

The Arts - Music - All students engaged in music activities. Music is integrated into the Kindergarten and Pre Primary program. Mrs McBain taught Year 1 to 6 students in formal music lessons and worked with the Junior and Senior Choir. The Choir presented a beautiful song at the Year 6 graduation and performed at the Massed Choir at the Concert Hall. The Instrumental Program is conducted in collaboration with the School of Instrumental Music. Expert teachers in guitar, drums, flute and brass taught Year 5 and 6 students who were selected through a formal Music Aptitude test. This program was conducted at Newton Primary School and included students from South Coogee and Spearwood Alternative Primary Schools.

2019 - Semester 2 Music Grades



Year	A%	B%	C%	D%
PP	0	29	69	0
1	0	0	100	0
2	0	0	97	3
3	0	0	93	7
4	0	0	97	3
5	0	7	87	6
6	0	7	87	6

The Arts - Visual Arts - We showcased our talents at the Cockburn Arts Festival in Term 3. The students enjoy a variety of activities using different forms of media.

2019 Semester 2 The Arts - Visual Arts



Year	A%	B%	C%	D%
PP	3	38	59	0
1	0	28	72	0
2	6	27	64	3
3	9	18	60	13
4	9	36	52	3
5	0	22	63	15
6	4	35	61	0

Digital Technology - Students engaged in planning and construction work to solve problems or create items for real life situations. Use was made of the computer for research, K to Year 6 Sunshine Reading, Year 3 to 6 IXL Mathematics, writing and educational games. During 2019 teachers continued to build skills. We conducted our second year of Hour of Code. Digital devices are well maintained. The aim for technology is for further integration into learning.

2019 Semester 2 Digital Technology

Year	A%	B%	C%	D%
PP	0	27	73	0
1	0	17	83	0
2	3	30	61	6
3	0	26	68	6
4	9	29	59	3
5	0	33	52	15
6	0	48	52	0



Areas of Emphasis in 2018-2020

**Curriculum, Community,
Students, Staff**

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CARE



NEWTON PRIMARY

Independent Public School

Annual Report

2019

Newton Primary School opened in 1981. Students attending the school come from a diverse range of cultural backgrounds and for some of our students English is not their first language. Many of the members of the school population are third generation attendees. This factor greatly contributes to the strong sense of community and family values, which exists in the school.

The motto of our school is 'Care' - Co-Operation, Achievement, Responsibility, Endeavour.

In Term 2 the Department of Education conducted The Public School Review, which is held once every 3 years. The review was very positive, with some points included in this report. The full report is available on the Department's website.

This year the state government committed building and works funding as part of the \$200 million public school grant and we are pleased to announce we will receive approximately \$687,000 over a two year period to enhance our buildings and surrounds.

On behalf of the staff and School Board of Newton Primary School I present this Annual Report.

The report provides parents and the wider community with information regarding school performance and activities in 2019.

Linda Humphreys, Principal

RELATIONSHIPS AND PARTNERSHIPS

The Public School Review noted that strong, respectful relationships built on trust, care and connection are a feature of Newton Primary School. There is a strong sense of community and pride as people work together in the best interests of students and the school.

School Community Participation and Involvement

Parents are very welcome as education is a partnership between the parent and the school. We receive outstanding support from the parent body and the broader community. School assemblies are always well attended. Class teachers held parent/teacher meetings early in Term 1 with 43% attendance. Later in Term 1, individual formal teacher meetings were held to discuss student progress. 83% of parents attended the meetings. The Open Night in Term 3 was a very positive event, despite poor weather with 75% of our parents attending. Newsletters and parent notices were emailed (paper copies are made available) and special emails were also sent to remind parents about specific issues or events. The school website provided up to date information for parents. Class Dojo and Seesaw were used by some teachers. Parents were advised of, and able to respond to, student absences through the texting alert system.

Parent participation in the school is essential. Membership of the Parents and Citizens Association and School Board are important to assist with the smooth running of the school. Parent assistance in the classroom and events such as excursions are excellent. These give an insight into the class and the school. The P and C ran the canteen and uniform shop as well as organising events such as the Disco, Easter raffle, Mother's day stall, Colour Explosion and our annual Christmas Carols evening. Our members work hard to further enhance the feeling of community.

Student, Parent and Staff Satisfaction (This survey is conducted once every 2 years)

In Term 3 of 2018 the school community was surveyed using the Australian Government survey tool which is used by all government schools in Australia once every two years. A 5 point scale is used (5 strongly agree - 1 strongly disagree) and the ratings are averaged. The survey results were very positive.

