School Improvement Unit
Report

Augusta State School

Executive Summary
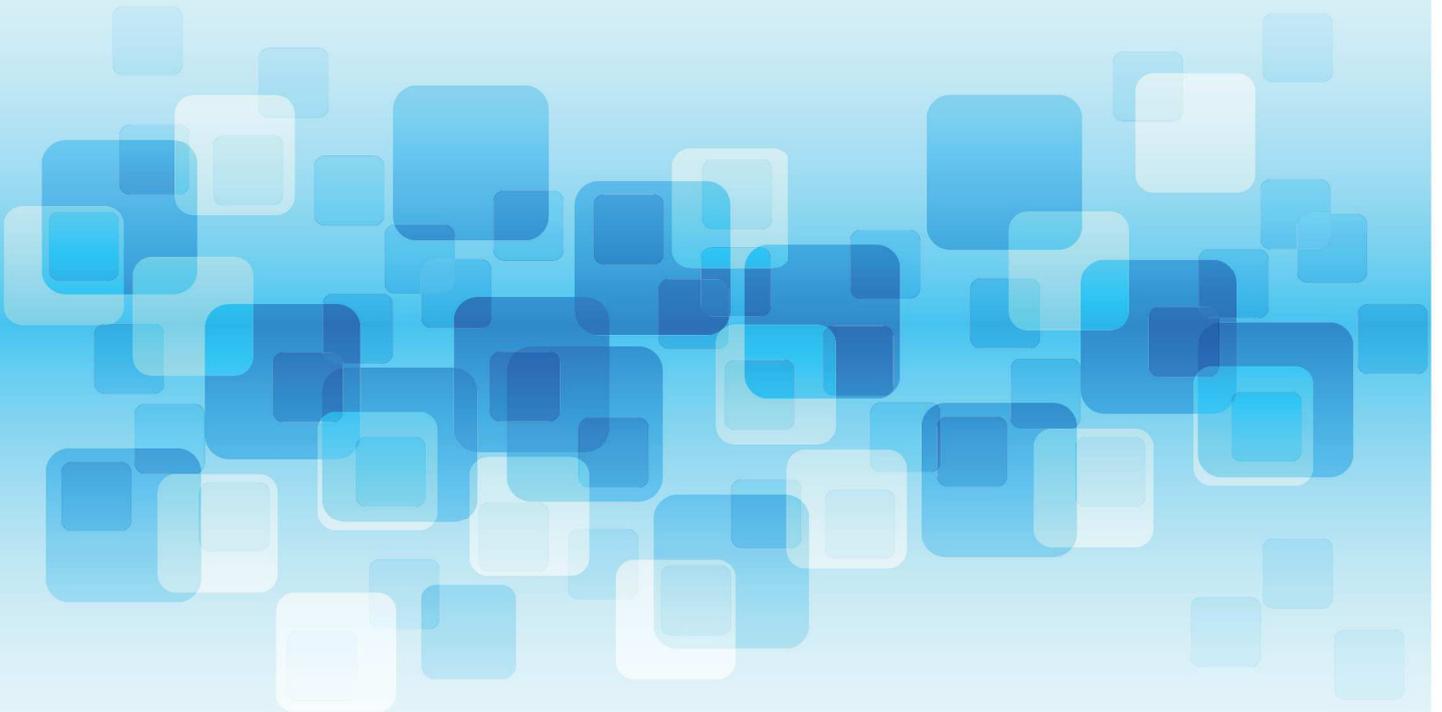
1. Introduction

1.1 Background

This report is a product of a review carried out at Augusta State School from 16 to 18 February 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	60-100 Brittains Road, Augustine Heights
Education region:	Metropolitan Region
The school opened in:	2011
Year levels:	Prep to Year 6
Current school enrolment:	758
Indigenous enrolments:	3.2 per cent
Students with disability enrolments:	5.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1004
Year principal appointed:	Semester 2 2010
Number of teachers:	39.1 (full-time equivalent)
Nearby schools:	Kruger State School. Redbank Plains State School, Redbank Plains State High School, St Augustine's College, Staines Memorial College
Significant community partnerships:	Leighton's Constructions – Private Public Partnership (PPP), Camp Australia, Augusta Crèche and Kindergarten (C&K), Dr Kaye Ayre, University of Southern Queensland (Adopt-a-Doc), Westside Community Care (WCC), Springfield Christian Church
Unique school programs:	Levelled Literacy Intervention (LLI)

