

Our school at a glance

Augusta State School



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Principal's foreword

Introduction

Every year, State Schools across Queensland issue an Annual Report. This report identifies the growth, development and performance of Augusta State School in 2011. It provides insights into our school's culture, philosophy, improvement agenda, program development, 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, behaviour and social and emotional growth in all year levels. It also highlights the level of student and parent satisfaction in Augusta State School.

School progress towards its goals in 2011

Augusta State School opened in January 2011 with twelve classes and almost 300 students. Rapid enrolment growth continued throughout 2011, with an additional class added in semester two. 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. It was 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, is a reality. Our learning community has a common language which enables all of us to know what success looks like, feels like and sounds like. Students are really beginning to understand what it is to set goals in their learning, to revisit the goals and to celebrate success when achieving their goals. Through their reflections, students are demonstrating their understanding of what it is they have learnt, why it is important and what their plan is for the next day.

Future outlook

Our future outlook is about building upon what has been created in 2011. We will continue to provide opportunities for every member of school community to be 'the best me that I can be!' through classroom programs; support programs; extension programs; individualised curriculum; extra-curricular programs and activities; parent workshops; and teacher professional development.

During 2012 we will continue with the:

Implementation of the Australian Curriculum in English, mathematics, science and use of the C2C unit plans and prepare for the implementation of the history KLA in 2013.

Embedding of data analysis as the catalyst for differentiation and an improvement in student learning outcomes.

Further embedding of our school culture of high expectations of every child learning in every classroom, every day.

Work towards a 'high' on the Teaching and Learning Audit in each of the domains.

Provision of professional development for all staff through the Performance Development Tool.

Our school at a glance

Augusta State School

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
301	138	163	92%

Characteristics of the student body:

The students at Augusta State School come from a broad demographic. Augusta State School's catchment area includes the suburbs of Brookwater, Augustine Heights and areas of Redbank Plains and Bellbird Park. Our school community bind with a common agenda, and that is for their child to be provided with every opportunity to be the very best they can be. Our students come from a range of cultural backgrounds. We have a small number of students who attend our school who identify as Aboriginal and Torres Strait Islander.

Rapid growth within our catchment is ongoing. There is a mix of owner-occupied and rental properties, including a growing number of defence service residences.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22.8
Year 4 – Year 10	26.5
Year 11 – Year 12	
All Classes	23.4

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	36
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Augusta State School

Curriculum offerings

Our distinctive curriculum offerings

Learning to Learn: Thinking Differently

At Augusta State School, students are *'empowered to be their best today and inspired to be even better tomorrow'* through active engagement in, reflection on and planning of their learning through our 'Learning to Learn: Thinking Differently' learning experience.

At Augusta State School learning is a dynamic, integrative and interactive process. It is a process which naturally integrates subject disciplines and one that necessitates higher order thinking and one that requires the use of information skills. Learning is authentic and personalised and has real life meaning.

Learning is initiated by a need and a desire to find out, inquire, understand and plan and hence is a problem solving process. In the learning process at Augusta State School, ICTs are not something that lie outside the realm for teachers or students, nor is it something that dominates the process. It is an integral tool that supports and enhances the learning process.

The **"Learning to Learn: Thinking Differently"** learning experience has been developed to ensure the structured and consistent development of thinking skills and learning strategies at Augusta State School. A range of strategies and organisers are included within the program, to allow students to develop their skills, understand, utilise and develop their strengths and weaknesses throughout their learning journeys.

The program builds on the great work of teachers in our school who already use a wide range of strategies with their students. The **"Learning to Learn: Thinking Differently"** learning experience improves the consistency of approach and ensures the explicit teaching of a range of critical strategies. Students learn to understand the purpose of 'learning intentions' and 'success criteria' as well as feed-forward & feedback. A period of time every day is dedicated to reflection – about what has been learned, why it is important, what can be done with the information, and what the student's goals are for the following day.

Extra curricula activities

Students at Augusta State School are provided with the opportunity to participate in a wide range of extra-curricular activities designed to support and extend student's social and academic learning. As the school grows, the range of activities may grow depending on student interest and need.

Gala Sports Day, District Sport, Cross Country, Athletics

Instrumental Music, School Band

Junior Choir, Senior Choir

Support Programs

Whole School LOTE program

Extension Programs

Leadership Program

Special Education Program

Early Childhood Development Program

Our school at a glance

Augusta State School

How Information and Communication Technologies are used to assist learning

ICTs are an integral part of teaching and learning every day. Augusta State School uses sustainable technologies that meet the need of students in an every changing world. Every class has access to net book computers, digital technology kits, interactive whiteboards all of which is complemented by a range of web based programs to support a personalised curriculum. The 'digi' kits include class resources such as a still camera, video camera, digital microscope and supporting peripherals. All areas of our school have access to wireless internet 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 Learning Place, and eCurriculum provide a significant range of learning objects and ICT tools to support teaching and learning at Augusta.

Social climate

Empowering and inspiring children to be lifelong learners is the most important gift we can provide children. During our first year, students started 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. 94% of family's surveyed agree or strongly agree that their 'child is safe at this school'. Over 90% of family's agree that their child is happy to go to Augusta State School.