Year 5 and 6 students were surveyed. It is noteworthy that 'teachers treat students fairly' rose by 0.3 to 4.4 and 'I like being at my school' rose from 4.5 to 4.7 in comparison to the 2016 survey. 'My teachers care about me' rose to 4.8 (up by 0.3). Overall the student survey showed growth in most areas. The comments were positive and related to particular teachers, friends, and feeling happy at school.

130 parents completed the survey. There are some areas to work on with a change of 0.1 or 0.2. Behaviour was rated at 4.1 (a drop of 0.1 from 2016). The highest rating was for 'My child's teachers are good teachers' at 4.7. Two new points were added this year. They were 'I am informed promptly if my child has a problem' and 'I am well informed of my child's progress.' Both rated at 4.3. Parent comments were positive overall including comments on particular teachers, student progress and communication. There were two comments in regard to behaviour management, suggesting improvement was needed.

The staff strongest point was 4.8, 'Teachers expect students to do their best'. 3.6, 'Student behaviour is well managed' was the lowest however this is an improvement of 0.4 from the 2016 survey. Staff recognise that positive behaviour management is an important and complex area, needing continual review. The staff was very positive with improvement in almost all areas. 'Staff receive useful feedback' was 3.8 (up by 0.1) and 'Staff are well supported was 3.9 (up by 0.2). Staff comments related to the caring community and support from fellow staff members and the admin team.

Science - The Primary Connections Science program follows the Western Australian syllabus. Science is a specialist subject. This year students engaged in the Scitech Space Dome and celebrated 50 years of man on the moon with students creating space projects. In comparison to like schools the percentage of D grades was the same or more, the C grades were generally less, B grades more or the same and A grades the same. The year 6 students completed an ACARA Science test. 67% of students met the mean. This is a significant improvement.

2019 Science Semester 2 Grades

Year	A%	B%	C%	D%
PP	23	20	57	0
1	6	25	55	14
2	3	24	61	12
3	0	23	64	13
4	6	33	50	11
5	4	37	37	22
6	7	30	45	18



Health and Physical Education - The students engaged in health promoting events such as Jump Rope for Heart, two hours of physical education each week, swimming lessons, cross country running (faction and interschool), athletics (faction and interschool), lightning carnivals and the Glory Cup competition. Health lessons were also presented to develop knowledge. This year Newton Primary School won the Netball, Interschool Cross Country and Athletics Carnivals. We also won the Team Games Trophy. The Middle Block worked on the Picasso Cow Health and Well Being Project in terms two and three.



2019 Physical Education Semester 2 Grades

Year	A%	B%	C%	D%
PP	0	53	47	0
1	3	33	56	8
2	15	21	70	3
3	10	32	48	10
4	12	29	56	3
5				
6				

2019 - Health Semester 2 Grades

Year	A%	B%	C%	D%
PP	0	40	60	0
1	5	17	56	12
2	6	21	70	3
3	0	42	55	3
4	12	41	38	3 (F 6)
5	0	56	30	14
6	23	35	42	0

Humanities and Social Sciences - Students engaged in the WA Syllabus areas of History and Geography (PP to Year 6), Civics and Citizenship (Year 3 to 6) and Economics and Business (Year 5 and 6). Students in Year 3 and 4 visited Samson House and the Maritime Museum, they gained information about Fremantle.

2019 Humanities and Social Sciences Semester 2 Grades

Year	A%	B%	C%	D%
PP	0	32	59	9
1	3	25	72	0
2	15	34	48	3
3	0	24	61	12 (E 3)
4	7	36	50	7
5	0	30	48	15 (E 7)
6	4	27	58	7 n/a 4



Italian - Italian was reintroduced in 2018 for Year 3 students. Year 3 and 4 students had 1 hour lessons through the year and the Year 5 and 6 students completed a semester of Italian lessons. In 2020 Years 3-5 will do a 1 hour lesson, once a week. Year 3 grades 90% C, 10% D, Year 4 grades 95% C, 5% D.

STUDENT ACHIEVEMENT AND PROGRESS

The Public School Review noted the school considers a range of system and school-based data in order to analyse performance and determine targeted approaches for improvement. An improvement focus is evident with staff regularly engaged in collaborative moderation and reflection of practice.

Mathematics - The NAPLAN result for Year 3 and 5 showed improvement in regard to the National Mean where the gap is closing. Progress for Year 3 to Year 5 was significant. Year 3 and 5 Number and Algebra was a strength. Measurement and Geometry needs further work in Year 3 and 5.

Greater focus on statistics and probability is needed for Year 5. In comparison to like schools the percentage of A's was less, the same or more for B grades, C were less and D was more.

