

Augusta State School
Queensland State School Reporting
2013 School Annual Report



Postal address 60-100 Brittain's 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

Queensland State School Reporting

2013 School Annual Report



Principal's foreword

Introduction

Our Annual Report delivers a clear snapshot of Augusta State School's growth, development and performance in 2013. It provides insights into our school's culture, philosophy, improvement agenda, program development and teaching and learning improvements, 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 key learning areas, as well as behavior, social and emotional growth in all year levels. This report highlights the results of student and parent surveys.

School progress towards its goals in 2013

In its third year Augusta State School has continued to experience significant growth, with over 500 students and 20 classes at the conclusion of the school year. The focus 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 2013 teachers refined the use of 'warm-ups' and the 'I do, We do, You do' model.

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 and what their plan is for the next day.

In 2013 Augusta State School continued the implementation of the Australian Curriculum subjects of English, mathematics and science, with the addition of history. Geography will be a further addition in 2014.

Augusta State School achieved enviable results in our first Discipline Audit, complementing the results from our Teaching and Learning Audit in 2012. The results are a reflection of the commitment by the school community to maintain teaching and learning as the focus. During 2013 our focus has been literacy and numeracy with particular attention on reading and number.

We have developed reading and number ladders to create a consistent language and expectation in the teaching and learning of reading and number across our school. The ladders help students set personal goals and help parents to understand what the next step is in the learning journey for their child.

Continued extensive data collection and analysis of student performance enabled clear and appropriate allocation of differentiated teaching and assessment and personalised learning to individual students.

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Future outlook

Our future outlook is to maintain and strengthen the positive mandate established when we opened in 2011 and to continue to build through exploration of learning advances. We will continue to provide opportunities for every member of the school community to be 'the best me that they can be' through classroom programs; support programs; extension programs; individualized curriculum; extra-curricular programs and activities; parent workshops; and teacher professional development.

We are targeting continued use of data analysis as the catalyst for differentiation and an improvement in student learning outcomes. We will continue to embed our school culture of high expectations for every child learning in every classroom, every day.

We will continue to work towards an 'outstanding' rating in each of the criteria of the Teaching & Learning Audit and the Discipline Audit and enable the ongoing enhancement of teaching skills and methods through professional learning for all staff.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	301	138	163	92%
2012	406	183	223	94%
2013	474	212	262	91%

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 and Bellbird Park. 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		
	2011	2012	2013
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	27	26	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	36	58	54
Long Suspensions - 6 to 20 days	2	1	0
Exclusions	0	0	1

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

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

Studies of societies and environment, music, physical education, the arts and LOTE

Webquest and webinar learning projects

Literacy and numeracy specialized intervention and extension programs

Learning to Learn: Thinking Differently initiatives.

Extra curricula activities:

- Gala sports days, district sports, cross country and athletics
- Instrumental music (strings / woodwind, brass, percussion), band and ensemble
- Junior choir and senior choir
- Literacy and numeracy support and enhancement programs
- Leadership program
- Special Education Program
- Early Childhood Development Program
- After-school sport programs

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. During 2013 an application (App) was developed for the purposes of engaged students in spelling. This App will be further developed for use throughout the school. Students also have access to cameras, digital microscopes, 'Bee Bots' and supporting peripherals.

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.

Social climate

Empowering and inspiring children to be lifelong learners is the most important gift we can provide our students. During our third year students continued their 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 and resilience.

Parent, student and staff satisfaction with the school

The community of Augusta State School have continued to indicate that they are very satisfied with the culture of our school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	95%
this is a good school (S2035)	97%	94%
their child likes being at this school* (S2001)	100%	100%

Our school at a glance

their child feels safe at this school* (S2002)	100%	97%
their child's learning needs are being met at this school* (S2003)	97%	89%
their child is making good progress at this school* (S2004)	90%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%
teachers at this school motivate their child to learn* (S2007)	97%	92%
teachers at this school treat students fairly* (S2008)	90%	86%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	90%	89%
this school takes parents' opinions seriously* (S2011)	86%	91%
student behaviour is well managed at this school* (S2012)	93%	89%
this school looks for ways to improve* (S2013)	90%	94%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

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

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%

Our school at a glance

students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	98%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	98%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

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.

- 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.

Date is sourced from the school's annual utilities return and is reliant on the accuracy of these returns (*not a full year)

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	44 784*	382
2011-2012	83 954	1753
2012-2013	TBA	TBA

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

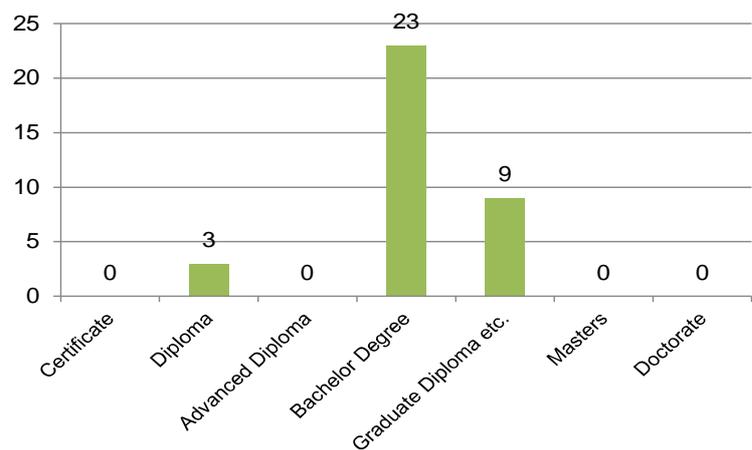
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	35	21	<5
Full-time equivalents	32	13	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.	9
Masters	0
Doctorate	0
Total	35



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$12 227.70

The major professional development initiatives are as follows:

- Writing
- First Aide
- Explicit teaching model, warm-ups, feedback
- Pedagogy
- Differentiation

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

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 2013 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

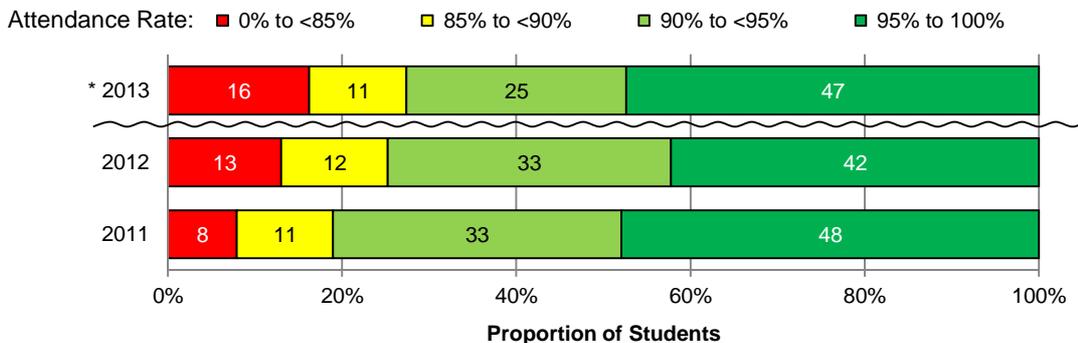
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	92%	94%	94%	96%	96%	97%					
2012	90%	92%	92%	93%	95%	93%	93%					
2013	92%	90%	92%	91%	94%	89%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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, administrative 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 impeding 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.

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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 three 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.

