

Augusta State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Our School Annual Report delivers a clear snapshot of Augusta State School's growth, development and performance in 2015. It provides insights into our school's culture, philosophy, teaching and learning, improvement agenda, program development, community partnerships and the goals and standards achieved by every student. Our community is extremely proud of the standards being attained by our students in all learning areas and extra-curricular programs. This report also highlights the results of student and parent surveys from 2015.

School progress towards its goals in 2015

Augusta State School opened in 2011 and is now five years old. Our school has continued to experience significant growth with over 650 students and 29 classes. Our focus on teaching and learning remains unchanged. Teaching and learning at Augusta is about a personalized, precise curriculum that meets the needs of every student, every day. The meta-analysis work of John Hattie and the school framework model from Fullan, Hill and Crevola have informed what we do. Our staff have continued to engage in professional learning around John Fleming's explicit teaching research.

We have built a learning culture, a learning environment and a learning community where we are living and breathing our school motto – *'Empowered to be my best today and inspired to be even better tomorrow'*. We share a common language which enables us to know what success looks like, feels like and sounds like. Students continue to become more confident and more successful at setting goals to enhance their learning. Teachers continue to provide explicit feedback to improve student learning outcomes. Through reflection, students demonstrate their understanding of what it is they have learnt, why it is important, how it can be applied and what their plan is for the next day.

Our NAPLAN results for 2015, particularly in year five, evidenced the ongoing commitment by the staff at Augusta to ensure that literacy and numeracy remain at the core of everything we do. The improved results are attributable to the hard work of teachers and students, supported by families. Our 'Writer's Camp' was a positive and effective initiative which ignited excitement and engagement in the writing process.

After the introduction of teacher coaching in 2014, we partnered with USQ in action based research with a focus on improving individual student learning outcomes in the junior school through improved pedagogical practice for our teachers.

The collection and purposeful analysis of data was a key focus this year. Teachers have developed 'organic' data in the areas of English and mathematics. Students are aware of the data, and the link to learning ladders enabling students to know what skills and knowledge is needed to improve. The data is shared with students, parents and colleagues for a range of purposes. Our reading, writing and number ladders assist students to set personal learning goals, and help parents to understand what the next step is in the learning journey for their child. Our writing ladder continues to be refined after trialled implementation this year.

Teachers in our junior school developed a scope and sequence for the teaching of phonics. The development of this program will be expanded into the senior school during the next twelve months.

A partnership with the Springfield Christian Family was initiated. This partnership has been productive as a result of a range of initiatives between the school and the church. The initiatives included a very successful food bank collection for needy families.

Future outlook

Our future outlook is to maintain and strengthen the culture of learning at Augusta State School. We will continue to provide opportunities for every member of the school community to be *'the best me they can be'* through quality teaching and learning in every classroom, every day. Through support programs, extension programs, individualised learning and behavior plans, extra-curricular programs and activities, parent workshops, and teacher professional coaching and learning.

The expansion of our teacher coaching model to include all year levels will enhance the foundation of the program. The initial trial of 'grouping for instructional purposes' will be expanded to additional year levels in 2016 giving teachers a more narrow focus on literacy and numeracy.

We anticipate continued enrolment growth for at least the next three years. This will result in the need for additional infrastructure. We are working with DETE to identify trends in an attempt to predict needs for the school.

The extra-curricular interests of our students continues to develop particularly in the areas of our choirs, instrumental music (strings and woodwind/percussion/brass), and dance performance team. We expect that these interests will continue to grow as a result of the success of these programs.

Our application to become an Independent Public School in 2016 has been successful. There will be many benefits for our school and our school community as a result of this application.

Our relationships with community organisations such as University of Southern Queensland and the Springfield Christian Family will continue to be expanded for the benefit of all organisations.

Augusta's Quadrennial School review will occur throughout 2016. This will be informed, in part, by our School Review which will be conducting in February 2016 by the School Improvement Unit.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	474	212	262	13	91%
2014	611	271	340	20	94%
2015	667	301	366	21	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

The students at Augusta State School originate from a broad demographic. Our school's catchment area includes the suburbs of Brookwater, Augustine Heights and small areas of Redbank Plains and Bellbird Park. The ICSEA rating of our school continues to increase, currently being 1004.

Our school community embrace our mantra of students being '*the best me I can be*'. Our students identify from a broad range of cultural backgrounds, mainly of New Zealand and United Kingdom origin. We have a small, but increasing number of students for whom English is their second language. Students who identify as Aboriginal or Torres Strait Islander comprise approximately 4% of our student population.

