

## DATES TO REMEMBER

30 October	School Assembly	31 October	Destination Highschool
1 November	PCYC Disco	15 November	Student Leader Speeches

### *Principal's Message*



Dear Parents and Caregivers,

Dear Students, Parents, and Staff,

Welcome back to Term Four! We hope you all had a refreshing break and are ready for a busy and exciting term ahead. For those living close to the school you may heard the bucket drumming by our Year 5 and 6 class emanating from the oval the past few weeks.

#### **Upcoming Events:**

- **Pink Day Fundraiser:** We recently held our Pink Day fundraiser, raising an incredible \$185.65 for breast cancer awareness. A heartfelt thank you to all our families and students for your generous support!
- **School Photos:** School photos were taken on October 23, 2024. We will be requesting feedback from parents once the photos have been received, so please keep an eye out for that.
- **Whole School Assembly:** Mark your calendars for our upcoming whole school assembly on Wednesday, October 30, 2024. We look forward to celebrating our students' achievements and sharing important updates.
- **PCYC Halloween Disco:** A huge thank you to Sergeant David and his crew for organizing our Halloween disco! Join us for a spooktacular evening on Friday, November 1, 2024. Costumes are encouraged, and it's sure to be a frightfully good time!
- **Student Leadership Speeches:** We're excited to announce that current Year 5 students will have the opportunity to present their speeches for roles as Student Councillor,

Faction Captain, and Head Boy and Girl. These speeches will take place on Friday 15<sup>th</sup> of November. Encourage your child to participate and share their vision for our school. Let's make Term Four a memorable one filled with learning, community spirit, and fun activities. Thank you for your continued support!

## *Pink Up Augusta*

Thank you to all the staff, students and parents who donned their best pink attire for our annual Pink Up Augusta day. A fantastic day for an important cause raising funds and awareness of breast cancer. A big thank you to our generous families who raised \$185.65 towards the cause!



## *Appreciation Post*

A big thank you again to the Augusta Bakery, Topsy Tours, and Augusta Meats for their continued support for Augusta PS and helping us cater for our many events!



*Showing the way...*



## *P&C News*

A huge thank you to our fantastic P&C with special thanks to Lara and Sharyn for their amazing work at the Molloy Park Bream Fishing competition on Saturday 19<sup>th</sup> and Sunday 20<sup>th</sup> of October. It was a big day and even more work behind the scenes organising prizes and running the stall. Thank you to all the businesses who generously donated prizes towards the raffle. From all our students who will benefit from your hard work, thank you!

## *Parents On site*

As we start Term Four it is important as a reminder of school policies about parents being on site. We are required to follow the Department of Education policies and procedures therefore all visitors, parents, and contractors during the school hours are required to sign in at the front office. This is for the safety of the students, the staff and anyone else on site, and it is a requirement in case of emergency. This is the same if you are volunteering in a classroom, please sign in so we have a record of who is on site and when.

If you need to pick up your child or drop something off, please come to the office and we will either contact the classroom, collect the student to the office, or drop the item to them. Thank you for cooperation.

## *School Conduct*

Our staff put in a huge amount of effort to maintain a safe environment. Please understand that our staff are human and that all staff follow the procedures and policies set out by the department. Rude or aggressive language or behaviour directed at our school staff, students or other parents is not tolerated and are required to be reported to central office. Aggressive and offensive behaviour can result in a prohibition order being issued preventing a person from the school site for up to 60 days and the police being notified.



## School Milestones

Your child will reach several milestones during their schooling and transition to different stages of school life.

These happen when children move:

- ▶ from home to Kindergarten
- ▶ from Kindergarten to full-time school in Pre-primary
- ▶ from primary school to secondary school
- ▶ to a different school
- ▶ from secondary school to further study, training or employment.

These changes, while exciting, may require a level of adjustment for you, your children and your family, as your children settle into new environments, new ways of learning and new routines.

There are many ways to make these changes as smooth as possible for you and your children:

- ▶ Talk with your children's teachers to find out how they can help make the move easier.
- ▶ Talk about the new routines, rules and expectations with your children.
- ▶ Be enthusiastic and excited! Your attitude influences how your children feel and cope.
- ▶ Talk to your children about peer pressure and behaviours that could put them at risk and what to do if they encounter these behaviours.
- ▶ Know your children's homework requirements and check regularly to see if they are keeping up. Teach them planning, organisation and time management skills by getting them to keep a diary – this develops self-motivation and independent learning.
- ▶ Ensure your children are comfortable with the new school environment by attending orientation days or making an appointment with the principal to visit the school.
- ▶ Make sure you and your children are familiar with the transport options.
- ▶ Know your children's strengths and weaknesses. Involve them in decisions about their education, for example subject selection in Years 11 and 12.
- ▶ Encourage your children to eat well, get plenty of sleep and balance study with sport and enjoyable family and social activities.
- ▶ Help them to make new friends with these tips:

