Augusta State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

At Augusta we live our mantra of: Empowered to be my best today. Inspired to be even better tomorrow!

At Augusta you will hear our students talking about being shining stars (with a plan), rising stars and superstars. These descriptions are part of how our students reflect on their day – their learning, their effort, their goals and themselves.

Teaching and Learning

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 Crevola and Hill have informed what we do.

Curriculum

Literacy and numeracy are our core business. Our school's learning program has been designed to maximise learning in the learning areas of English and mathematics.

Students begin the year learning how to learn – how their brains work, their preferred learning styles and how to reflect on their learning. These skills and this knowledge permeate what we do at Augusta. Students use a brag book to share their success and achievement. Students set personal goals for their learning and their behaviour. We use learning ladders to empower students to be active participants in their learning. Persistent goal setting inspires children to continue to grow and achieve – 'to be the best me they can be'.

Teaching and learning is informed by content descriptors from Australian Curriculum and Queensland Curriculum and Reporting Framework. 'Learning Intentions' and 'Success Criteria' provide explicit information to students enabling them to understand what is expected in their learning and how they will demonstrate this. Providing this explicit information to students, prior to a lesson, enables them to tune in and make connections.

Introduction

Our School Annual Report delivers a clear snapshot of Augusta State School's growth, development and performance in 2016. It provides insight 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 2016.

School Progress towards its goals in 2016

Augusta State School opened in 2011 and is now six years old. Our school has continued to experience significant growth, currently being made up of 780 students and 32 classes. Our focus in 2016 was teaching and learning. Teaching and learning at Augusta is a personalized, precise curriculum that aims to meet the needs of every student, every day. The meta-analysis work of John Hattie and the school framework model from Crevola and Hill inform what we do.

We have built a learning culture, a learning environment and a learning community that lives and breathes 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, its importance and its application.

Our NAPLAN results for 2016 evidenced the ongoing commitment of the staff at Augusta to ensure that literacy and numeracy remain at the core of everything we do. The results are attributable to the hard work of teachers and students, supported by families. Our 'Writer's Camp' was again a positive and effective initiative which ignited excitement and engagement in the writing process.

Augusta's Quadrennial School Review occurred throughout 2016. This was informed, in part, by our School Review which was conducted in February 2016 by the School Improvement Unit.
The key findings from the School Review include:
- The school leadership team has developed a school improvement agenda.
- The leadership team is leading the creation of a supportive and learning focused school culture.
- The school has clearly documented plans for curriculum delivery which outline expectations.
- There is evidence that school leaders view reliable and timely school data as essential to the effective leadership of the school.
- Teachers have high levels of professional commitment to implementing the school's improvement agenda and ensuring all students are achieving positive learning outcomes.
- The school has placed a high priority on effectively managing student behaviour.
- Average attendance rates are maintained at 93 per cent.
- A literacy leadership team has been integral to improving learning outcomes for students in literacy.
- School leaders place a high priority on ensuring that learning experiences are tailored to student needs.

2016 was Augusta's first year as an Independent Public School and the year was spent building the foundations to operate as an Independent Public School. This has included the establishment of The Constitution and the School Council.

After the introduction of teacher coaching in 2014, we partnered with USQ in design-based research focusing on improving individual student learning outcomes through improved pedagogical practice for our teachers. Each teacher was coached based on their own data, from a profile, and produced a PLATform (Plan for Learning and Teaching). Every teacher received coaching from a member of the leadership team to support their development.

The collection and purposeful analysis of data was a key focus this year. Teachers have collected and analysed 'organic' data in English and mathematics and have continued to work towards a formative assessment culture. The data is shared with students, parents and colleagues for a range of purposes. Teachers and students are empowered by the data. Linking this data to learning ladders enables students to know the skills and knowledge required for future learning. Our reading, writing and number ladders assist students to set personal learning goals, and help parents understand the next step in the learning journey for their child.

Our partnership with the Springfield Christian Family has continued. 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 families in need.

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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 - support programs, extension programs, individualized learning and behaviour plans, extra-curricular programs and activities, parent workshops, and teacher professional coaching and learning.