We have an increasing number of students who are enrolled who are living in a family with a current service member of the Australian Defence services. Our Defence Service Teacher Aide provides support at a school level.

Residential status in our catchment comprises mostly of home & land, with some units in the Brookwater area. There is a mixture of owner-occupied and rental properties.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	20
Year 4 – Year 7 Primary	22	23	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	54	79	96
Long Suspensions - 6 to 20 days	0	1	2
Exclusions	1	0	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- * ECDP – Early Childhood Development Program.
- * Australian Curriculum: English, mathematics, science, history, geography.
- * The Arts, Physical Education, LOTE (Japanese).
- * Levelled Literacy Intervention (Fountas & Pinnel).
- * Learning ladders – reading, number, writing.
- * Pedagogical coaching & Behaviour coaching.

Extra curricula activities

- * Sports: Gala days, district sport representation opportunities, cross country, athletics, year 2 swimming
- * Music: Strings, Percussion/Woodwind/Brass, band & ensemble, Augusta's Got Talent, junior and senior choirs, Augusta Showcase performance, dance club and a 'user-pays' guitar program.
- * Leadership program: year 6.
- * After-school sporting & cultural activities (cricket, AusKick, dance, soccer)

How Information and Communication Technologies are used to improve learning

ICTs are an integral part of teaching and learning every day at Augusta State School. Our school has been carefully resourced to provide sustainability whilst our enrolments continue to grow. Every class has a minimum of 1:6 lap top computers, digital technology kits, interactive whiteboards, every teacher has an iPad, with two 'banks' of iPads (Prep and Year 5). Additional technologies include commercial products such as 'Bee Bots'. Students have individual licences (for home and school) for Mathletics, Literacy Planet and ABC Reading Eggs. These programs comprise a significant part of student homework.

Our school has state-of-the-art hardware including wireless connectivity throughout the entire campus.

Social Climate

Empowering and inspiring students to be lifelong learners is the most important gift we can give our students. We have high expectations for everyone connected with Augusta. Our School Opinion Survey confirms that a culture of learning is evident. We work tirelessly to develop and maintain positive relationships with parents and students to help students *'be the best me they can be'*.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	92%	94%
this is a good school (S2035)	94%	95%	94%
their child likes being at this school (S2001)	100%	93%	96%
their child feels safe at this school (S2002)	97%	96%	98%
their child's learning needs are being met at this school (S2003)	89%	92%	94%
their child is making good progress at this school (S2004)	95%	90%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	93%	96%
teachers at this school motivate their child to learn (S2007)	92%	94%	96%
teachers at this school treat students fairly (S2008)	86%	86%	95%
they can talk to their child's teachers about their concerns (S2009)	97%	95%	99%
this school works with them to support their child's learning (S2010)	89%	88%	95%
this school takes parents' opinions seriously (S2011)	91%	87%	90%
student behaviour is well managed at this school (S2012)	89%	88%	90%
this school looks for ways to improve (S2013)	94%	91%	91%
this school is well maintained (S2014)	100%	99%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	99%
they like being at their school (S2036)	98%	98%	98%
they feel safe at their school (S2037)	98%	95%	97%
their teachers motivate them to learn (S2038)	100%	99%	100%
their teachers expect them to do their best (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	100%	98%	95%
teachers treat students fairly at their school (S2041)	100%	95%	95%
they can talk to their teachers about their concerns (S2042)	100%	97%	96%
their school takes students' opinions seriously (S2043)	98%	95%	97%
student behaviour is well managed at their school (S2044)	97%	93%	91%
their school looks for ways to improve (S2045)	100%	98%	99%
their school is well maintained (S2046)	100%	99%	98%
their school gives them opportunities to do interesting things (S2047)	100%	96%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	96%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	89%	94%
student behaviour is well managed at their school (S2074)	100%	89%	91%
staff are well supported at their school (S2075)	98%	98%	97%
their school takes staff opinions seriously (S2076)	100%	98%	93%
their school looks for ways to improve (S2077)	100%	96%	99%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	98%	100%	96%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

We believe that parents and families are the most important teachers that a child has. We do all that we can to empower parents to be an integral part of their child's education by providing the information and skills required for them to be our partners in their child's education. We have had a focus on working with parents as partners in their child's education through the development of student individualized learning plans.