## School Review

We had our School Review in Week 9 of Term 3, and I am very pleased to share that Augusta Primary School had an excellent return. We had a very positive response from the review that was completed by Gary Crocetta, Director of Public-School Review and Paul Burke, Principal of Coogee Primary School, who both expressed they were pleased in the direction of improvement that the school is journeying towards. The School Review contains six domains in which a school can receive a 3 year turn around or a year turnaround. All domains contain recommendations.

We received a 3 year turn around for five of the domains with a one year turn around on one. This relates to Teaching Quality, specifically in developing a whole school concise pedagogy which we have already begun developing through our Quality Teaching Strategy partnership with Rapids Landing PS lead school and Halls Head partner school.

I would like to thank our school staff, Our P&C, School Board, and our Student Leaders for their honest, open and unfiltered responses to the questions asked by the review team.





Kim Kehoe  
Principal  
Augusta Primary School  
PO Box 106  
AUGUSTA WA 6290

Dear Kim

I am pleased to advise that the Public School Review of Augusta Primary School has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.

I acknowledge the efforts of you and your staff in endeavouring to create the conditions for successful students. The areas your school and the review team validated for commendation and those for which there are recommendations for ongoing improvement are noted.

Following discussions, the next review process focusing on the teaching quality domain only, is scheduled for Term 3, 2025. This is viewed as a prudent, informed decision to validate the improvements you are seeking.

Should the school meet the Standard for these domains, a Public School Review, inclusive of all domains, is to be scheduled for 2027.

Your report highlights that the community values the school and views staff as caring and approachable. I also note the report reinforces the school's intention to continue enhancing teacher efficacy and acknowledges the steps taken to engage with a Quality Teaching Strategy lead school to build staff capacity.

In response to the report, you are encouraged to contact your Director of Education, Dainon Couzic, to discuss school planning to reflect the substance and intent of the recommendations for improvement and the support available.

As stated in the initial correspondence, please make the report available to your staff and school community and upload it to your school website and/or Schools Online for a minimum period of 12 months.

I know you, your staff and school community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely

Steven Watson  
Deputy Director General, Schools

14 OCT 2024

cc Raechelle Lee, Executive Director, Strategy and Policy  
Dainon Couzic, Director of Education, South West Education Region  
Cheryl Parkin, Assistant Director of Education, South West Education Region  
Chair, School Board, Augusta Primary School



Department of  
Education

**Shaping the future**

# Augusta Primary School

## Public School Review

D24/0700622  
September 2024



# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)



## Context

Opened in 1905, Augusta Primary School is one of the oldest schools in Western Australia, with a rich history and dedicated school community. Situated approximately 320 kilometres south of Perth, the school is in the South West Education Region.

It has an Index of Community Socio-Educational Advantage of 989 (decile 5).

The school currently enrolls 111 students from Kindergarten to Year 6 and became an Independent Public School in 2017.

Augusta Primary School is supported by the School Board and a dedicated Parents and Citizens' Association (P&C).

The first Public School Review of Augusta Primary School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted a concise school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- Staff were provided opportunities to engage with and understand the Standard.
- The Principal took responsibility for submission of information into the Electronic School Assessment Tool (ESAT), who in turn worked with the student services co-ordinator (SSC), manager corporate services (MCS) and other key staff to identify and collate the most relevant evidence for inclusion.
- Evidence submitted through the ESAT was shared with and confirmed by the staff who were provided the opportunity to become familiar with its contents. The judgement of performance for each entry was decided through staff consensus.
- The process provided the Principal with confirmation of the school's culture, of which the collegiate, caring and supportive nature of staff was a feature.
- School Board and P&C representatives participated enthusiastically and candidly in validation visit discussions, reflecting a sense of engagement and investment in the school's ongoing improvement journey.
- The participation of student leaders in validation visit discussions affirmed they have a voice and feel heard.

The following recommendations are made:

- In future ESAT submissions, ensure the analysis and impact of the evidence provided relates more directly and explicitly to the evidence provided rather than being expressed in generalised terms.
- Supporting the validation process, consider including copies of documents referenced in the school's self-assessment as part of the ESAT submission.



## Relationships and partnerships

Relationships and community involvement are the cornerstones to success at Augusta Primary School. Being a small and close-knit community, the school acts as a hub that ties together and intertwines through many community events and programs.

