Principal’s foreword

Introduction

The intent of this report is to provide parents and the wider school community with information that is common for all state and non-state schools throughout Queensland. It provides an overview of the programs and achievements of Newmarket State School during the 2011 school year. Newmarket is a small but growing inner-city school with a proud history. Excellence in learning and strong community values are two distinctive features of our school. The active role of parents in the P&C and in daily school activities strengthens our community and contributes to the range of opportunities available to our students. The core business of our school is having quality programs to allow students to achieve in the eight key learning areas - and within these programs, a commitment to literacy and numeracy is fundamental.

This report also includes important information about student performance as well as links to further information on the MySchool website.

I trust that you find the information contained in this report about our school of interest. Should you require any further information, please contact the Principal as indicated above.

School progress towards its goals in 2011

2011 was a year of achievement and success for Newmarket State School.

A number of strategic initiatives were addressed during the year:

Our curriculum focus was on producing engaging units full of academic rigour particularly in the areas of English and Science. We also focussed on a new spelling program, “Words Their Way”. Towards the latter part of 2011, teachers prepared for the implementation of the Australian Curriculum by accessing draft documents. The success of these programs was highlighted in the improved results our students achieved during NAPLAN.

As a school, we were above the State mean for almost every area in each year level. When compared to like schools, our results were higher in nine strands and similar in the other six strands. As an improvement agenda is in place, it was gratifying to see a remarkable increase in the number of students in the top two bands in the areas of reading and numeracy which were the focus areas of EQ. Results were as follows:

Year 3: Reading 45.8%, Numeracy 45.8% in the top two bands.
Year 5: Reading 37.5%, Numeracy 31% in the top two bands.
Year 7: Reading 50%, Numeracy 50% in the top two bands.

Year 7 also had 50% in the top two bands for Writing as well as Grammar & Punctuation.
Year 3 had 58.3 % in the top two bands for Writing.

The Year 2 Net results indicated that we were above the state mean in the three areas of: reading, writing and number.

In 2011, NSS continued with the many environmental initiatives implemented in 2010 such as recycling paper, cartridges, batteries and mobile phones as well as the planting of a vegetable garden, in an effort to reduce our carbon footprint. We were successful on obtaining a Coles grant of $500 to help with the cost of establishing vegetable gardens. Also, Bunning’s donated materials to the school which were used to build raised garden beds.
Further development was undertaken on our school’s Information Communications Technology for Learning Agreement. This plan ensures we have a replacement schedule for all of our IT hardware and a futures plan. It also illustrates how we will prepare our students for the technological rich world. In 2011, a new server was purchased and we upgraded to a faster internet bandwidth for more efficient use of computers in the classroom and teacher and administration access.

In the sporting arena Newmarket State School excelled, coming third in the District Athletics trophies for small schools. We also completed winter sport fixtures in soccer and netball, with our two netball teams finishing undefeated and going on to participate in the Regional Championships where both teams came R/U in the respective divisions. This is a wonderful achievement for a school our size.

A number of facilities issues were addressed during 2011. These included the replacement of the fence on the eastern side of B Block, replacement of the synthetic cricket pitch, replacement of steps and deck on the western side of the Year 1 classroom and new pumps for the water tanks. The year 1 classroom was upgraded with the addition of several data outlets, new cupboards, and an IWB to make it a suitable classroom rather than a Kindergarten. Partitions and doors were also added to the toilets in the Year 1 room. All of these upgrades have greatly enhanced our school.

The highlight of the year was the completion of our new buildings under the BER project. In February, Banks Street Pre-prep moved into their building and shortly after, the Learning and Resource Centre (LARC) and multi-purpose rooms were ready for our use. With the upgrade, came fourteen new computers and an IWB in the main teaching area of the LARC as well as an IWB in the Seminar Room. This building is a welcome addition to our school and has been used for cluster moderation, teacher professional development days, and market days as well as for the main purpose of student learning.

Many school community functions such as Welcome BBQ, School Disco, Easter Bonnet Parade, Book Week Parade, Under Eights Day and Newmarket SS Art show were held over the school year. All were well supported, with the Opening of the Learning Resource Centre and the Christmas Concert being highlights. Due to a great team effort, both occasions were enjoyable evenings for the whole school community.