All key improvement strategies recommended by the School Improvement Unit will be fully implemented over the next four years.
- We will provide opportunities for all staff to establish an understanding of the strategies to assist in effectively managing well-being to ensure high levels of well-being and staff morale are maintained.
- Establish processes for analysing and reporting student behaviour data, identifying trends and collaboratively planning responses to improve behaviour.
- Develop attendance improvement strategies to ensure that all students and families value the "everyday counts" strategy. Work with families of students who have attendance rates less than 85% to improve attendance.
- Develop a numeracy leadership team to strategically plan for the implementation of agreed pedagogical strategies for the teaching of numeracy in all classrooms.
- Develop programs which offer more able and gifted and talented students an opportunity to be involved in extension learning programs which will challenge their learning and provide them with opportunities in areas of passion or interest.

The continued expansion of our leadership coaching model and our teacher coaching model will include all year levels, enhancing the foundation of the program. The initial trial of 'grouping for instructional purposes' will be expanded to additional year levels in 2017 giving teachers a deeper and narrower focus on literacy and numeracy.

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

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

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.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	611	271	340	20	94%
2015*	667	301	366	21	94%
2016	788	364	424	23	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 2016, 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

Overview
The students at Augusta State School represent a broad demographic. Our school's catchment area includes the suburbs of Brookwater, Augustine Heights and areas of Redbank Plains and Bellbird Park. The ICSEA rating of our school continues to increase, it is currently 1020.

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

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

Our catchment comprises mostly of homes, with some residential units/townhouses in the Brookwater area. There is a mixture of owner-occupied and rental properties.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	23
Year 4 – Year 7	23	27	25
Year 8 – 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.

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Curriculum Delivery

Our approach to curriculum delivery

- Australian Curriculum: English, mathematics, science, history, geography and health.

- Queensland Curriculum and Assessment Framework: The Arts, Physical Education, LOTE (Japanese).

- Levelled Literacy Intervention (Fountas & Pinnell).

- Learning ladders – reading, writing and number.

- Classes are grouped for instructional purposes.

- Individual goal setting.

- Student learning plans for students not meeting year level achievement standard.

- Pedagogical coaching and behaviour coaching.

- Special Education Program.

- ECDP – Early Childhood Development Program.

Extra curricula activities

- Sport: 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.

After-school sporting & cultural activities (cricket, AusKick, dance, soccer)

Co-curricular Activities

- Leadership program: year 6.

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. 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.

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Social Climate

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	94%	93%
this is a good school (S2035)	95%	94%	93%
their child likes being at this school* (S2001)	93%	96%	93%
their child feels safe at this school* (S2002)	96%	98%	96%
their child's learning needs are being met at this school* (S2003)	92%	94%	89%
their child is making good progress at this school* (S2004)	90%	95%	89%
teachers at this school expect their child to do his or her best* (S2005)	99%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	96%	94%
teachers at this school motivate their child to learn* (S2007)	94%	96%	96%
teachers at this school treat students fairly* (S2008)	86%	95%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	99%	98%
this school works with them to support their child's learning* (S2010)	88%	95%	98%
this school takes parents' opinions seriously* (S2011)	87%	90%	90%
student behaviour is well managed at this school* (S2012)	88%	90%	81%
this school looks for ways to improve* (S2013)	91%	91%	86%
this school is well maintained* (S2014)	99%	98%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	99%	95%
they like being at their school* (S2036)	98%	98%	92%
they feel safe at their school* (S2037)	95%	97%	95%
their teachers motivate them to learn* (S2038)	99%	100%	99%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	92%
teachers treat students fairly at their school* (S2041)	95%	95%	94%
they can talk to their teachers about their concerns* (S2042)	97%	96%	89%
their school takes students' opinions seriously* (S2043)	95%	97%	85%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	93%	91%	79%
their school looks for ways to improve* (S2045)	98%	99%	98%
their school is well maintained* (S2046)	99%	98%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	96%	97%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	93%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	89%	94%	86%
student behaviour is well managed at their school (S2074)	89%	91%	70%
staff are well supported at their school (S2075)	98%	97%	79%
their school takes staff opinions seriously (S2076)	98%	93%	73%
their school looks for ways to improve (S2077)	96%	99%	91%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	96%	80%

* Nationally agreed student and parent/caregiver items
# '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 deliberately empower parents to be our partners in their child's education. During 2016 we have had a strong focus on working with parents as partners in their child's education through the development of student individualized learning plans, and the provision of resources to support these plans.