NAPLAN On Line Results 2019 - Mathematics

Year	School Mean	Australian Mean	At or above National Minimum Standard	At & Above National Mean
3	396	408	97%	50%
5	479	496	96%	37%

English - All areas showed very sound progress

Reading - Year 3 demonstrated strength in literature understanding. Year 5 demonstrated strength in Language understanding.

Writing - Areas of strength for Year 3 were audience, punctuation, text structure, spelling and sentence ideas. Areas to work on include character, setting and paragraphing. Year 5 strengths were ideas, sentence structure, vocabulary, spelling and paragraphing. Vocabulary and audience need further work.

Spelling - Year 3 strength was proof reading, Year 5 strength was proof reading and audio dictation.

Grammar and Punctuation - Grammar was stronger for Year 3 and for Year 5, Grammar and Punctuation were stronger.

In overall grade comparison to like schools the percentage of A's was the same or more, more for B grades, less for C and more for D grades.

The Individual Reading Program was conducted with individual students by Mrs Johnstone and Mrs Isles. Mrs Kelsey ran an extension class which resulted in a school newspaper called 'Newton News'.

NAPLAN Results 2019 - English / Reading

Year	School Mean	Australian Mean	At or above National Minimum Standard	At & Above National Mean
3	414	432	100%	48%
5	483	506	96%	48%

NAPLAN Results 2019 - English / Writing

Year	School Mean	Australian Mean	At or above National Minimum Standard	At & Above National Mean
3	417	423	97%	45%
5	456	474	92%	52%

NAPLAN Results 2019 - English / Spelling

Year	School Mean	Australian Mean	At or above National Minimum Standard	At & Above National Mean
3	401	419	90%	55%
5	505	501	96%	64%

NAPLAN Results 2019 - English / Grammar-Punctuation

Year	School Mean	Australian Mean	At or above National Minimum Standard	At & Above National Mean
3	425	440	97%	52%
5	498	499	92%	56%

Secondary School Destinations

In 2019 the Year 6 students enrolled at the following schools for 2020.

Secondary School	Number Enrolled	Secondary School	Number Enrolled
Seton CC	12	Atwell College	1
Fremantle College	11	Melville SHS	1
Emmanuel College	2		



Before and After School Care

Newton Primary School has a partnership with Teddy Bear Corner and Hilton Primary School to provide before and after school care for our students.

School Board

The Newton Primary School Board consists of four parents, three staff including the principal and a community member. The Board has participated in development and endorsement of the Annual Report, School Budget and the Business Plan. Processes are in place to ensure school performance is reviewed by the Board. The Board reviews the Student, Parent and Staff Satisfaction Survey conducted every two years. The Board reviews financial reports (eg, school audits and monthly reports), school performance and student improvement targets, as detailed in the school's Business Plan.

In 2019 the Board reviewed the Constitution, Reporting to Parents, Homework Policy and our progress with the Aboriginal Education Framework. The School Board survey

Business Plan

Staff and Board reviewed progress on the the 2018-2020 Business Plan.

LEARNING ENVIRONMENT

The Public School Review noted that a focus on the whole-child within a community of learners ensures that students are afforded high quality learning opportunities. The school has invested significant time and resources to ensure the needs of all children are met.

Chaplaincy Program

Our Chaplain, Mrs Sheba Thomas contributed to a comprehensive and distinctive approach to the social and emotional support of students. This included parent morning teas, lunch time activities, small group work, time spent with individual students, reading stories that teach values to classes, Tales for Tots and the Imagine Me Program.

Attitude, Behaviour and Effort Semester 2

The following goals were set in regard to the 'Attitude, Behaviour and Effort' aspect of student reports for Pre Primary to Year 6 students.

Sets goals and works towards them Pre Primary to Year 2

The goal is 85% for consistently and often. We achieved 91%.

Sets goals and works towards them with perseverance Year 3 to 6

The goal is 85% for consistently and often was almost reached at 86%.

Makes positive choices Pre Primary to Year 2

The goal is 85% for consistently and often. We achieved 91%.

Shows confidence in making positive choices and decisions Year 3-6

The goal is 85% for consistently and often. The result was 88%.

Attendance - 78% in Semester 1 and 72% in Semester 2 students attended regularly (90% or greater attendance). In order to make progress, a student needs to attend at least 90% of all possible days.

Parents of students who had attendance of concern were contacted by the administration. Average student attendance on any one day was 93.4%. In 2019, seven students were suspended for serious breaches of behaviour.