**Future outlook**

STATEMENT OF PURPOSE

Newmarket State School aims to provide excellence in teaching and learning that will enable students to reach their full potential, giving specific attention to cultural diversity with pathways leading to academic, vocational and leisure activities. Our purpose is to provide high quality education that promotes a love of learning, develops judgments and a sense of responsibility. We equip young people for the future to enable them to contribute to a socially, economical and culturally vibrant society.

KEY SCHOOL PLANNING PRIORITIES 2012

- Implementation of the Australian Curriculum in English, maths and science and use the C2C unit plans; prepare for the implementation of the History KLA in 2013.
- Embed data analysis as the catalyst for differentiation and an improvement in student learning outcomes.
- Development of consistent approaches within the school to provide coaching and mentoring and feedback to teachers.
- Introduce a Social Skills Program - You Can Do It
- The school to pursue environmentally sustainable solutions, with the school's curriculum reflecting this approach.
- Improvement of ICT infrastructures to enhance integration of digital pedagogy.
- Re-design school website to include better access to school information and curriculum information.
- Continue to develop a professional learning culture development of a whole school “Professional Development Plan”
- Development of a consistent whole school approach to the teaching of reading.
- Enhance the teaching of science through the use of “Primary Connections” and involvement in the “Science Sparks” program.
- Enhancement of whole school Literacy Program through targeted PD and increased resources.
- Implementation of ‘Words Their Way’ spelling program.
- Formative and summative assessment techniques to be used and to align directly to C2C numeracy assessment instruments.
- Prepare for the transition of Year 7 to High School from 2015
- Improve cultural understandings of Australia’s Indigenous heritage.
- Further development on the use of One School as centralized system for collection of data
- Review school operations through the Quadrennial School Review process and develop a 4 year School Plan, 2012 - 2015
Newmarket State School is in the Metropolitan education district and was opened in 1904. It has a current co-educational enrolment of 163 students from Prep to year 7. The school prides itself on its wonderful history and the sense of community that is generated by its size. Despite being an inner-city school, the locals describe the school as a country school in the city, meaning that it has the positive attributes of a small country school. Enrolments have been steadily growing over the past few years. Excellence in learning and a strong sense of community are two distinctive features of our school. The active role of parents in the Parents and Citizens Association and in daily school activities strengthens our community and contributes to the range of opportunities available to our students. A supportive, tolerant and active community is characteristic of our school. We believe in providing a sound academic education combined with the development of an individual's self-esteem. These two goals provide the basis for lifelong learning and success. A focus on environmental education is another feature of our school.

### Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>163</td>
<td>78</td>
<td>85</td>
<td>90%</td>
</tr>
</tbody>
</table>

### Characteristics of the student body:

Newmarket State School has an effective enrolment of 163 students (July census 2011). These students attend full time in a co-educational setting from Preparatory Year to Year 7. Newmarket State School has a diverse population, with 16% of students having an ESL background. There are 11 main languages other than English spoken at home by students, the most common being Filipino (5 students). Of the student enrolment, only 2% of students are indigenous. The ICSEA scale for the school community has risen slightly to 1100, with 1000 being average.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.4</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.5</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24.7</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings:
In addition to the eight key learning areas of English, Mathematics, Science, Studies of Society and the Environment, The Arts, Languages Other Than English (Japanese), Technology, Health and Physical Education, the school also provide the following distinctive curriculum offerings:

Under 8s Day for preps, Years 1 and 2
Learning Support Program
ESL-English as a second language support for international students
Instrumental music programs including: woodwind, brass and percussion
Outdoor education/camping program for year 3-7
Leadership camp for Year 6-7
Life Skills program in Year 6-7
Swimming lessons in Year 1 -7
Participation in Inter-school sport
A Buddy program which connects younger children with older children as mentors
A perceptual motor program for students in Prep- Year 2
Specialist science programs with Brisbane Urban Environmental Education Centre
Arts Council or similar performances each term

Extra curricula activities
A wide range of extra-curricular activities are offered to students including:

Chess Club with coaching from an accredited coach
Morning running club
Tennis lessons by an outside provider
Choir
Band
Student Council
Maths Tournament (Year 6-7)
Young Scholars Enrichment Program with Queensland Academy of Creative Industries (Year 5-7s)
High Achievers Program (Year 6-7) at KGSC
Young Writer's Festival ( Year 2-4) at Newmarket SS
Outside School Hours Care (OSHC) is run by the P&C and provides a range of stimulating activities for students

