



Augathella State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



Contact Information

Postal address:	PO Box 33 Augathella 4477
Phone:	(07) 4654 5120
Fax:	(07) 4654 5266
Email:	principal@augathelss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	The Principal

School Overview

At Augathella State School we believe in a systemic approach to education that is consistently applied. This core teaching premise allows for shared opportunities, building on instruction over the consecutive year levels. Our teaching strategies have a sound research base that ensures individuals are the focus, and a range of models are developed to meet their specific needs. High expectations for all students are set with the belief that all goals are achievable. We have a strong improvement agenda and recognise that parent and community involvement is key to our development.

Augathella State School was established in 1882. Over the years the school has seen many changes and is now a modern education campus boasting a Resource Centre, Computer Lab and three modern and spacious teaching areas. We have multi-level classes across the school. As part of the Remote Kindergarten Pilot, Augathella State School provides an approved Kindy service which operates in a Kindy-Prep composite classroom setting, and our other early education classroom comprises Year 1-2. We also have a small Year 3-4 class and a Year 5-6 class ensuring excellent student to teacher ratios are available.

Augathella State School is a part of the Charleville Cluster and is supported by the Darling Downs South West Regional Team.

All surveyed parents are satisfied that their child is happy to go to this school and all are satisfied that their child is treated fairly. Our 'open-door' policy encourages parents to spend time in their children's classroom empowering them to play an active and positive role in the child's education.

Principal's Foreword

Introduction

Augathella State School's School Annual Report for 2017 contains valuable information for both our school community and for prospective parents. This encompasses the profile of our school, our staff and student body, together with the performance and achievement of our students in key learning outcome areas.

School Progress towards its goals in 2017

Our goals for 2017 included

- the delivery of the Australian Curriculum.
- the construction of a whole school reading framework.
- the continued focus on reading and writing.
- the review of the school Pedagogical Framework and its application across the school.
- the review of the school assessment schedule to ensure the use of data by teachers was meaningful.
- the continued use of effective strategies to increase student attendance.
- participation in the Remote Kindergarten Pilot Program.

Future Outlook

Our future direction involves

- the continued delivery of the Australian Curriculum, ensuring our Whole School Curriculum and Assessment and Reporting Plan aligns with QCARF.
- the development of a consistent and appropriate model of explicit teaching by embedding the schools pedagogical framework in school wide practices.
- the implementation of a consistent whole school reading program.
- the continued development of positive community partnerships by delivering a Kindy program as part of the Remote Kindergarten Pilot Project.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	38	18	20	6	86%
2016	53	27	26	7	89%
2017	43	20	23	4	96%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Augathella State School is a coeducational school catering for students from Kindy to Year 6. Classes are multi-age, dependent upon enrolment numbers and are divided into Kindy to Year 2, and Year 3 to Year 6. Augathella is situated in a rural environment with students attending the school from within the town locality and from surrounding properties. Enrolments at Augathella State School fluctuate due to the transient nature of local employees and are also influenced by the economic situation of surrounding properties that are heavily influenced by environmental impacts on the farming sector.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	18	17	15
Year 4 – Year 6		20	14
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Augathella State School we believe in a systemic approach to education that is consistently applied. This teaching practice allows for shared opportunities, building on instruction over the consecutive year levels. Our teaching strategies have a sound research base that ensures individuals are the focus, and a range of models are developed to meet their specific needs.

The Australian Curriculum is delivered across all classes within the school as per the whole school Curriculum and Reporting Framework. All classes engage in a two hour uninterrupted literacy block each morning, that is then followed by a whole school numeracy block. The other key learning areas are addressed during the final teaching session of the day. LOTE (Japanese) is delivered by a specialist teacher through a Distance Education program.

Co-curricular Activities

Students at Augathella State School are provided with the opportunity to participate in a comprehensive range of cultural, sporting and recreational activities including:

Instrumental Music (Strings)

ANZAC Day March and Ceremony (School and Community)

Year 6 Transition Program – Students in Year 6, in co-operation with Charleville State High School and Community

Health - participate in a leadership and self-awareness program to assist in their transition from Primary School to High School.

Lunchtime clubs including gardening - school vegetable gardens, lego, library and coding

Readers Cup - an annual regional event that engages enthusiastic readers

The Student Council - supports various fundraising events (eg Jeans for Genes day)

How Information and Communication Technologies are used to Assist Learning

Students have regular access to 23 mobile laptops and 20 ipads to access information and a variety of learning activities. Currently the Years 3 to 6 classrooms are using the Learning Place to extend class based lessons. All students at Augathella State School also have access to web sites to monitor progress in key learning areas (eg Soundwaves online and Studyladder). The students use computer based software to enhance photography for various projects. Assistive technologies (such as ipads) are a part of the school curriculum and are used to meet the needs of students with disabilities and students on individual support programs. The school has interactive whiteboards that are used to support students and provide independence during the learning process.

Social Climate

Overview

This school enjoys a caring social climate that focuses on support and encouraging success. We promote high-level behavioural, organisational and social skills, with a positive focus as part of our Positive Behaviour for Learning (PBL). This is enhanced and encouraged through extensive parental and community involvement. Our school's social climate supports students interacting across all year levels from Kindy through to Year 6. Teaching staff, community and students work closely together to ensure individual needs are catered for. Students are extremely supportive of their peers' social and emotional needs and work together to maximise achievement for all. An open classroom policy is undertaken to ensure families and community maintain involvement with all facets of school life.



