

Newtown State School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 6280 Toowoomba West 4350
Phone	(07) 4614 5777
Fax	(07) 4633 3450
Email	the.principal@newtownss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mr Benjamin Kidd

Principal's foreword Introduction

The 2013 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 2013 was captured in our slogan **Every Child, Every Day, Excellence in Education..**

School progress towards its goals in 2013

Key priorities and achievements for 2013 include:

- **Literacy and Numeracy:**
 - Consistent school standards, expectations and curriculum delivery across the entire school (Pedagogical Framework) **Achieved**
 - Effective and explicit implementation of the Australian Curriculum through the delivery of the C2C's for English, Mathematics, Science and History. **Achieved**
 - 'First Steps in Reading' embedded into practice. **Achieved**
 - Newtown Spelling Program embedded into practice – **Work in progress**
 - Junior Elementary Maths Mastery & Elementary Maths Mastery consistently implemented throughout Yrs 3-7 – **Not achieved**
- **School Wide Positive Behaviour Support:**
 - Implementation of Phase One moving towards Phase Two. **Achieved**
 - Formalise focused staff feedback loops and coaching and mentoring relationships. **Work in progress** – Structures and training established and completed. The effective enacting of the relationships is being seen in 2014
- **Expert Educators:** High quality explicit teaching practices that focuses on evidence-based decision making and supported by effective feedback: **Achieved**
- **Digital Innovations:** 100% of staff utilising Symphony of Learning to delivered engaging differentiated curriculum to their classes. **Work in progress** – currently balancing the requirements of the curriculum and effectiveness of strategies consistently for all staff.
- **Community Connections:**

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- 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: **91.2% attendance rate and 70% explanation rate achieved**
- Implementation of Early Education Step Up Into Education Action Plan: **Achieved**

Future outlook

The Key priorities for 2014

In 2014 our school priorities are aligned to our school's 5 Pillars and Posts. We have again had 5 new teaching staff begin the school year and therefore there are consolidational elements required for all and the new departmental expectation of Great Results Guarantee

Literacy & Numeracy	<ul style="list-style-type: none"> • Embed Newtown's Pedagogical Framework across the entire school • Numeracy: Consistent implementation of Prep- Yr 5 C2C Monitoring checklists
SWPBS	<ul style="list-style-type: none"> • Consistent implementation of Tier One • Initial implementation of Tier Two: staff to undertake: <ul style="list-style-type: none"> ▪ Understanding the Principles of Behaviour ▪ Effective Classroom Practice – 8 modules
Expert Educators	<ul style="list-style-type: none"> • High quality explicit teaching practices that focuses on evidence-based decision making and supported by the implementation of the "Fostering a Reflective Feedback and Coaching Culture" strategy
Community Connections	<ul style="list-style-type: none"> • 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
Great Results Guarantee	<ul style="list-style-type: none"> • Implementation of Great Results Guarantee Agreement

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	307	150	157	89%
2012	343	163	180	91%
2013	381	176	205	90%

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

Characteristics of the student body:

Newtown State School is a positively growing and developing inner city school. 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 student body comprises of 21% indigenous students, growing percentages for 8% of Students With Disabilities, 9% English as a Second Language and 4% Children in Care. We have 21 different nationalities being harmoniously educated at our wonderful school.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	22	24
Year 4 – Year 7 Primary	26	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	26	22	15
Long Suspensions - 6 to 20 days	3	4	8
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

In 2013 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 implemented state wide for the second year in Queensland. Newtown State School ensured our staff and students continued to be well prepared for the implementation of all aspects of the KLA's of English, Mathematics, Science and History. 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 continued to feel effectively supported with this implementation and resourcing of the C2C's in 2013.

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.

All 16 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 2013, our students in Years 5, 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 2013 96.1% of our students were satisfied that this is a good school compared to 94.4% in 2012. 100% of parents were satisfied that this is a good school compared to 96.7% in 2012.

In 2013 staff continued to successfully implemented School Wide Positive Behaviour Support (SWPBS) consistently throughout our school and community. We received a rating of 96.4% for our SET which is an external assessment completed by surveying parents, students and staff and rates the consistency of implementation across the entire school. 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 and has partnered with the Smith Family to run a homework club once a week for identified students. 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 very 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 like school means across the majority of areas.

