

# Newtown State School

## Queensland State School Reporting

### 2014 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 <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mr Benjamin Kidd

## Principal's foreword

### Introduction

The 2014 school year has been outstanding 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 behaviour 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 2014 was captured in our slogan **Every Child, Every Day, Excellence in Education.**

### School progress towards its goals in 2014

AIP Achievements:

<b>Literacy &amp; Numeracy</b>	<ul style="list-style-type: none"> <li>• Embed Newtown's Pedagogical Framework across the entire school</li> <li>• Numeracy: Consistent implementation of Prep- Yr 5 C2C Monitoring checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Continually being reviewed</li> <li>• Not achieved as first thought. Modified to be more teacher and implementation friendly. Now embedded into planning.</li> </ul>
<b>SWPBS</b>	<ul style="list-style-type: none"> <li>• Consistent implementation of Tier One</li> <li>• Initial implementation of Tier Two: staff to undertake:               <ul style="list-style-type: none"> <li>○ Understanding the Principles of Behaviour</li> <li>○ Effective Classroom Practice – 8 modules</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 100% SET achieved.</li> <li>• Tier Two team functioning within the school.</li> <li>• 100% of Effective Classroom Practice Modules completed.</li> <li>• Outstanding Discipline Audit achieved</li> </ul>
<b>Expert Educators</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback Culture emerging as per Feedback Coordinator report.</li> </ul>
<b>Community Connections</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Implementation of Early Education Step Up Into Education Action Plan</li> <li>• Carnival of Flowers entrants</li> </ul>	<ul style="list-style-type: none"> <li>• 90.1 % attendance achieved.</li> <li>• Early Education Step Up Into Education Action Plan implemented as per showcase application, Get Set for Prep video, transition to school activities and presentations at ECA National conference and C&amp;K Statewide conference.</li> <li>• 1<sup>st</sup> prize winners for the Toowoomba Carnival of Flowers school entry</li> </ul>
<b>Great Results Guarantee</b>	<ul style="list-style-type: none"> <li>• Implementation of Great Results Guarantee Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• As per next page</li> </ul>

GRG Strategy	Achievements																											
<ul style="list-style-type: none"> <li>● Improve Year 3 Reading National Minimum Standard from 93.5% to 95% by the end of 2015               <ul style="list-style-type: none"> <li>○ Improve Year 1 Reading achievement aligned to the Darling Downs South West Regional Benchmarks from 40 % at or above Regional Benchmark to 55% at or above Regional Benchmark by the end of 2014</li> <li>○ Improve Year 2 Reading Standards aligned to the Darling Downs South West Regional Benchmarks from 45% at or above Regional Benchmark to 60% at or above Regional Benchmark by the end of 2014</li> </ul> </li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2"></th> <th>Yr 1</th> <th>Yr 2</th> <th>Yr 3</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 1</td> <td>No. of students below Regional benchmark</td> <td>41</td> <td>26</td> <td>21</td> </tr> <tr> <td>% of students below Regional benchmark</td> <td>62%</td> <td>38%</td> <td>44%</td> </tr> <tr> <td rowspan="2" style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 4</td> <td>No. of students below Regional benchmark</td> <td>19</td> <td>16</td> <td>15</td> </tr> <tr> <td>% of students below Regional benchmark</td> <td>29%</td> <td>24%</td> <td>30%</td> </tr> </tbody> </table>							Yr 1	Yr 2	Yr 3	Term 1	No. of students below Regional benchmark	41	26	21	% of students below Regional benchmark	62%	38%	44%	Term 4	No. of students below Regional benchmark	19	16	15	% of students below Regional benchmark	29%	24%	30%
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<ul style="list-style-type: none"> <li>● Improve the percentage of Year 3 NAPLAN Reading Upper Two Band achievement from 30% to 35% in 2014</li> </ul>	<ul style="list-style-type: none"> <li>● Not achieved. 19% of Year 3 students in U2B achieved.</li> </ul>																											
<ul style="list-style-type: none"> <li>● Enable teachers to improve individual student outcomes in literacy through professional development in structured data analysis</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of Years 1- 5 teachers participated in 5 week data cycle conversations focused on literacy improvement led by our STLaN &amp; Deputy Principal.</li> </ul>																											
<p>Ensure all Prep students undertake the Early Start assessment schedule to enable individualised teaching and learning for literacy and numeracy</p>	<ul style="list-style-type: none"> <li>● 100% of Prep students completed the Early Start assessment for Literacy &amp; Numeracy in Term 1 2015.</li> <li>● 100% of Prep students completed the Early Start assessment for Literacy Term 4.</li> </ul>																											
<ul style="list-style-type: none"> <li>● Increase the proportion of children entering school in 2015 who are developmentally on track in the Australian Early Development Index domains of               <ul style="list-style-type: none"> <li>○ Language and cognitive skills (66% 2009)</li> <li>○ Communication skills and general knowledge (70% 2009)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Increase in participation of educators across the Newtown Early Years Network.</li> <li>● Increase in capacity of educators across the Newtown Early Years Network.</li> <li>● Data unknown until AEDC collection in 2015</li> </ul>																											
<ul style="list-style-type: none"> <li>● Develop individual, evidence-based plans for those students at risk of not achieving NMS across P-5</li> </ul>	<ul style="list-style-type: none"> <li>● Implemented 120 Individual Reading Action Plans for students in Years 1 – 5. Increase from 90 IRAP's from Semester 1. These plans have provided individualised targeted strategies and achievement goals that have been agreed upon between the child's parents and our teachers.</li> </ul>																											