Environment Club
Active School Travel
How Information and Communication Technologies are used to assist learning
Computers are vital tools in daily student learning. Classes have between three and six computers, which are connected to the internet. Teachers plan activities and major tasks which are enriched by computer technologies. Student research is a key activity along with the creative use of computers to design multimedia presentations, explore digital imagery and learn from educational games. Students are exposed to a range of programs in the course of their learning. A bank of computers is available in the new Learning Resource Centre (LARC) and computer laboratory for student research and games. During 2010, interactive white boards were installed in all classrooms and have proven to be an engaging tool for all students, with teachers able to access a range of programs. All teachers received laptops in 2008, which were replaced with an updated version in 2011. Teachers have access to the wireless network in the staff room and in the new LARC. In 2011, a larger server was installed to cope with the ICTs expansion in the school and to provide a more efficient service. The school also upgraded to a faster internet bandwidth to increase efficiency. A technology technician is employed for a half day weekly to maintain the network. These developments have provided opportunities to progress teacher learning in ICTs and have greatly benefited students.

Social climate
Although our school is small, it has a diverse range of students in all socio-economic groups. We are also culturally diverse and our students interact with families from all over the world. As there is some degree of transience in the community, students experience a wide range of cultures. Families from these cultures are encouraged to share the richness of their heritage. Our school community is aware of the challenges communities face in other parts of the world and regularly contribute to many worthwhile charities. The community is friendly and welcoming and we encourage mutual respect and support. Newmarket students have a reputation for being friendly and accepting and visiting teachers often comment on our friendly, welcoming staff. A very positive social climate exists in our school as evidenced in our school opinion survey results.

In 2011, 93% of students expressed satisfaction that they are treated fairly at this school.
94% of parents expressed satisfaction that their child is treated fairly at this school.

In 2011, 86% of students expressed satisfaction that they are safe at this school.
94% of students expressed satisfaction that their child is safe at this school.

In 2011, 89% of students expressed satisfaction that they are happy to come to this school.
94% of parents expressed satisfaction that their child is happy to come to this school.

Parent, student and teacher satisfaction with the school
There are outstanding aspects of the parent and student feedback that we receive. A parent satisfaction rating of 97% with their child’s school is a very pleasing response. Teachers rarely choose to leave Newmarket State School and a good morale exists amongst staff members. This flows on to the community with 100% of staff members believing that staff and community relationships at Newmarket State School are good. Teachers have high expectations of students and 89% of students are satisfied with how well they are learning at this school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>87%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>82%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child’s education

There is a strong sense of school ownership by parents at Newmarket. Parents are involved in a broad range of school activities including classroom help, Active School Travel, Chess Club, Running Club as well as special school days such as the Art Show, Cross Country, Athletics and discos. This is supported by a committed P&C that as well as being involved in school decision making, coordinates help in a range of school activities such as tuck-shop, uniform shop, local media liaison and parent working bees. Parents are encouraged to share their professional skills, interests and hobbies. The school community regularly runs stalls to raise funds to enhance our school programs and school facilities. They are a great example of a community working together for a common goal and are well attended by the general community. The involvement of parents is crucial to the richness of our school community and contributes strongly to the educational experience offered by our teachers.

We believe that a child’s education is greatly enhanced when there is a strong partnership between the child, the parent and the teacher. Communication with parents is encouraged through:

- Teacher accessibility
- Parent Information Nights
- Parent/teacher interviews
- Open Days
- End of term celebrations of learning
- Classroom Parent Representatives who facilitate communication between home and school
- Regular School and Class Newsletters

In 2011, 97% of parents indicated that they were satisfied that they had opportunities to participate in the life of the school.
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2011, NSS continued with the many environmental initiatives implemented in 2010 such as recycling paper, cartridges, batteries and mobile phones as well as the planting of a vegetable garden, in an effort to reduce our carbon footprint. We were successful on obtaining a Coles grant of $500 to help with the cost of establishing vegetable gardens. Also, Bunning’s donated materials to the school which were used to build raised garden beds.

