

Augusta State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Augusta State School** from **1 to 4 March 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

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|--------------|---------------------------------------|
| Greg Brand | Internal reviewer, EIB (review chair) |
| Tracy Egan | Peer reviewer |
| David Saxton | Peer reviewer |
| Ken Swan | External reviewer |



1.2 School context

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|--|--|-------------|
| Location: | Brittains Road, Augustine Heights | |
| Education region: | Metropolitan Region | |
| Year levels: | Prep to Year 6 | |
| Enrolment: | 1102 | |
| Indigenous enrolment percentage: | 5.9 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 7 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 19 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1025 | |
| Year principal appointed: | 2010 | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), Head of Special Education Services (HOSES), three Heads of Department – Curriculum (HOD-C), two guidance officers, two Support Teachers Literacy and Numeracy (STLaN), Speech Language Pathologist (SLP), 62 teachers, 22 teacher aides, three administration assistants, student liaison officer, 182 students, 66 parents, grounds staff member and five ancillary staff.

Community and business groups:

- Six Parents and Citizens' Association (P&C) representatives, three school council representatives, Springfield Land Corporation representative, C&K (Childcare and Kindergarten) Augusta Community Kindergarten representative, director Milestones Early Learning Centre and two Camp Australia (CA) representatives.

Partner schools and other educational providers:

- Principal Bellbird Park State Secondary College and principal Carole Park State School.

Government and departmental representatives:

- State Member for Jordan and ARD.

1.4 Supporting documentary evidence

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| Annual Implementation Plan 2021 | Explicit Improvement Agenda 2021 |
| Investing for Success 2021 | Strategic Plan 2017-2021 |
| Headline Indicators (2020 release) | School Data Profile (Semester 2 2020) |
| OneSchool records | School budget overview |
| School improvement targets | Personalised Learning records |
| School pedagogical framework | Professional learning plan 2021 |
| School data plan and data walls | Induction program |
| School Opinion Survey 2019 | Maximising Student Growth process |
| School newsletters, website and Facebook page | Reading, Writing and Mathematics Ladders |
| Curriculum planning, assessment and reporting documents | Roles and Responsibilities and Layers of Leadership |
| Differentiation, Adjustment and Evidence framework | Learning Everywhere, Anytime Plans (LEAP) |
| Student Code of Conduct 2020–2020 and Positive Behaviour for Learning supporting documents. | ‘At a Glance’ supporting documents |

2. Executive summary

2.1 Key findings

The school's mantra of *'Empowered to be my best today. Inspired to be even better tomorrow'* embodies a whole-school community focused on continuous improvement.

The principal and school leaders ensure this mantra is firmly embedded in the culture of the school, and staff are committed to providing a high quality educational experience for students in a caring and nurturing environment. The school leadership team is united and demonstrates a commitment to the success of every student and every staff member. Parents clearly express the view that the dedication, professionalism and genuine care school leaders and staff demonstrate on a daily basis are highly appreciated and recognised across the school and wider community.

The *'Best me I can Be'* underpins the culture and tenor of the school.

A strong belief that all students are welcome and can achieve in their learning is embedded in the culture of the school. Staff, students and parents express great pride in the school, and new families describe the positive difference they experience through being part of the school community. Teachers are dedicated to the wellbeing and success of all students, and there is a sense of genuine collegiality and support for one another across the school-wide teaching team. School leaders focus on developing authentic and mutually respectful relationships with all members of the school community. These relationships are highly valued and contribute significantly to the supportive culture that permeates across the school.

Staff members articulate a strong belief in the direction of the school and recognise the current Explicit Improvement Agenda (EIA) as a pathway to future success for all students.

Staff clearly identify improvements in reading, writing and numeracy as the school's key priorities and are able to articulate how these inform their focus in the classroom. The principal articulates the school's EIA reflects a focus on realising an aspirational target of 60 per cent of students achieving an 'A' or 'B' in English and mathematics. To achieve these targets, the principal expresses a focus on goal development in writing and 'Nifty Number' underpinned by differentiated approaches will enable all students to access the curriculum to improve their A to E Levels of Achievement (LOA) in English and mathematics throughout the year. Some staff members articulate they would appreciate an opportunity to consolidate and embed aspects of the EIA within their classrooms, across their year level and the whole school.

Teachers appreciate opportunities to model their teaching, Watching Others Work (WOW) and improving their knowledge and skills in teaching.

The principal uses a distributive leadership approach to build the expertise of a broad group of staff, enhancing their instructional, leadership and professional capabilities. Staff express

appreciation for the support they receive from senior leaders and middle leaders in deepening their understanding, knowledge and application of school-wide practices. Formal observation, coaching and feedback processes aligned to the EIA and school priorities are still emerging.

School leaders and teachers focus attention and energy on the priority curriculum areas of English and mathematics.

Some cross-curriculum priorities and general capabilities are apparent in the school with a strong focus on reading, writing and numeracy. Some parents and teachers identify that further opportunities to focus on critical and creative thinking and Information and Communication Technology (ICT) could enhance student engagement and support students to apply and transfer their curriculum knowledge from one learning area to another. School leaders identify a need to deepen teachers understanding and implementation of cross-curriculum priorities and general capabilities.

School leaders are committed to ensuring the fullness of the Australian Curriculum (AC) is implemented with fidelity across the school.

The school has developed a coherent, sequenced curriculum plan. The Head of Department – Curriculum (HOD-C) engages with regional advisors and schools in the Springfield Learning Coalition to develop a deeper understanding of the AC. Some moderation is occurring with cluster schools. School leaders identify the need to enhance processes to ensure rigour in the Quality Assurance (QA) of the curriculum and to extend moderation practices beyond the school to enhance consistency of teacher judgement in A-E reporting in all learning areas.

A commitment exists across the school to a professional learning growth mindset.

School leaders articulate the development of staff into an expert teaching and support team is central to improving learning and wellbeing outcomes for students. They plan and work collaboratively to facilitate a culture of collegiality and professional collaboration amongst all staff. Teachers speak positively of all opportunities for professional learning and shared conversations. Teachers demonstrate a commitment to their learning and development by pursuing opportunities in their own time to deepen their knowledge and improve their skills. Parents acknowledge and appreciate the dedication and expertise of school staff members.

Parents and families are recognised as integral partners in education.

Staff welcome parent and community input in the school and classrooms. Local community leaders speak positively in relation to the school, recognising high levels of parent and community confidence. The Learning Everywhere Anytime Plan (LEAP) initiative is popular amongst parents due to its connection to classroom activities. These resources are highly valued by parents who appreciate the efforts of teachers to produce these weekly documents. Parents are extremely appreciative of the efforts of staff and their commitment to their child.



2.2 Key improvement strategies

Sustain a deep focus on the EIA, with rigorous cycles of review to ensure key strategies, approaches and initiatives are producing desired student and whole-school improvements.

Further develop the capability of staff through a structured and formal observation and feedback process aligned to the EIA and school priorities.

Strengthen teachers' capability in planning and implementing all of the AC cross-curriculum priorities and general capabilities, with a focus on ICT and critical and creative thinking.

Develop processes to quality assure the rigour of curriculum planning and moderate beyond the school to build consistency in teacher judgement across all learning areas.