### Future outlook

#### The Key priorities for 2015

In 2015 our school priorities are aligned to our school's 5 Pillars and Posts. We have again had 6 new teaching staff begin the school year and therefore there are consolidation elements required for all areas as well as the important implementation of the Great Results Guarantee.

- Every child being connected to their teacher, class and school and valued by their teacher, their class and their school
- Every teacher working as part of an energised team that divides the labor rather than adding another layer to the workload.

<b>Literacy &amp; Numeracy</b>	<ul style="list-style-type: none"> <li>• Consistent implementation of Newtown Reading &amp; Writing programs</li> <li>• Consistent implementation of Whole School Support for all, leading to an increased ownership of student data and curriculum differentiation</li> </ul>
<b>SWPBS</b>	<ul style="list-style-type: none"> <li>• Consistent implementation of Tier One &amp; Tier Two</li> </ul>
<b>Expert Educators</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Develop understanding of the Australian Professional Standards for Teachers</li> </ul>
<b>Community Connections</b>	<ul style="list-style-type: none"> <li>• Increase communities connection &amp; belonging to Newtown <ul style="list-style-type: none"> <li>○ Quarterly Principal &amp; President Chat's</li> <li>○ Increased openness in communication between teachers &amp; parents: classroom phones unlocked, Newtown Facebook page etc</li> <li>○ Multimedia position created</li> <li>○ Two way communication to report absences – Investigate technology like IDATTEND, School Bag</li> <li>○ Parent social gatherings organised by parent reps</li> <li>○ Carnival of the Flowers – morning tea in the flowers</li> </ul> </li> <li>• Implementation of Early Education Step Up Into Education Action Plan</li> </ul>
<b>Great Results Guarantee</b>	<ul style="list-style-type: none"> <li>• Implementation of Great Results Guarantee Agreement <ul style="list-style-type: none"> <li>○ Employ 0.4 FTE as an Inclusive Learning Coordinator to Coordinate Whole School Support including teacher capacity building in the areas of data and curriculum differentiation</li> <li>○ Employ 2 teachers &amp; 2 teacher aides from 9-3 pm Monday – Wednesday for Semester 1 to provide focused and intensive literacy &amp; numeracy support to Years 3-6.</li> <li>○ Increased expenditure on Higher order thinking equipment i.e. robots and circus etc to stimulate G&amp;T kids and improve lunchtime engagement &amp; student attendance</li> <li>○ Leadership Capability building</li> </ul> </li> </ul>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	343	163	180	91%
2013	381	176	205	90%
2014	411	193	218	87%

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 18% indigenous students, 6% of Students with Disabilities, 8% English as a Second Language and 4% Children in Care. We have 16 different nationalities being harmoniously educated at our wonderful school. Our Prep students transition to school from 21 Kindy and Long Day Care centres from across Toowoomba. In August 2014 our school began an Enrolment Management Plan ensuring that priority is provided to our growing student catchment

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	24	22
Year 4 – Year 7 Primary	24	25	27

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	22	15	13
Long Suspensions - 6 to 20 days	4	8	3
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

In 2014 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 throughout the school. 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, History and Geography. 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 at a team/year level. 100% of staff continued to feel effectively supported with this implementation and resourcing of the C2C's in 2014.