Augusta has partners with University of Southern Queensland (Springfield Campus) in an action research project focusing on teacher coaching (pedagogy and behavior). In 2014 the Great Results Guaranteed grant funded this project which focused on our junior school.

During 2014 we developed a partnership with the Springfield Christian Community Church. This partnership has enabled some of our families to receive assistance in times of need. We anticipate that this partnership will also assist us with our endeavours as we continue to seek a chaplaincy program at Augusta.

Reducing the school's environmental footprint

Augusta State School is one of seven Queensland Government's 'Four Star Green Rated' schools, under the Private Public Partnership agreement. The design and maintenance of Augusta reduces the consumption of energy, water and resources over the life of school buildings, while limiting the disturbance to the natural environment. 'Smart Metres' measure energy generated by the solar panels, the amount of energy being consumed along with the resulting reduction in greenhouse gas emissions.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013		
2013-2014	172,024	0
2014-2015	186,265	5261 kL

*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.

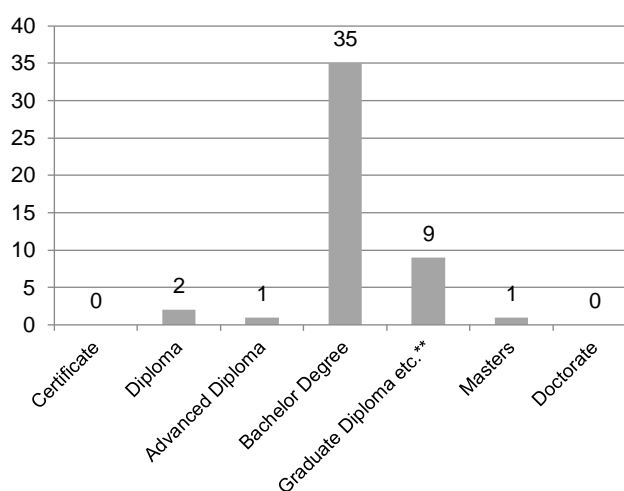
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	27	0
Full-time equivalents	41	18	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	1
Bachelor Degree	35
Graduate Diploma etc.**	9
Masters	1
Doctorate	0
Total	48



*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 2015 were \$19 165.53

The major professional development initiatives are as follows:

- * Augusta – Learning to Learn: Thinking Differently
- * Higher Order Thinking and Data
- * Whole-School curriculum planning
- * Inclusivity
- * Class dashboard
- * Reading
- * Writing
- * Number
- * Pedagogy – coaching

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

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 2015 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/>.

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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	85%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

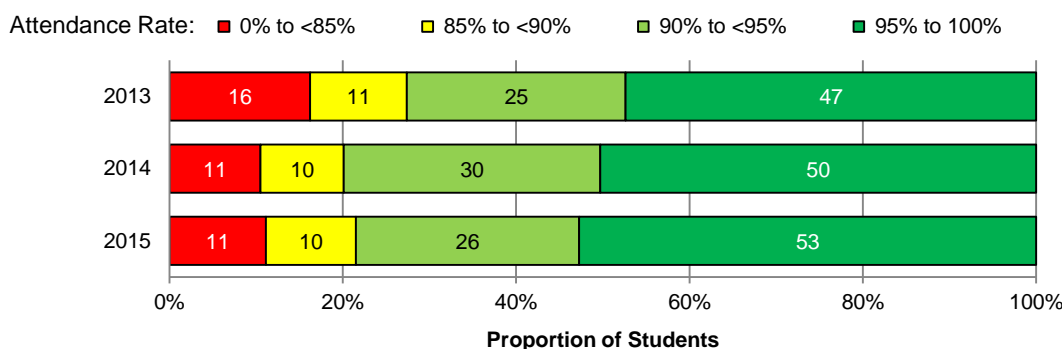
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	92%	90%	92%	91%	94%	89%	93%					
2014	94%	92%	94%	91%	93%	92%	94%	90%					
2015	94%	94%	92%	95%	93%	94%	91%	100%					

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice daily. The first marking is at the beginning of the school day; the second is after the second eating break. Rolls are delivered to the office after the second marking at which time Administration reviews the rolls. If a student's absence is unexplained, staff contact the family to establish the reason for absence. Any patterns in absenteeism are reported to the Principal for consideration. The staff at Augusta work closely with families to address any issues impacting on a student's regular attendance at school.

For students who have inconsistent but frequent absences from school, teachers meet with the parents to provide the data relating to the absence, along with information about the impact of inconsistent attendance at school.

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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.