Newmarket State School has established a School Environmental Management Plan. Sustainability themes are integrated across the curriculum and the Environment Club. The school has participated in Brisbane City Council programs such as the “Schools Paper and Cardboard Recycling Trial.” Last year, we also participated in the BCC E-waste initiative. Solar panels were installed in 2010 and an additional water tank was installed under the BER program last year. All toilets are flushed using tank water. For a number of years, Newmarket State School has participated in the Active School Travel Program thus reducing traffic congestion and promoting a healthy lifestyle.

Despite the initiatives regarding the use of solar power and water tanks, our usage of water and electricity increased in 2011 due to the process of building the Learning Resource Centre and the Kindergarten. On completion of the buildings, we now have two new buildings used extensively, complete with several new computers and security lighting which has further contributed to an increased usage of electricity and water. Now that the building process is finished, it is anticipated that there will be a reduction in water consumption in 2012 and also a reduced usage of electricity as the kindergarten building now has solar panels.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>53,420</td>
<td>741</td>
</tr>
<tr>
<td>2010</td>
<td>37,522</td>
<td>460</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>42%</td>
<td>61%</td>
</tr>
</tbody>
</table>
### Our staff profile

#### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>15</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>12</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $10,226.

The major professional development initiatives are as follows:

- Maximizing Achievement/NAPLAN
- Science Sparks Training
- Gifted Education Mentor Training and Gifted Education Training for staff
- Workplace Health and Safety
- Preparing to implement the Australian Curriculum using C2C – Future Alliance Conference,
- CPR update
- One School training- Central Data Collection, Accessing C2C
- National Curriculum and C2C Units – preparing for implementation in 2012
- Environmental Education
- First Steps in Number
- Science- Designing a School Science Program using Primary Connections and C2C
- City Cluster Conference ( Future Directions- Australian Curriculum and C2C)
- “You Can Do It” training
- Cluster moderation
- Cued articulation for teachers of Early Years students
- MYHR
- The Teaching of Reading –” The Big Five”, QAR- Question, Answer Relationships
- Early Years – Preparing for the Future
- Using Copyright Materials in Schools – EQ Legal Branch
- ICTs- An introduction to Blogs, The New Learning Place, Interactive whiteboards usage/E-learning
- Right to Information
- Differentiation
- Data Analysis
- Understanding the ASD student
- Leading a School Assessment Agenda

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

**Average staff attendance**
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

**Proportion of staff retained from the previous school year**
From the end of the previous school year, 98% of staff was retained by the school for the entire 2011 school year.

**School income broken down by funding source**
School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).
To access our income details, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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.
Performance of our students

Key student outcomes

**Student attendance - 2011**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**

The proportions of students by attendance range.

![Attendance Distribution Chart]

**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.

Teachers mark class rolls at the beginning of the day and after lunch break. They keep attendance records and monitor attendance and absenteeism of enrolled students. Parents of children absent without explanation are rung every day after the morning roll marking to ascertain the reason for the child’s absence. Teachers alert the principal when a student’s absence is unexplained (after three consecutive school days) or when concerned that the explanation may be unsatisfactory.

In some cases the Principal will involve the parent in meetings to discuss unexplained absences where no reason has been provided or the reason provided was unsatisfactory, and provide support to address any issues contributing to the absences. A decision is made about whether a reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies the absence as an allowed absence. Allowed absences are absences from school for up to 10 days due to illness and absences from compulsory participation allowed under the requirements of the student’s eligible option.

When a student is absent, or plans to be absent, for more than 10 consecutive school days for any reason, the parent contacts the school and completes an exemption from compulsory schooling form which is submitted to the Principal. The Principal issues a letter of approval to the parent after consideration of the circumstances.

Requests for permission for a student to leave the school grounds for medical appointments or off site programs can be made. Usually a parent collecting a student arrives and signs a register at the office. Students may not leave the school grounds or educational site without parent consent.

The principal encourages every day attendance by regularly including articles in the school newsletter about the importance of a child attending school every day of the school year for maximum performance.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Search by school name

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

There is a small percentage of Indigenous students (2%) enrolled in the school. Closing the Gap funds were used to provide teacher-aide support for our Indigenous students in numeracy and literacy. As a result improvements were made in learning outcomes and attendance.