We are fortunate to have a very supportive and engaged parent body who are proud of our school philosophy and culture and actively support and advocate for our school in the wider community. Parent and community members support and contribute to our school community in many ways including; School Council, Parents and Citizens Association, CAFÉ, disco, book club, classroom volunteering, extra curricula activities, gardening, book fair, banking.

Augusta partners with University of Southern Queensland (Springfield Campus) in a design-based research project focusing on teacher coaching (pedagogy and behaviour). In 2016 the Investing for School grant funded this project.

During 2016 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 assist us with our endeavour to obtain a chaplaincy program at Augusta.

Respectful relationships programs

Augusta State School has developed and implemented programs that focus on respectful and healthy relationships.
Our programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. Examples of programs and processes that we use include "The High Five", restitution and Glasser's choice theory to help students accept responsibility for their own choices and understand how their choices affect others.

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School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	79	96	98
Long Suspensions – 6 to 20 days	1	2	1
Exclusions	0	1	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.

Environmental Footprint

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 Meters' measure energy generated by the solar panels, the amount of energy being consumed along with the resulting reduction in greenhouse gas emissions.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	172,024	6657kL
2014-2015	193,902	5261kL
2015-2016	183,714	8377kL

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.

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School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

| School name | **GO** |

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Sector:

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Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	55	33	<5
Full-time Equivalents	48	21	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	10

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Bachelor degree	42
Diploma	1
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $149 526.

The major professional development initiatives are as follows:

- Coaching
- Data
- Whole-School curriculum planning
- Inclusivity
- Class dashboard
- Reading
- Writing
- Number
- Pedagogy – coaching
- Trauma
- Mentoring Beginning Teachers
- Essential Skills for classroom management

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

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Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	85%	91%

*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.

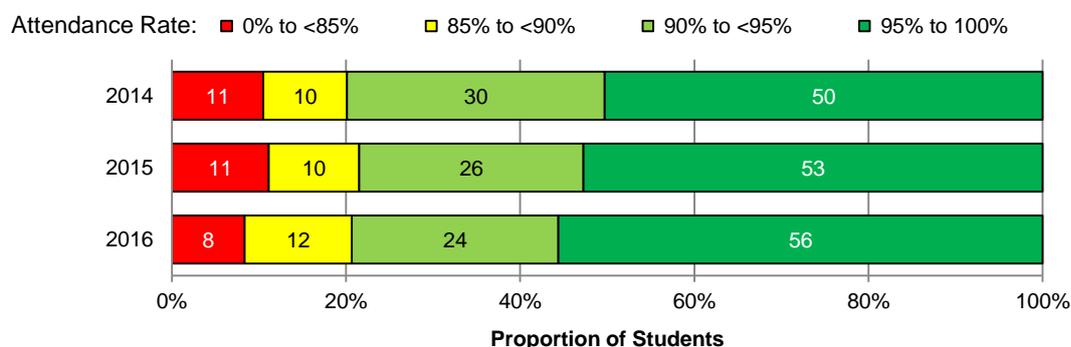The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	94%	92%	94%	91%	93%	92%	94%	90%					
2015	94%	94%	92%	95%	93%	94%	91%	100%					
2016	94%	94%	95%	94%	94%	94%	93%	DW					

*Attendance rates effectively count 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:

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	11	10	30	50
2015	11	10	26	53
2016	8	12	24	56

Proportion of Students

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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.

New roll marking procedures were introduced at the end of 2016. Class Rolls are marked electronically, twice daily. The first marking is at the beginning of the school day: the second is after the second eating break. Any classes with relieving teachers are given a paper roll which is sent to the office after marking. At approximately 9:30 the attendance officer checks that all rolls have been marked electronically and enters the paper rolls electronically for any absent teachers. The attendance officer then processes a text message to go out to the main contact of any child who is absent unexplained. Parents can respond to the text message or can call and leave a message on the absence answering machine. Parents that have registered with Qparents are also able to update their child's absence online. Class teachers and the attendance officer use rolls to monitor absenteeism. Any pattern in absenteeism is reported to the Deputy Principal for follow up. 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 parents to provide and share the data relating to the absence, along with information about the impact of inconsistent attendance at school.

NAPLAN

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/.

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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.

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