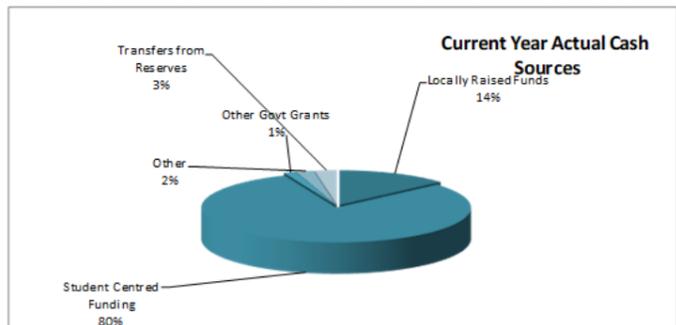
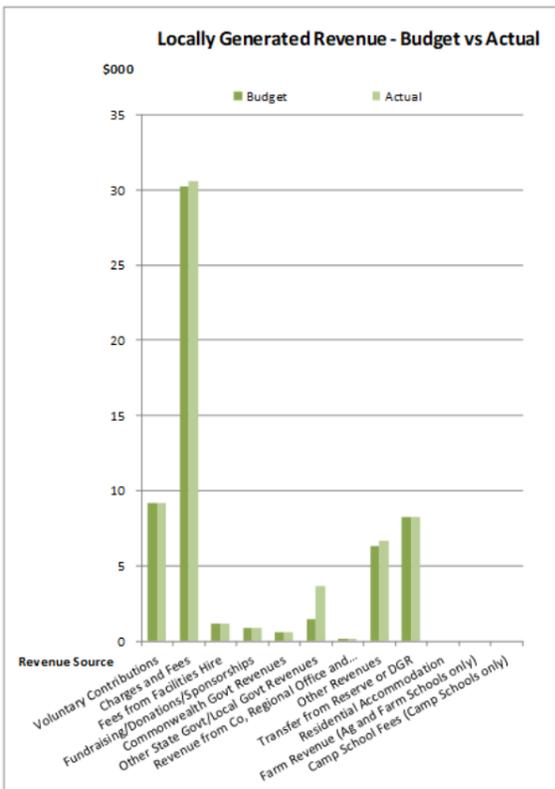
USE OF RESOURCES

The Public School Review noted clear and transparent alignment of resources to school operations has been established. Processes and procedures are in place to plan and ensure sound budgeting and expenditure.

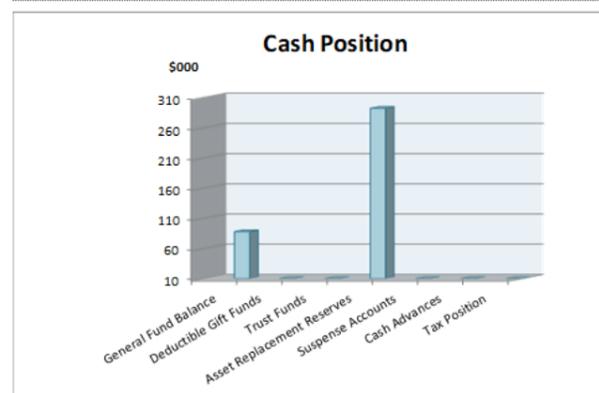
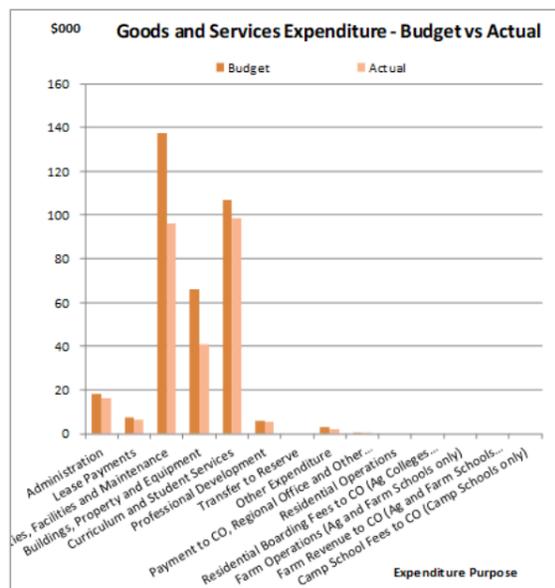


