



Augusta State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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 school's pedagogical framework is informed by the meta-analysis work of John Hattie; Universal Design for Learning inclusive of explicit instruction and the gradual release of responsibility as our signature pedagogy, and includes a focus on planning, teaching, formative and summative assessment and improvement through reflection processes (inclusive of moderation). Our processes support the building of an expert teaching team - who know their students and the curriculum and deliver this through personalisation, precision and professional learning.

Curriculum

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

Students begin the year learning how to learn – how their brains work and how to reflect on their learning. These skills and this knowledge permeate what we do at Augusta. Students set personal goals for their learning and their behaviour and share their success and achievement. We use learning ladders to empower students and their parents to be active participants in each child's 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. '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.

School progress towards its goals in 2018

Augusta State School opened in 2011 and is now eight years old. Our school has continued to experience significant growth, currently being made up of 1015 students in 42 classes. Our focus in 2018 was teaching and learning. Teaching and learning at Augusta is a personalised, precise curriculum that aims to meet the needs of every student, every day.

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 2018 evidenced the ongoing commitment of the staff and the parent body 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.

2018 was Augusta's third successful year as an Independent Public School. The School Council worked together to develop the school Strategic Plan, supported by the Annual Operation Plan and budget, to continue to cater for a rapidly growing school focused on increased learning outcomes for students.

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 leadership and pedagogical practice for our teachers and leaders. Each leader participated in a differentiated leadership program and every teacher was coached based on their own data, from a profile, and produced a PLATform (Plan for Learning and Teaching). The collection and purposeful analysis of data continued to be a key focus this year. The school introduced a coaching program focused on leadership and intentional collaboration using data. 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.

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, individualised 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 2 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 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 continued in 2019 from years 2 - 6 giving teachers a deeper and narrower focus on literacy and numeracy.

The extra-curricular interests of our students continue to develop, particularly in the areas of choirs, instrumental music (strings and woodwind/percussion/brass), and a dance performance team. These interests have continued 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 all stakeholders to identify trends in an attempt to predict needs for the school, with construction started on a new building. This is scheduled for completion ready for the 2020 school year.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	788	890	1015
Girls	364	409	468
Boys	424	481	547
Indigenous	23	26	37
Enrolment continuity (Feb. – Nov.)	94%	96%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 both 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. We have an 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 School Transition Aide (Defence School Mentor) works alongside all staff to provide support at a school level.

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

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	24
Year 4 – Year 6	25	25	25
Year 7 – Year 10			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery

Australian Curriculum: English, mathematics, science, HASS, Physical Education, The Arts, LOTE (Japanese).

Levelled Literacy Intervention (Fountas & Pinnell).

Learning ladders – reading, writing and number.

Students are grouped into classes for instructional purposes.

Individual goal setting.

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

Leadership, 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.

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

Co-curricular activities

Leadership program: year 6,

Year 5 & 6 Camp (biannual),

Readers Star Club (extension program),

Colonial Show,

Science Incursion,

Writer's Workshops.

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, interactive whiteboards or data projectors, every teacher has an iPad, with two 'banks' of iPads (Prep and Year 4). Additional technologies include commercial products such as 'Bee Bots', iPad, OSMO and Code'n Go Mouses. Students have individual licences (for home and school) for 'Mathletics', 'Literacy Planet', 'ABC Reading Eggs' and 'Reading Eggspress'. These programs comprise a significant part of student homework. Our school has state-of-the-art hardware including wireless connectivity throughout the entire campus. In 2018 we had a wireless upgrade.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	94%	96%
• this is a good school (S2035)	93%	93%	97%
• their child likes being at this school* (S2001)	93%	98%	97%
• their child feels safe at this school* (S2002)	96%	95%	98%
• their child's learning needs are being met at this school* (S2003)	89%	92%	93%
• their child is making good progress at this school* (S2004)	89%	94%	98%
• teachers at this school expect their child to do his or her best* (S2005)	98%	99%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	97%
• teachers at this school motivate their child to learn* (S2007)	96%	96%	97%
• teachers at this school treat students fairly* (S2008)	91%	93%	94%
• they can talk to their child's teachers about their concerns* (S2009)	98%	96%	99%
• this school works with them to support their child's learning* (S2010)	98%	91%	94%
• this school takes parents' opinions seriously* (S2011)	90%	87%	90%
• student behaviour is well managed at this school* (S2012)	81%	84%	91%
• this school looks for ways to improve* (S2013)	86%	90%	94%
• this school is well maintained* (S2014)	100%	100%	99%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	98%	98%
• they like being at their school* (S2036)	92%	97%	95%
• they feel safe at their school* (S2037)	95%	99%	98%
• their teachers motivate them to learn* (S2038)	99%	99%	99%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	99%	96%
• teachers treat students fairly at their school* (S2041)	94%	97%	95%
• they can talk to their teachers about their concerns* (S2042)	89%	95%	91%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	85%	93%	90%
• student behaviour is well managed at their school* (S2044)	79%	97%	92%
• their school looks for ways to improve* (S2045)	98%	100%	97%
• their school is well maintained* (S2046)	95%	99%	94%
• their school gives them opportunities to do interesting things* (S2047)	89%	98%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	95%	95%
• they feel that their school is a safe place in which to work (S2070)	94%	96%	99%
• they receive useful feedback about their work at their school (S2071)	84%	93%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	89%	89%
• students are encouraged to do their best at their school (S2072)	100%	99%	100%
• students are treated fairly at their school (S2073)	86%	90%	93%
• student behaviour is well managed at their school (S2074)	70%	82%	87%
• staff are well supported at their school (S2075)	79%	87%	94%
• their school takes staff opinions seriously (S2076)	73%	85%	90%
• their school looks for ways to improve (S2077)	91%	96%	99%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	80%	91%	94%