Parents within the school community are extremely supportive and enthusiastic toward their involvement with school events and activities, with the P&C hosting a meet and greet BBQ at the start of every year. A school Guidance Officer is available through appointment for all students at Augathella State School. Additional community programs are also available to students and their families including Lifeline Counselling, Community Health and CWAATSICH Indigenous Health.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	89%	100%
they like being at their school* (S2036)	95%	77%	92%
they feel safe at their school* (S2037)	95%	89%	100%
their teachers motivate them to learn* (S2038)	95%	85%	100%
their teachers expect them to do their best* (S2039)	100%	93%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	89%	100%
teachers treat students fairly at their school* (S2041)	90%	74%	92%
they can talk to their teachers about their concerns* (S2042)	90%	81%	100%
their school takes students' opinions seriously* (S2043)	90%	81%	77%
student behaviour is well managed at their school* (S2044)	85%	81%	92%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their school looks for ways to improve* (S2045)	95%	81%	100%
their school is well maintained* (S2046)	100%	77%	92%
their school gives them opportunities to do interesting things* (S2047)	85%	78%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	89%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	89%
student behaviour is well managed at their school (S2074)	100%	100%	89%
staff are well supported at their school (S2075)	100%	100%	78%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Through the volunteers program, parents are active in the school supporting the schools improvement agenda. The P&C work closely with the school and match the progress and focus with that of the school. The aims of the P&C and school share a common vision and this results in an open and productive environment that has a student and family/community focus. The P&C hold a 'Meet and Greet' BBQ at the start of each year to invite and welcome new families into the school. This is a positive way to involve parents and community members in the school and build on the positive atmosphere established.

Necessary adjustments are made to assist students with diverse needs in consultation with Parents, Student Welfare Committee and SWD teacher.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships provided through the delivery of the Health and Physical Education Curriculum. Our school Adopt-a-cop is an active member of our school community and works closely with the school to ensure messages of appropriate, respectful and healthy relationships are conveyed to students.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	1	1	6
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Climatically, 2017 delivered limited rainfall for Augathella, so we had to rely on town water supplies as our onsite water tanks were not fully replenished. As a school, we decided to stop watering one of the school ovals to lower the usage of town water consumption which is reflected in our overall consumption. The drive to replace existing bulbs with low energy bulbs is ongoing, while the replacement of the school pool filters with more efficient ones has seen a drop in energy consumption. The newly installed solar panels are also contributing to lowering our environmental footprint per capita of students.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	61,346	84
2015-2016	71,304	
2016-2017	54,765	

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.

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 <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**.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	5	<5
Full-time Equivalents	4	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	3
Diploma	
Certificate	1

*Teaching staff includes School Leaders

**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 2017 were \$10 500.

The major professional development initiatives are as follows:

The major focus for 2017 was working on the school improvement agenda of writing and reading. Professional development was mainly based on establishing an Explicit Teaching Model that included peer coaching and the purposeful use of data, and training staff to understand best practice in writing and reading.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	96%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	84%	86%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

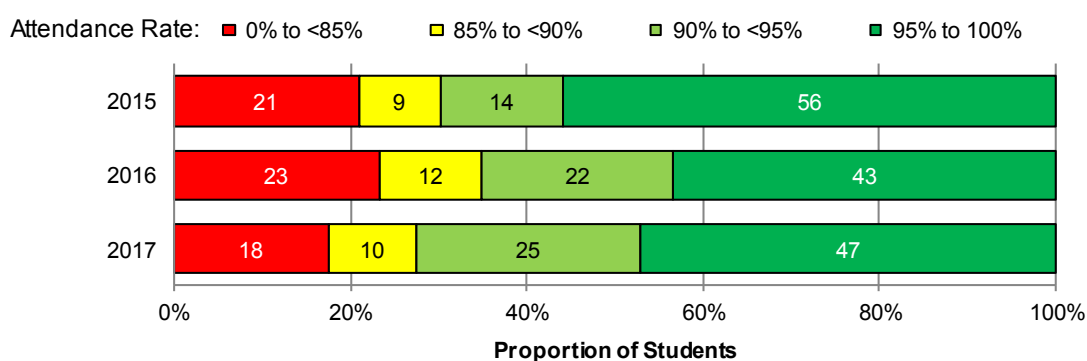
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	94%	95%	95%	91%	91%	97%	DW					
2016	91%	90%	91%	96%	92%	89%	90%						
2017	96%	92%	91%	88%	95%	91%	91%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 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.

School roles are marked manually and in accordance with policy expectation. It is expected that any non-attendance is explained by either a phone call or letter. Calls to parents/caregivers are made on the same day when students are away. The School, in consultation with the P&C, continue their 'rewards' strategy. This focuses on rewarding students for achieving greater than 95% attendance. Also, the school wide Positive Behaviour for Learning has a 'Be a Learner' focus that rewards students with a token for each day they attend school. These tokens can then be exchanged for cost neutral rewards.

NAPLAN

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.

Find a school

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Government

Non-government

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