Staff responses indicated that morale, support and value within the school and access to professional development to effectively implement their jobs was inspiring.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	97%
this is a good school (S2035)	97%	100%
their child likes being at this school* (S2001)	90%	97%
their child feels safe at this school* (S2002)	94%	90%
their child's learning needs are being met at this school* (S2003)	87%	93%
their child is making good progress at this school* (S2004)	97%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%
teachers at this school motivate their child to learn* (S2007)	94%	100%
teachers at this school treat students fairly* (S2008)	90%	93%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%
this school works with them to support their child's learning* (S2010)	93%	97%
this school takes parents' opinions seriously* (S2011)	90%	90%
student behaviour is well managed at this school* (S2012)	87%	93%
this school looks for ways to improve* (S2013)	93%	100%
this school is well maintained* (S2014)	97%	93%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	99%
they like being at their school* (S2036)	92%	95%
they feel safe at their school* (S2037)	89%	100%
their teachers motivate them to learn* (S2038)	97%	99%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	95%
teachers treat students fairly at their school* (S2041)	86%	92%
they can talk to their teachers about their concerns* (S2042)	76%	91%
their school takes students' opinions seriously* (S2043)	89%	96%
student behaviour is well managed at their school* (S2044)	92%	96%
their school looks for ways to improve* (S2045)	95%	100%
their school is well maintained* (S2046)	97%	97%
their school gives them opportunities to do interesting things* (S2047)	92%	96%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	97%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	97%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	100%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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. 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.

An underground water leak was identified that required significant investigation and maintenance which explains the increase in water usage from the previous year.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	105,876	1,825
2011-2012	113,631	1,919
2012-2013	95,591	4,129

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

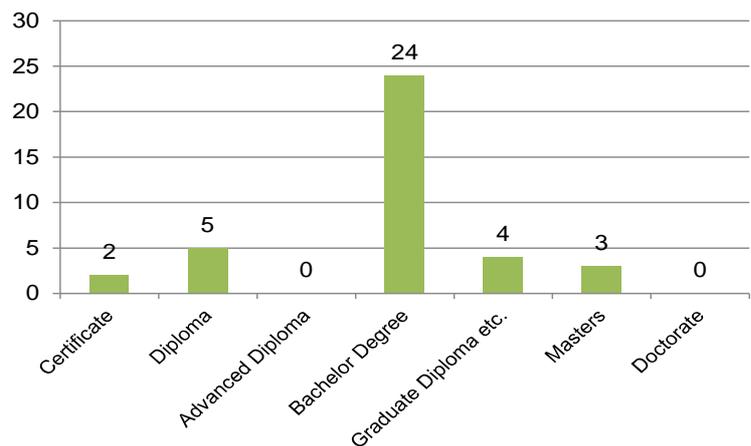
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	27	20	<5
Full-time equivalents	22	12	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	5
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.	4
Masters	3
Doctorate	0
Total	38



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 8739. **This information can be calculated from OneSchool data (refer *Policy and Guidelines: Annual Reporting Policy for all Queensland Schools*).**

The major professional development initiatives are as follows:

ICT: Symphony of Teaching and Learning

Expert Educators: QELI: Coaching and Feedback

Expert Educators: Feedback – whole school culture

SWPBS: Tier Two training

Expert Educators: Hearing Impairment

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2013 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/>. **(The School information below is available on the *My School* web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the *My School* web site).**

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	91%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

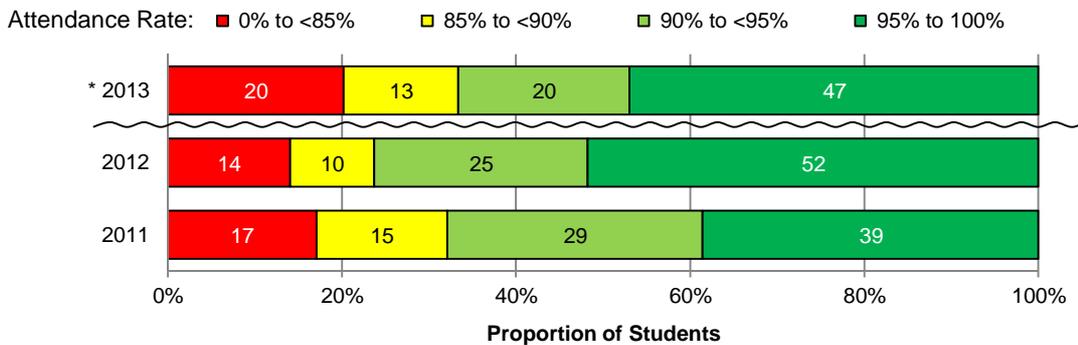
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	93%	91%	89%	90%	91%	92%					
2012	94%	92%	93%	93%	91%	92%	95%					
2013	92%	92%	90%	89%	93%	91%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

Our school chaplain also assesses our school attendance data weekly and collaborates with the school Principal to communicate via postcard or personal phone call for students who have non-attended or been late for two days or more unexplained. This personal approach offers support and regular communication for our school family.

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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)

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 21% 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 2013 were embedding Indigenous perspectives into curriculum and strategic planning. 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 2013 is 86.9% compared to our Non-Indigenous student attendance rate being 92.3%.