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    o Principal

    o Two deputy principals

    o Two Heads of Curriculum (HOC), the Head of Special Education Services (HOSES), two pedagogy coaches, and Support Teacher Literacy and Numeracy (STLaN)

    o Business Services Manager (BSM)

    o Guidance officer

    o Community chaplain

    o 37 teachers

    o Teacher aides and administration staff

    o 75 students

    o Parents and Citizens' Association (P&C) president and 14 parents

    o Two members of the wider community

1.4 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Garry Lacey	Internal reviewer
Peter Doyle	Internal reviewer

2. Executive summary

2.1 Key findings

- The school leadership team has developed a school improvement agenda.

  The school's explicit improvement agenda is recognised as improving student outcomes in reading, writing and numeracy. All teachers can identify these priority areas. Parents articulate the school improvement agenda, as can some students.

- The leadership team is leading the creation of a supportive and learning focused school culture.

  A strong collegial culture is established among teachers. Year level teams work collaboratively to support each other professionally and personally. The leadership team is approachable and available to support the welfare of staff.

- The school has clearly documented plans for curriculum delivery which outline expectations.

  The school's curriculum plan largely draws from the Curriculum into the Classroom (C2C) units of work with the associated assessment tasks and guides to making judgements being used as key assessment items. There is strong evidence of alignment with the Australian Curriculum in all learning areas.

- There is evidence that school leaders view reliable and timely school data as essential to the effective leadership of the school.

  Analysis of student data is detailed and contributes to on-going modification to pedagogical practice with new programs being implemented to address identified student learning needs. There is evidence that the school uses student achievement data to inform decisions and initiatives at the whole-school level, year level and for individual students.

- Teachers have high levels of professional commitment to implementing the school's improvement agenda and ensuring all students are achieving positive learning outcomes.

  The leadership team is committed to the improvement of student outcomes. There is a strong and optimistic commitment to the school's improvement agenda and a belief that further improvement is possible. Staff morale is similar to other state primary schools. It has been indicated that well-being is of concern for some staff members.

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- The school has placed a high priority on effectively managing student behaviour.

  It is evident that the agreed school-wide processes for managing behavior are consistently applied by all staff. Analysis and reporting of this data to staff to understand trends in misbehavior and collaboratively plan appropriate responses is yet to be implemented.

- Average attendance rates are maintained at 93 per cent.

  Average attendance rates are maintained at 93 per cent. In 2015, 11.8 percent of students had an attendance rate of less than 85%. This is an issue the school continues to address.

- A literacy leadership team has been integral to improving learning outcomes for students in literacy.

  This group meets regularly to strategically plan effective implementation of literacy across the school. They review progress made in the teaching of reading and writing, analyse school-wide data sets and plan future strategies. There are plans to replicate this leadership group for numeracy.

- School leaders place a high priority on ensuring that learning experiences are tailored to student needs.

  There is some evidence of the differentiation of the teaching to challenge and stretch potentially high achieving students. Some students express the view that they could undertake more challenging work. Documented differentiated planning is not yet fully developed.

2.2 Key improvement strategies

- Provide opportunities for staff to establish an understanding of 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 appropriate responses to improve student behaviour.

- Develop attendance improvement strategies to ensure that all students and families value the 'every day counts' strategy. Explicitly work with families of students who have attendance rates less than 85 per cent 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 more able, and gifted and talented students an opportunity to be involved in extension learning programs which will challenge their learning and provide them with opportunities to develop skills in areas of passion or interest.