Parent, student and teacher satisfaction with the school

The community of Augusta State School have indicated, through our first School Opinion Survey, that they are very satisfied with the culture of our School.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	84%
Percentage of students satisfied that they are getting a good education at school	96%
Percentage of parents/caregivers satisfied with their child's school	97%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	95%
Percentage of staff members satisfied with morale in the school	100%

Our school at a glance

Augusta State School

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 Helper Training

Classroom Helpers

Library Helpers

Uniform Shop

Class Newsletters

Parent Information Sessions – Classroom

Parent Teacher Interviews

Reducing the school's environmental footprint

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 4 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' will 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 State School 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 energy and resource consumption ;
- minimisation of air pollution/emissions from the buildings ;
- 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, 2010-2011

	Electricity KwH	Water KL
2011	119 627	1441
2010		
% change 10 - 11		

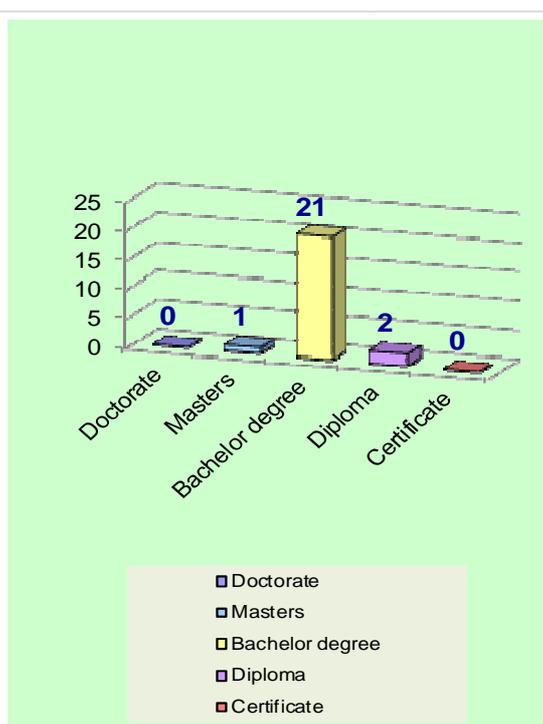
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching staff	Non-teaching Staff	Indigenous Staff
Headcounts	24	16	<5
Full-time equivalents	19	9	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	21
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$14 482.14.

The major professional development initiatives are as follows:

First Aid certification/recertification

Breakthrough, Fullan, Hill & Crevola: Personalisation, Precision & Professionalism

Non-Violent Crisis Intervention

Bench Marking – Reading Running Records

Mathletics

Lexiles

SmartBoards

Code of Conduct

Student Protection

Fire management

Toolbox Sessions for Cleaners and Facilities Officers

Personalisation

Words Their Way

ACARA & C2C – National Curriculum and Units

The proportion of the teaching staff involved in professional development activities during 2011 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 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.

Our staff profile

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

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

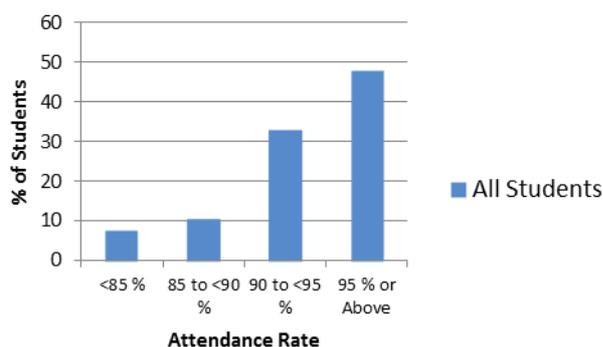
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93%	92%	94%	94%	96%	96%	97%					

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 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.

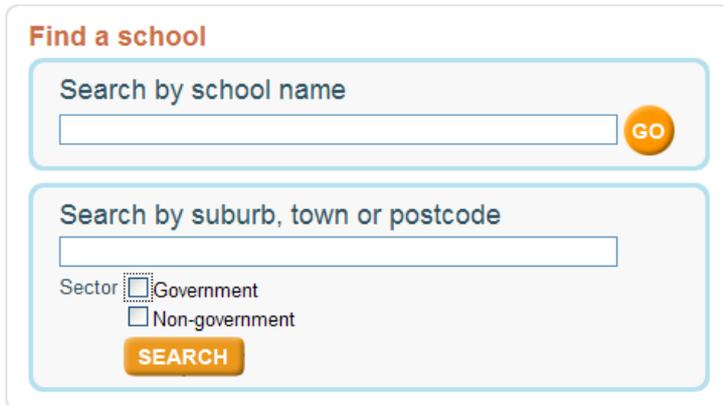
Class rolls are marked twice daily. The first marking is at the beginning of the school day; the second is after the second break. Rolls are delivered to the office after the second marking at which time Administration reviews the rolls. If a student's absence is unexplained, administrative staff contact 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.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

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

In 2011 Augusta State School met or exceeded systemic targets for the attendance and retention of Indigenous students who attend our school. School achievement data was varied for Indigenous students however systemic data is in line, and in some instances above non-Indigenous students.