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 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 in hands on learning and cooking lessons.

### 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

Sustainability: gardening school veggie gardens, school chickens and Carnival of Flowers 1<sup>st</sup> place getters

Interschool sports days and carnivals

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. Various classrooms also have access to a bank of iPads that support the learning of the children aligned to the C2C units. All 17 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 2014, 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 2014 98% of our students were satisfied that they are getting a good education at this school compared to 97% in 2012. 97% of parents were satisfied that this is a good school in 2014.

In 2014 staff continued to successfully implemented School Wide Positive Behaviour Support (SWPBS) consistently throughout our school and community. We received a rating of 100% 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 Tier 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 2014, our school began to implement Tier Two of SWPBS which focuses supports for children who require additional behavioural support. In 2014 our Discipline Audit indicated that there were outstanding practices being implemented across the school and in all domains of the Discipline Audit. Something that we are extremely proud of achieving.

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	97%	97%	97%
this is a good school (S2035)	97%	100%	97%
their child likes being at this school* (S2001)	90%	97%	100%
their child feels safe at this school* (S2002)	94%	90%	100%
their child's learning needs are being met at this school* (S2003)	87%	93%	94%
their child is making good progress at this school* (S2004)	97%	97%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	97%
teachers at this school motivate their child to learn* (S2007)	94%	100%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school treat students fairly* (S2008)	90%	93%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	94%
this school works with them to support their child's learning* (S2010)	93%	97%	100%
this school takes parents' opinions seriously* (S2011)	90%	90%	97%
student behaviour is well managed at this school* (S2012)	87%	93%	94%
this school looks for ways to improve* (S2013)	93%	100%	100%
this school is well maintained* (S2014)	97%	93%	100%
Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	99%	98%
they like being at their school* (S2036)	92%	95%	98%
they feel safe at their school* (S2037)	89%	100%	92%
their teachers motivate them to learn* (S2038)	97%	99%	97%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	95%	97%
teachers treat students fairly at their school* (S2041)	86%	92%	88%
they can talk to their teachers about their concerns* (S2042)	76%	91%	95%
their school takes students' opinions seriously* (S2043)	89%	96%	88%
student behaviour is well managed at their school* (S2044)	92%	96%	88%
their school looks for ways to improve* (S2045)	95%	100%	98%
their school is well maintained* (S2046)	97%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	92%	96%	98%
Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		97%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		97%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		97%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012. # 'Agree' represents the 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.



### 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.

As part of our Step Up into Education approach we have been specifically focusing on building respectful relationships with families to ensure that they are acknowledged as critical partners in their children's success at school and in the transition process.

Relationships with families (both currently enrolled at the school and in the wider community) are developed at the school through an on-site playgroup; regular social gatherings e.g. whole family movie nights; invitations to learning celebrations; Mother's Day/Father's Day breakfasts and the weekly Principal and Parent Cuppa (once a week the principal sets up a free coffee/tea station in the school and chats to parents about how things are going – the location is different every week to ensure a wide range of parents get an opportunity to be involved). Additional strategies that are developed specifically for building partnerships with families during transition to school include the Welcome BBQ; First day tea & tissues, mid Term One cup of tea with the Principal and open afternoons within each of the Prep classrooms.

Over the past two years additional strategies have been put into place to evaluate the transition to school practices to ensure they meet the needs of families and to also give them an opportunity to be involved in the planning of future strategies. This has been done in partnerships with Early Childhood Educators, through surveys (with current and future Prep parents) and planning/reflection boards situated outside classrooms.

