Augusta State School
School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

Augusta State School acknowledges the shared lands of the Yuggera nation and the Jagara, Yuggera and Ugarapul people. We pay our respects to their Elders, past and present.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	1037
Aboriginal students and Torres Strait Islander students	6.9%
Students with disability	15.3%
Early Childhood Development Program (ECDP) registrations	28
Index of Community Socio-Educational Advantage (ICSEA) value	1037

About the review

4 reviewers from 29 July to 1 August 2025	303 participants	74 school staff
137 students	78 parents and carers	14 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Refine processes supporting teachers' intentional planning and implementation of reading across the Australian Curriculum to ensure consistent understanding and enactment of effective practices for teaching reading.

Domain 5: Building an expert teaching team
Broaden staff capability in effectively using digital resources, including assistive technologies, to enhance learning experiences and provide opportunities for all students to demonstrate their learning.

Domain 2: Analysing and discussing data
Strengthen teachers' data literacy skills to precisely and consistently identify starting points for teaching and learning, and determine appropriate interventions.

Domain 7: Differentiating teaching and learning
Strengthen staff knowledge of differentiation and adjustment strategies to effectively support all students to engage in learning and access assessment.

Key affirmations

Leaders and staff describe developing students as independent and reflective learners, which students affirm encourages their ownership of, and confidence taking risks in, their learning.

Leaders and staff highlight the belief that every student can realise their potential through effort and engagement. Students describe classroom environments where they feel safe to take risks in their learning, can seek feedback and are encouraged to take ownership of their learning and improvement. Students communicate they value the ongoing feedback, encouragement and support they receive from teaching staff to help them succeed in learning. Leaders, staff and parents celebrate the implementation of individual student 'brag books', highlighting how these books provide students with opportunities to record reflections on what they have learned and achieved, and to document their learning goals. Students value how brag books enable them to highlight and share their learning with others.

Staff and leaders celebrate how their focus on fostering a culture of belonging and high expectations for engagement and achievement supports a positive learning environment.

Staff, parents and students describe a strong culture of belonging where diversity is embraced, and high expectations are set for student engagement, effort and achievement. This ethos is reflected in the shared commitment to the motto, '*Empowered to be my best today and inspired to be even better tomorrow*'. They describe how these values have contributed to a positive school culture that promotes engagement and achievement. Students value the support they receive to engage successfully with their learning. They describe strong relationships with teachers and support personnel, and articulate how this support helps them to progress in their learning.

Leaders and staff prioritise implementing tailored supports to meet all students' diverse needs, affirming that this ensures equitable access to learning opportunities.

Leaders affirm their commitment to recognising and addressing students' diverse needs and ensuring they receive the necessary support to succeed. Teachers speak highly of the wide range of tailored supports available to students facing barriers to learning, with implementation facilitated by all members of the school team. They comment these efforts ensure all students are supported in their learning journey, which contributes to improved engagement and outcomes. Parents speak highly of the support their child receives through the multi-tiered systems of support and of staff members' willingness to support their child.

Staff and leaders articulate a shared commitment to improving teaching practices and speak of how this is supported through purposeful feedback and collaboration opportunities.

Staff articulate the value of multiple opportunities to collaborate with leaders and peers, and express appreciation for leaders' and colleagues' support and sharing of professional knowledge and practices. They celebrate the layers of professional support and collaboration processes that enhance their teaching practices. They explain these processes provide opportunities for reflection and professional growth, which supports them to refine their approaches and enhances consistency of practice. Staff speak appreciatively of how collaboration contributes to improved teaching quality and student outcomes.

Queensland Government