* 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 first and most important teachers that a child has. We deliberately empower parents to be our partners in their child's formal education. During 2018 we have continued a focus on working with parents as partners in their child's education through the continuation of student individualised 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, Cafe, disco, book club, classroom volunteering, extra curricula activities, book fair and banking. Augusta partners with University of Southern Queensland (Springfield Campus). In 2018 an additional partnership was formed in a design-based research project focusing on Universal Design for Learning. Our existing partnership focused on leadership coaching and teacher support continued, some of Augusta's 'Investing for Schools' grant funded this project.

During 2018 we continued our 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 education 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	98	77	131
Long suspensions – 11 to 20 days	1	1	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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
2014 – 2015	193,902	5261kL
2015 – 2016	183,714	8377kL
2016 – 2017	201,435	14078kL
2017 – 2018	250,352	9267kL

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	183,714	201,435	222,504
Water (kL)	8377	14078	9267

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint. *OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

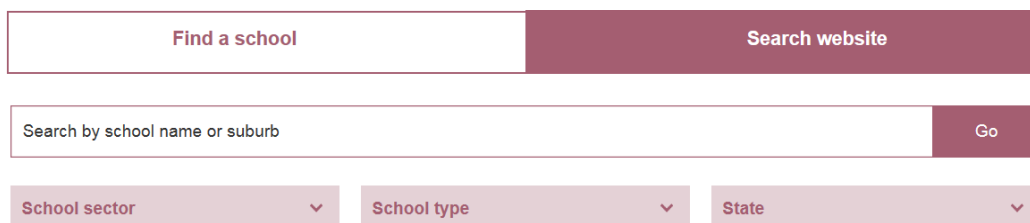
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	72	44	<5
Full-time equivalents	64	28	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	17
Bachelor degree	49
Diploma	2
Certificate	

*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 2018 were \$278 434

The major professional development initiatives are as follows:

Coaching

Leadership

Data

Whole-School curriculum planning

Inclusivity

Class dashboard

Reading

Writing

Number

Pedagogy – coaching

Trauma

Mentoring Beginning Teachers

Profiling

Essential Skills for Classroom Management

Assessment

Cycles of Inquiry

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	91%	93%	94%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	94%	93%
Year 1	94%	94%	93%
Year 2	95%	93%	94%
Year 3	94%	94%	93%
Year 4	94%	94%	94%
Year 5	94%	93%	93%
Year 6	93%	93%	93%

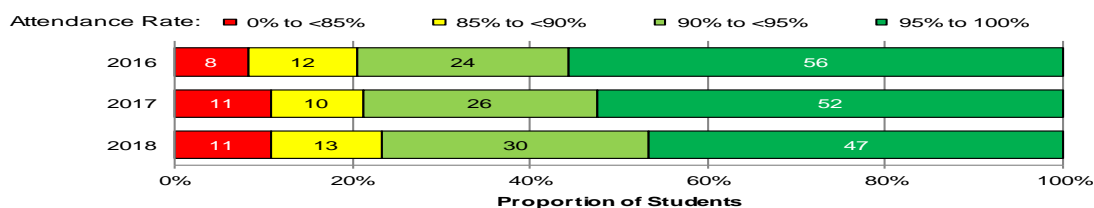
Year level	2016	2017	2018
Year 7	DW		
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 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 9:30am 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 whose absence is 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 and a data wall to monitor absenteeism. Any pattern in absenteeism is reported to the Deputy Principal for follow up including letters sent home to parents. The staff at Augusta work closely with families to address any issues that impact on a student's regular attendance at school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9