### 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	113,631	1,919
2012-2013	95,591	4,129
2013-2014	99,167	4,010

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

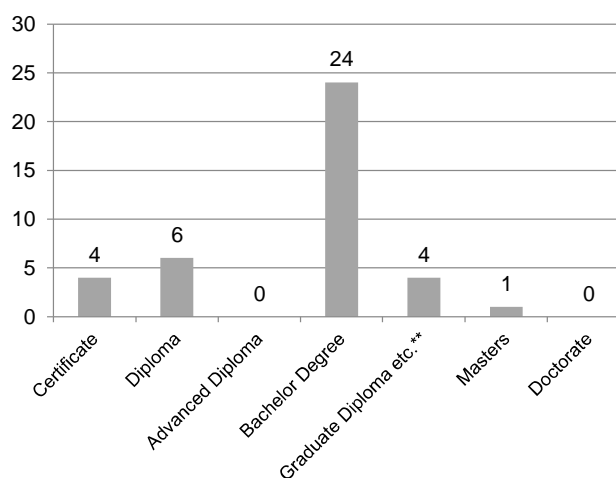
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	30	24	<5
Full-time equivalents	26	13	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	4
Diploma	6
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	4
Masters	1
Doctorate	0
<b>Total</b>	<b>39</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$12500.

The major professional development initiatives are as follows:

- **Expert Educators:** Coaching and Feedback – 15 hours
- **Literacy & Numeracy:** Data Analysis- 5 hours
- **Literacy & Numeracy:** Understanding Dyslexia Training – 20 hours
- **Expert Educators:** Anita Archer's 16 Elements of Explicit Teaching – 16 hours
- **SWPBS:** Understanding Principles of behaviour – 2 hours
- **SWPBS:** Effective Classroom Practice – 10 hours
- **Certificate 4:** Work Place Health & Safety

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	96%

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

From the end of the previous school year, 99% of staff was retained by the school for the entire 2014 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/>.

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 381

### Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

Net recurrent income 2013	\$ Total	\$ Per student
Australian Government recurrent funding	633,142	1,662
State/territory government recurrent funding	3,173,289	8,329
Fees, charges and parent contributions	19,397	51
Other private sources	83,986	220
<b>Total gross income</b> (excluding income from government capital grants)	<b>3,909,814</b>	<b>10,262</b>
Less <a href="#">deductions</a>	0	0

**Total net recurrent income** **3,909,814** **10,262**

Capital expenditure 2013	\$ Total	\$ Total 2009-2013
Australian Government capital expenditure	0	1,056,103
State/territory government capital expenditure	46,895	369,008
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0

**Capital expenditure 2013**
**\$ Total**
**\$ Total 2009-  
2013**
**Total capital expenditure**
**46,895**
**1,425,111**

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 webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

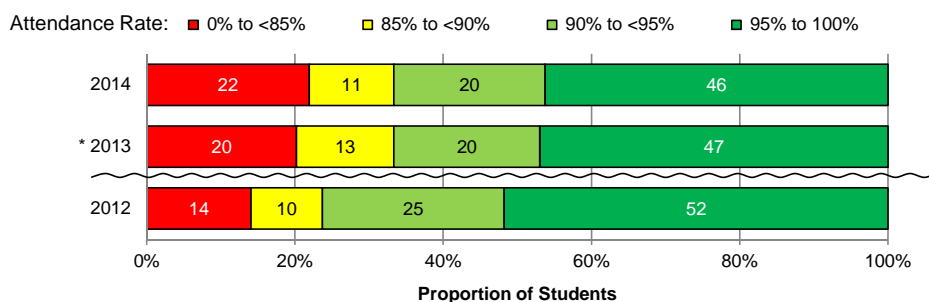
#### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	92%	93%	93%	91%	92%	95%					
2013	92%	92%	90%	89%	93%	91%	93%					
2014	90%	94%	92%	89%	91%	91%	89%					

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 after 2012 to that of previous years.

### 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.

End of Semester Attendance Rewards were offered for students who attended 95% or more per semester. These included attendance morning tea and attendance pool party.

### 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.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

Newtown State School is a National Indigenous Focus School. Our Indigenous student population makes up 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 2014 is 87.5% compared to our Non-Indigenous student attendance rate being 91.2%. This is an improved closure of 0.6% compared to the 2013 attendance achievements.