

Augusta State School

Queensland State School Reporting

2014 School Annual Report



Postal address	60-100 Brittain Road Augustine Heights 4300
Phone	(07) 3814 9666
Fax	(07) 3814 0192
Email	the.principal@augustass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	The Principal

Principal's foreword

Introduction

Our Annual Report delivers a clear snapshot of Augusta State School's growth, development and performance in 2014. 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 2014.

School progress towards its goals in 2014

Augusta State School is four years old. We have continued to experience significant growth, with over 550 students and 25 classes at the conclusion of the school year. Our focus on teaching and learning remains unchanged. Teaching and learning at Augusta is about a personalised, 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 the explicit teaching research from John Fleming. During 2014 teachers refined the use of 'warm-ups' and the 'I do, We do, You do' model. Teacher coaching was introduced as a strategy to improve individual student learning outcomes as well as whole school data.

It has been our aim to turn a state-of-the-art facility into a learning community. 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. Our learning community has a common language which enables all of 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. 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.

We have developed reading, writing and number ladders to create a consistent language and expectation in the teaching and learning of reading, writing and number across our school. The ladders help 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 was developed in draft for implementation in 2015.

Our permanent facilities and buildings have been complemented with our school Performance Centre. The Centre opened in April 2014 and has provided many additional opportunities for our school for both sporting and cultural pursuits.

In December 2014 our year six students graduated from our school to be the first full year seven cohort at high school.

Future outlook

Our future outlook is to maintain and strengthen the positive mandate that is 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 programs in every classroom; support programs; extension programs; individualised learning plans; extra-curricular programs and activities; parent workshops; and teacher professional development.

We will continue to collect and analyse data to make informed decisions to improve learning outcomes. We will continue to embed our school culture of high expectations for every child learning in every classroom, all day, every day.

We use teacher coaching and mentoring as a strategy to improve our teachers' pedagogical practice.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	406	183	223	94%
2013	474	212	262	91%
2014	611	271	340	94%

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

Characteristics of the student body:

The students at Augusta State School come from a broad demographic. Our school's catchment area includes the suburbs of Brookwater, Augustine Heights and areas of Redbank Plains. Our school community embrace and encourage opportunities for children to be the best 'me' they can be. Our students come from a broad range of cultural and language backgrounds. We have a small number of students who attend our school who identify as Aboriginal and/or Torres Strait Islander. Rapid development within our catchment area continues. There is a mix of owner-occupied and rental properties, including a growing number of defence service residences.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	26	22	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	58	54	79
Long Suspensions - 6 to 20 days	1	0	1
Exclusions [#]	0	1	0
Cancellations of Enrolment	0	0	0

[#] 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

Australian Curriculum Learning Areas: English, mathematics, science, history, geography

Music, physical education, the arts and LOTE

Webquest and webinar learning projects

Special Education Program and Early Childhood Development Program

Literacy and numeracy specialised intervention and extension programs including U2B

Extra curricula activities

Gala sports days, district sports, cross country and athletics

Instrumental music (strings / woodwind, brass, percussion), band and ensemble, Augusta's Got Talent

Junior choir and senior choir & Augusta's Showcase Performance

Optiminds, STEM (Science, Technology, Engineering & Mathematics)

Literacy and numeracy support and enhancement programs

Leadership program

After school sporting & cultural activities

How Information and Communication Technologies are used to assist learning

ICTs are an integral part of teaching and learning every day at Augusta State School. We use sustainable technologies that meet the needs of students in an ever changing world. Every class has access to netbook computers (1:8), digital technology kits, interactive whiteboards and iPads, all of which complement a range of web-based programs to support our personalised curriculum.

All areas of our school have access to our wireless network to take advantage of learning anywhere, anytime. Our resource centre adds another dimension to ICTs with laptop computers and a green screen projector room. Education Queensland's web-based Learning Place, U2B programs and eCurriculum provide a range of learning resources to meet the needs of all students. Students also have access to cameras, digital microscopes, 'Bee Bots' and supporting peripherals.

Social Climate

Empowering and inspiring children to be lifelong learners is the most important gift we can give our students. During our fourth year students continued their learning journey. Augusta State School is in a unique position as a new school. Our mantra of 'Empowered and Inspired' is reflected in the way in which students engage in their social and academic learning. The School Opinion Survey feedback confirms that a culture of learning is evident. Program Achieve is taught throughout the school, guiding and encouraging students to develop characteristics such as confidence, persistence, getting along, organisation and resilience.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	95%	92%
this is a good school (S2035)	97%	94%	95%
their child likes being at this school* (S2001)	100%	100%	93%
their child feels safe at this school* (S2002)	100%	97%	96%
their child's learning needs are being met at this school* (S2003)	97%	89%	92%
their child is making good progress at this school* (S2004)	90%	95%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	93%
teachers at this school motivate their child to learn* (S2007)	97%	92%	94%
teachers at this school treat students fairly* (S2008)	90%	86%	86%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	95%
this school works with them to support their child's learning* (S2010)	90%	89%	88%
this school takes parents' opinions seriously* (S2011)	86%	91%	87%
student behaviour is well managed at this school* (S2012)	93%	89%	88%
this school looks for ways to improve* (S2013)	90%	94%	91%
this school is well maintained* (S2014)	100%	100%	99%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	90%	98%	98%
they feel safe at their school* (S2037)	100%	98%	95%
their teachers motivate them to learn* (S2038)	98%	100%	99%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	98%
teachers treat students fairly at their school* (S2041)	94%	100%	95%
they can talk to their teachers about their concerns* (S2042)	92%	100%	97%
their school takes students' opinions seriously* (S2043)	94%	98%	95%
student behaviour is well managed at their school* (S2044)	90%	97%	93%
their school looks for ways to improve* (S2045)	98%	100%	98%
their school is well maintained* (S2046)	98%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	92%	100%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	98%
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)		100%	96%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	89%
student behaviour is well managed at their school (S2074)		100%	89%
staff are well supported at their school (S2075)		98%	98%
their school takes staff opinions seriously (S2076)		100%	98%
their school looks for ways to improve (S2077)		100%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		98%	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