### Commendations

The review team validate the following:

- Community opinion survey feedback indicates the school is highly valued by parents and carers, with a particular appreciation for the manner in which staff make themselves available to discuss the progress and wellbeing of their children.
- The School Board is kept well informed and is committed to the school's vision, with members serving as enthusiastic advocates for the school.
- The collegial, respectful, and supportive working relationships between staff have led to a willingness to participate in informal collaboration opportunities.
- A longstanding partnership with the local DFES<sup>1</sup>, Augusta Fire and Rescue Service, Augusta Volunteer Marine Rescue and St. John Ambulance Augusta delivers an Emergency Services Program for all Year 6 students, which brings broader opportunities and experiences that strengthen student learning and engagement and instils the importance of civic responsibility.
- The Principal, MCS, SSC and early childhood teacher are active participants in the capacity building work of the Capes Network.

### Recommendations

The review team support the following:

- Continue balancing the school's participation in community events with the potential impact on student learning and achievement.
- Strengthen professional relationships by proceeding with the intent to provide all teachers with formalised and regular opportunities to collaborate.

## Learning environment

Creating conducive conditions for learning through providing a safe and caring environment for students and staff is a priority. Taking advantage of the size of the school, staff have a strong knowledge of each student and their needs.

### Commendations

The review team validate the following:

- The chaplain works hand in hand with teachers to provide individualised social and emotional wellbeing support to both individual and cohorts of students.
- The SSC is leading the refinement of the students at educational risk policy and processes, which incorporate the delivery of a structured multi-tiered systems of support (MTSS) approach to the provision of Tier 2 and Tier 3 literacy focused interventions.
- Addressing the perceived needs of students, the Grow Your Mind social and emotional learning program has been adopted as the school-wide approach to building capacity in students to manage their wellbeing.
- A well-maintained physical environment is provided that is welcoming and provides students with a variety of learning and play spaces encouraging positive engagement.
- Focused on the values of Respect, Responsibility, Resilience and Honesty, a Positive Behaviour Support informed approach is used to teach and reinforce pre-social behaviour.

### Recommendations

The review team support the following:

- Continue to embed the MTSS with a focus on improving the regular attendance of students.
- Engage with the Aboriginal Cultural Standards Framework to further develop the cultural responsiveness of classroom and school-wide practices.

## Leadership

The substantive appointment of the Principal has been appreciated by the school community and has provided a sense of stability. This, together with a focus on consolidating the strengths of staff, combine to create a strong feeling of optimism across the school.

### Commendations

The review team validate the following:

- The Principal's inclusive, collaborative and consultative approach to decision making has had a positive impact, encouraging ownership and commitment to progressing the school's improvement intent.
- Participation in the Early Years Capes Network – Lead with Intention project is building the instructional leadership capacity of early childhood teachers.
- Professional review is supported by a documented and understood process. Staff goals are identified and negotiated according to need.
- The introduction of the SSC role has strengthened the executive and instructional leadership of the school. Together with informal opportunities, such as representing the school in network initiatives, and others that arise in a small school context, provides a pathway to develop aspirant leaders.

### Recommendations

The review team support the following:

- Progress the development and implementation of a peer-based observation process as strategy to provide feedback and build teacher capacity.
- Provide support to staff in the implementation of the business plan through operational planning that enables consistency, connection, and accountability across classes. Explicitly state which strategies are to be implemented by whom and by when.

## Use of resources

Open communication and collaboration between the Principal and MCS contribute to a responsive and needs based approach to financial management and resource allocation.

### Commendations

The review team validate the following:

- The MCS has worked diligently to ensure processes to manage resources are robust and meet with the expectations of the Funding Agreement for Schools and Department's requirements.
- Budgeting decisions are made by the Finance Committee following consultation with the School Board, cost centre managers, and school leaders.
- In response to a review of replacement reserve planning, actions have been implemented to ensure reserves are maintained to the level required to meet the future ICT<sup>2</sup> operational needs of the school.
- With a view to effectively support students' learning and wellbeing needs, education assistants are strategically deployed to maximise their impact on meeting the identified needs of students.

### Recommendations

The review team support the following:

- Consider the short and medium term impact of changing staff and student demographics when developing the workforce plan.
- Progress the intent to more effectively allocate student characteristic funding to support students facing potential disadvantage, which may arise due to social, economic, or cultural circumstances, and/or for whom English is an Additional Language or Dialect.

## Teaching quality

Recent high level of staff turnover has provided the opportunity to reflect on the school's pedagogical expectations and engage with the Quality Teaching Strategy (QTS) and Teaching for Impact resources.