Newton Primary School Financial Summary as at 30 January 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 9,210.00	\$ 9,210.00
2 Charges and Fees	\$ 30,253.50	\$ 30,575.42
3 Fees from Facilities Hire	\$ 1,136.09	\$ 1,136.36
4 Fundraising/Donations/Sponsorships	\$ 852.00	\$ 852.00
5 Commonwealth Govt Revenues	\$ 600.00	\$ 600.00
6 Other State Govt/Local Govt Revenues	\$ 1,464.00	\$ 3,699.42
7 Revenue from Co, Regional Office and Other Schools	\$ 145.00	\$ 144.75
8 Other Revenues	\$ 6,315.43	\$ 6,678.84
9 Transfer from Reserve or DGR	\$ 8,264.00	\$ 8,264.38
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 58,240.02	\$ 61,161.17
Opening Balance	\$ 43,219.26	\$ 43,219.26
Student Centred Funding	\$ 248,553.76	\$ 248,553.76
Total Cash Funds Available	\$ 350,013.04	\$ 352,934.19
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 350,013.04	\$ 352,934.19



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 18,350.00	\$ 16,462.51
2 Lease Payments	\$ 7,142.88	\$ 6,205.44
3 Utilities, Facilities and Maintenance	\$ 137,385.35	\$ 95,822.42
4 Buildings, Property and Equipment	\$ 66,076.21	\$ 40,852.63
5 Curriculum and Student Services	\$ 106,599.36	\$ 98,583.28
6 Professional Development	\$ 6,000.00	\$ 5,277.98
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 2,807.60	\$ 1,853.19
9 Payment to CO, Regional Office and Other Schools	\$ 100.00	\$ 100.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 344,461.40	\$ 265,157.45
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 344,461.40	\$ 265,157.45
Cash Budget Variance	\$ 5,551.64	



Cash Position as at:	
Bank Balance	\$ 377,344.12
Made up of:	\$ -
1 General Fund Balance	\$ 87,776.74
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 292,241.99
5 Suspense Accounts	\$ 12.39
6 Cash Advances	\$ -
7 Tax Position	\$ (2,687.00)
Total Bank Balance	\$ 377,344.12

LEADERSHIP

The Public School Review noted under the motto CARE - Cooperation, Achievement, Responsibility and Endeavour, the leadership team align all aspects of planning and articulate a clear school direction. The strengths of staff are embraced and the leadership team build on the high levels of existing expertise. Leadership is not just about the Administrative team. I am fortunate to have a very experienced team who contribute their expertise to assist the school to run smoothly. Our Deputy Principal, Mrs Efthymou has a diverse range of roles including supporting ICT, teaching a class 2 days per week and SAER support. It is important that all staff are involved, contribute and commit to the planning and actions of the school. All staff contribute to the Business Plan and policy review and development. All teaching staff take on a learning area responsibility.

Mrs Leonie Kriwopischin, Learning Support Coordinator, works with staff to assist in catering for students with specific needs. She assists in the development of individual education plans and researches other approaches. Mrs Debra Allen, Level 3 teacher is working with classes on the Aussie Optimism program. Mrs Linda Stewart conducts the Rainbows program and is very much embedded in student mental health. Miss Michelle Kelly and Mr Wayne Jones have been working with staff to develop skills in ICT. Ms Mandy Lansbury supports the school in positive behaviour management. Mrs Sonya Johnstone and Mrs Kelly Iles support individual students to progress in reading. Ms Debbie Gambie, Manager Corporate Services leads the school in financial and human resources management. We conducted Professional Learning Communities where staff with similar year levels meet once per fortnight to support student learning and discuss issues such as moderation of work. Staff attended network meetings each term in particular learning areas as the Newton PS school representative or as the coordinator.



TEACHING QUALITY

The Public School Review Report noted teacher capacity across the school is strengthened by a genuine desire and commitment to improve outcomes. Collective beliefs place children at the heart of all decision making. Improvement targets are aimed at supporting students to achieve their potential. Teachers monitor student progress and make evidence based instructional decisions to provide a sound learning environment. Students requiring teaching and learning adjustments are catered for through Individual and Group Education Plans.

A whole school approach is taken in English, Mathematics, Behaviour Management and in the Virtues Program. Specialist teachers have taken Physical Education, Digital Technology, Science and Music lessons. Year 3 –6 students have been studying Italian.

Performance Management meetings are held with all staff with feedback and support for individual improvement. All staff including the Principal are responsible for outlining and developing a program of improvement.

Teacher Development

School staff engaged in a wide range of professional learning activities over the year. Areas included 1,2,3 Magic Behaviour Program, Mathematics, English, Words Grammar and Fun, Student Mental Health, Coding, Professional Learning Communities, Digital Technologies, Aboriginal Education Framework, Zones of Regulation, NAPLAN online, Barrie Bennett and Fremantle Cockburn Network programs.

Staff worked to extend their knowledge of ICT and best use in the classroom in 2019.