Empowered to be my best today. Inspired to be even better tomorrow. 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 particular focus on working with parents as partners in their child's education through the development of student individualised learning plans.

- Parents and Citizens Association
- Parent workshops
- Parent volunteer training
- Classroom volunteers
- Uniform shop
- Library volunteers
- Class newsletters
- Classroom parent information sessions
- Parent-Teacher-Student interviews
- eNewsletter to the school community.

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Augusta State School has delivered one of Queensland's first 'Greenstar' rated schools, in line with the Queensland Government's commitment to protecting the environment for future generations. The building designs include the provision of solar panels and other energy efficient measures to achieve a four star 'Greenstar' rating from the Green Building Council of Australia. The design and maintenance of these schools will reduce the consumption of energy, water and resources over the life of school buildings, while limiting the disturbance to the natural environment. 'Smart Meters' measure energy generated by the solar panels, the amount of energy being consumed by Augusta State School along with the resulting reduction in greenhouse gas emissions.

Augusta follows Ecologically Sustainable Development (ESD) design principles, including:

- Maximisation of use of natural daylight and natural ventilation;
- Adoption of the '3 Rs' approach, maximising the use of renewable, recyclable and where appropriate, recycled materials;
- Minimisation of air pollution / emissions from the buildings;
- Minimisation of energy and resource consumption;
- Conservation of water wherever possible;
- Minimisation of the project's impact and the maintenance / re-establishment of biodiversity and natural ecosystems onsite; and
- Monitoring and reviewing of strategies to reduce the environmental impact during the design, construction, demolition and deconstruction stages of the project.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2011-2012	83954	1753
2012-2013	172,024	0
2013-2014	187 594	6657

The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

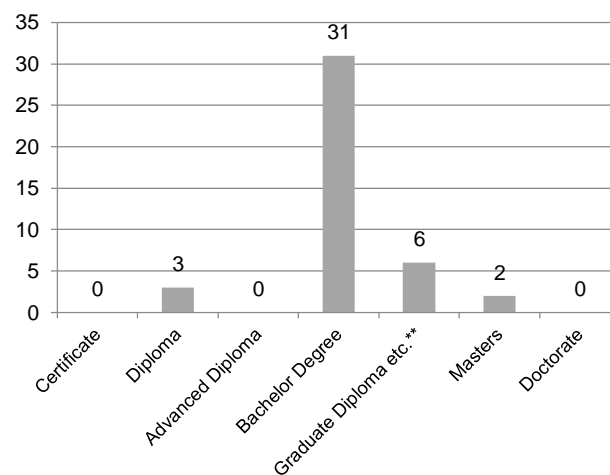
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	26	<5
Full-time equivalents	37	16	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	31
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
Total	42



*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 \$15 676.55.

The major professional development initiatives are as follows:

- First Aid
- The teaching of reading
- Pedagogical practice
- Behaviour
- Phonics
- Teaching writing including First Steps and Seven Steps
- Non-Violent Crisis Intervention

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.

97%

97%

96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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/>.

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).	92%	92%	93%

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

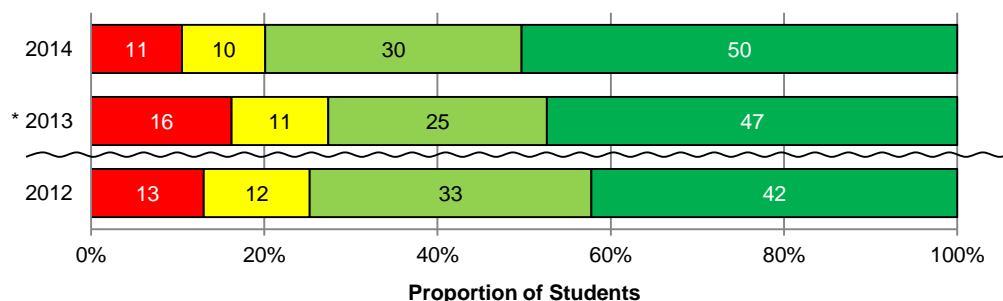
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	92%	92%	93%	95%	93%	93%					
2013	92%	90%	92%	91%	94%	89%	93%					
2014	92%	94%	91%	93%	92%	94%	90%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*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 DETE 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.

Class rolls are marked twice daily. The first marking is at the beginning of the school day; the second is after the second 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 with families to address any issues impacting on a student's regular 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

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 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

Our Aboriginal and Torres Strait Islander cohort comprised of 12 students. Due to the small number of students in the cohort data relating to the students is not included in the report. The students who identify as Aboriginal, Torres Strait Islander or Aboriginal and Torres Strait Islander are attending school regularly and working to be the best 'me' they can be.