% of staff	Term 1 & 4
Scheduling common time for teacher teams to analyse student performance data (eg. CPT, teaching staff meetings).	All teacher teams	Weekly
Use walk throughs, coaching models, mentoring and feedback conversations in both colleague to colleague and leadership team to staff contexts & schedule opportunities for moderation.	Model established	Across the year
Use Professional Learning Communities to examine research to prompt reflection and discourse in the teaching of reading	All teachers	1 per term

Improvement priority 2: The positive engagement of all students.

Strategy: Maintain a regular and consistent focus on the full attendance of all students.		
Actions	Targets	Timelines
Employ staff to review attendance data (including late arrival and early departure) and follow-up accordingly in line with school processes and department policies and procedures.	Increase attendance from 92.7-93%	Across the year
Strategy: Build staff capability to positively engage students using evidence-based approaches and inclusive, supportive practices.		
Actions	Targets	Timelines
Strengthen Tier 1 approaches by regularly revisiting core elements; ESCM, RBP, Lesson Schedules, ECP, pACE, Rollout of Zones of Regulation, Induction of new staff and Classroom Profiling (voluntary).		As determined from data
Use data obtained through weekly CPST meetings, SET, EBS and other evaluative tools to provide reviews on behaviour management processes.		As determined from data
Utilise the principles of Positive Education including Growth Mindset and Friendology (U R Strong) via Health Learning Area Units.	In Health units each term	Across the year
Engage with the Respectful Relationships curriculum (in Health Units).	Explore	Term 2
Actions	Targets	Timelines
Staff Wellbeing Committee to implement the DET Wellbeing Framework by continuing to develop a School Wellbeing Plan.	Review Plan	Term 1
Strategy: Create opportunities for establishing and maintaining positive relationships with key stakeholders that support positive engagement of students; families, early childhood care and education services, secondary schools service providers.		
Actions	Targets	Timelines
Community Engagement Events		Across the year
Weekly playgroup		Weekly
Open classrooms		Term 1
Community Health and Wellbeing Expo/Parent-Teacher interviews		Term 1 & 3
Early years transition activities		Term 3/4
Secondary school transition activities		Term 2-4

# 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	404	409	405
Girls	191	190	191
Boys	213	219	214
Indigenous	112	112	118
Enrolment continuity (Feb. – Nov.)	91%	93%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Newtown State School has a beautifully diverse student population that is comprised of:

- 27% Indigenous students
- 7% of Students with Disabilities
- 11% English as a Second Language
- 2% Students in Out-of-Home Care.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	26	25	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

In 2018, Newtown State School used a systematic approach to curriculum delivery with a strong focus on Literacy and Numeracy by knowing our students, implementing evidence-based pedagogical practices and using resources in a targeted way to support student learning. The approach is outlined as follows:

- The Australian Curriculum was implemented using the Curriculum into the Classroom (C2C) resource.
- The Newtown State School Assessment and Reporting 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 assessment tasks at least twice in the year.
- 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.
- 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.
- Staff continued professional development around Positive Education as an approach to support a growth mindset and student learning.
- Staff also engaged in professional development with Lyn Sharratt around putting faces on the data. This included introducing the practices of writing learning intentions and success criteria and the use of 'bump-it-up walls' to demonstrate explicitly how students can improve their learning.

### Co-curricular activities

- Choir
- Instrumental Music
- Robotics Club
- Craft Club
- Dance Group
- Handball competition
- Student Representative Council
- Introduction of the Environmental Team
- 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.

## 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'.

At Newtown State School we have an extensive *Transition to School* strategy along with a range of experiences that facilitate *Transition to Secondary School*.

We recognise that for positive school climate, it is essential to enhance wellbeing for staff and students through the continued approach of Positive Education and the school's Staff Wellbeing Plan.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	100%	100%
• this is a good school (S2035)	100%	100%	95%
• their child likes being at this school* (S2001)	100%	100%	90%
• their child feels safe at this school* (S2002)	91%	100%	86%
• their child's learning needs are being met at this school* (S2003)	91%	100%	82%
• their child is making good progress at this school* (S2004)	91%	100%	86%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	91%
• teachers at this school motivate their child to learn* (S2007)	91%	100%	95%
• teachers at this school treat students fairly* (S2008)	91%	100%	86%
• they can talk to their child's teachers about their concerns* (S2009)	91%	100%	91%
• this school works with them to support their child's learning* (S2010)	91%	100%	95%
• this school takes parents' opinions seriously* (S2011)	90%	100%	91%
• student behaviour is well managed at this school* (S2012)	100%	100%	73%
• this school looks for ways to improve* (S2013)	100%	100%	95%
• this school is well maintained* (S2014)	100%	93%	91%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	89%	89%	94%
• they like being at their school* (S2036)	90%	87%	90%
• they feel safe at their school* (S2037)	79%	86%	96%
• their teachers motivate them to learn* (S2038)	93%	92%	99%
• their teachers expect them to do their best* (S2039)	98%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	92%	95%
• teachers treat students fairly at their school* (S2041)	86%	82%	91%
• they can talk to their teachers about their concerns* (S2042)	87%	82%	88%
• their school takes students' opinions seriously* (S2043)	88%	87%	91%
• student behaviour is well managed at their school* (S2044)	71%	83%	78%
• their school looks for ways to improve* (S2045)	89%	95%	94%
• their school is well maintained* (S2046)	91%	88%	91%
• their school gives them opportunities to do interesting things* (S2047)	88%	89%	89%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	95%	89%
• they feel that their school is a safe place in which to work (S2070)	100%	84%	89%
• they receive useful feedback about their work at their school (S2071)	100%	92%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	89%	92%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	97%	96%
• student behaviour is well managed at their school (S2074)	96%	95%	81%
• staff are well supported at their school (S2075)	96%	89%	88%
• their school takes staff opinions seriously (S2076)	100%	89%	88%
• their school looks for ways to improve (S2077)	100%	89%	92%
• their school is well maintained (S2078)	100%	87%	85%
• their school gives them opportunities to do interesting things (S2079)	100%	97%	81%

\* 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 parent and community engagement in support a child's education. The school team provides regularly opportunities for parent involvement, engagement and collaboration.

### 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:

- Meet and greet on the January student free days
- Open classrooms on an afternoon at the beginning of the school
- 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
- 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.

**The 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. Newtown State School is certified as a White Ribbon School following its participation in the *Breaking the Silence 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. The school has developed and/or implements programs that focus on appropriate, respectful, equitable and healthy relationships.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	33	36	37
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	121,260		101,028
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	33	28	<5
Full-time equivalents	28	16	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	5
Graduate Diploma etc.*	8
Bachelor degree	17
Diploma	3
Certificate	

\*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 2018 were \$ 21 235.

The major professional development initiatives are as follows:

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

- Mandatory Training: Code of Conduct, Student Protection, Workplace Health and Safety, First Aid etc

- School priorities – Positive Behaviour for Learning, Reading (Magic Words, Jolly Phonics), Analysing Student Data using OneSchool, Essential Skills in Classroom Management, Positive Education and Mindfulness, Age-Appropriate Pedagogies, Emotional Regulation, Managing Challenging Behaviours, Improvement Sprints, Leadership Capability Development, U R Strong (Friendology), Leading the Teaching of Reading
- As identified in Annual Performance Plans

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

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

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	91%
Attendance rate for Indigenous** students at this school	89%	87%	87%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	93%	91%
Year 1	94%	92%	93%
Year 2	93%	93%	90%
Year 3	92%	92%	94%
Year 4	94%	91%	91%
Year 5	93%	91%	90%
Year 6	93%	91%	90%

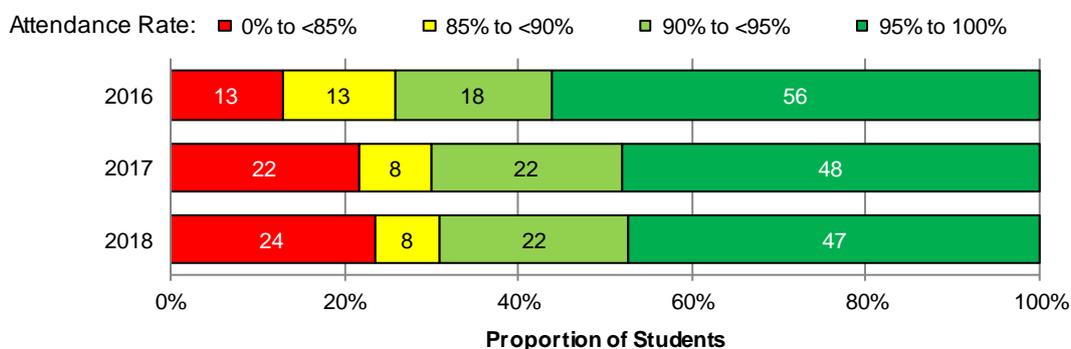
Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

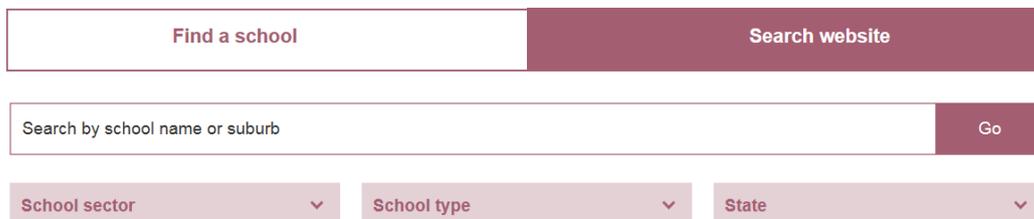
At Newtown State School, class rolls are marked electronically twice daily (at the beginning of the day and after lunch). An administration officer contacts the class teacher as a reminder, if their roll has not been marked by the required times. Where a student is absent, parents are asked to contact 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. A same-day notification text messaging system is implemented. 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. The Head of Special Education Services and School Chaplain summarise school attendance data weekly and absences are followed-up in accordance with procedure. 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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### **How to access our NAPLAN results**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.