### Commendations

The review team validate the following:

- Through a QTS lead school partnership with Rapids Landing Primary School, staff are strengthening their teaching practices, with a focus on differentiation in English, mathematics and science.
- Daily reviews are an embedded strategy within the school's evolving pedagogical model.
- Letters and Sounds, Heggerty Phonemic Awareness and ORIGO Stepping Stones are agreed school-wide programs that support a consistent approach across classrooms. Staff are provided professional learning to support the implementation of these programs.
- Tools have been introduced to support the collection and analysis of data to inform teaching practice.

### Recommendations

The review team support the following:

- Collaboratively confirm staff beliefs about teaching and learning.
- Develop planning documents that ensure the content of the Western Australian Curriculum is delivered in a systematic manner.
- Develop and implement with fidelity an agreed pedagogical model that is consistent with the QTS.
- Continue to embed processes that enable the collection and analysis of data to inform classroom planning.

## Student achievement and progress

Fostering a culture of continuous improvement, staff share an understanding of the importance of using data to monitor student progress and inform classroom planning.

### Commendations

The review team validate the following:

- Including aspirational student achievement targets in the new school business plan demonstrates a clear commitment to high expectations for students.
- A renewed and deliberate emphasis on the importance of collecting and analysing student data is sharpening the school's focus on lifting student achievement.
- The impact of attendance on student progress is made explicit as part of the school's reporting to parents' practices.
- A commitment to in-school and cross-school moderation will support teachers in making consistent judgements when reporting to parents.

### Recommendations

The review team support the following:

- Using the data collected through the recently reviewed assessment schedule, implement a process through which longitudinal student achievement and progress is tracked and responded to.
- Consider monitoring the incremental impact of the school's business plan on student achievement and engagement by setting cohort specific targets as part of annual operational planning process.

## Reviewers

Gary Crocetta  
Director, Public School Review

Paul Burke  
Principal, Coogee Primary School  
Peer Reviewer

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The next review process focusing on the teaching quality domain only, is scheduled for Term 3, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Steven Watson  
Deputy Director General, Schools

---

## References

- 1 Department of Fire and Emergency Services
- 2 Information and communications technology



## Know

<p><b>Effective teachers know themselves.</b></p> <p>They are culturally responsive and critically reflect on their own cultural background, values, and beliefs. They use this knowledge to respond to the diverse needs, backgrounds, and experiences of all students.</p>	<p><b>Effective teachers know their students.</b></p> <p>They understand that students come from a diverse range of linguistic, cultural, religious, and socioeconomic backgrounds who have varied strengths, interests and needs. They know how students learn and how to teach students to process, recognise, remember, and transfer learning</p>	<p><b>Effective teachers know the curriculum.</b></p> <p>They understand the Western Australian curriculum content and the knowledge, skills and understandings students need to master at each stage of learning. They know how to develop teaching and learning programs that address the learning needs of their students.</p>	<p><b>Effective teachers know what works best.</b></p> <p>They draw on a range of evidence-based instructional strategies, understand which have the greatest impact and when to evaluate the impact of their choices on student wellbeing, engagement, progress, and achievement.</p>
--	--	---	--



## Plan

### Classroom Culture, Shared Approaches, Whole School Pedagogy, Learning Environment

- build a classroom culture where students feel confident and challenged and can take risks in their learning.
- partner with parents/carers, community, and specialised services in shared approaches to teaching and learning.
- plan to create a culturally responsive, safe, inclusive, and supportive learning environment.
- design programs consistent with whole-school approaches and priorities.
- clearly understand what students should know and do at the end of the learning sequence.

## Do

<p><b>Engage</b></p> <p><b>High expectations, Child Safe Environment, Student Strengths, Relational Skills</b></p> <ul style="list-style-type: none"> <li>• clearly communicate a positive culture of high expectations for the achievement of all students</li> <li>• create a child safe environment where students develop a positive identity with learning and school.</li> <li>• identify and integrate student strengths, interests, abilities, and experiences.</li> <li>• use strong relational skills to build positive connections with students, <u>families</u> and the community.</li> </ul>	<p><b>Instruct</b></p> <p><b>Learning Intentions, Explicitly Teach, Review, Questioning</b></p> <ul style="list-style-type: none"> <li>• clearly communicate learning intentions and success criteria.</li> <li>• explicitly teach concepts, ideas, skills, and strategies for learning.</li> <li>• provide opportunities to review previous learning.</li> <li>• activate students' prior knowledge.</li> <li>• use questioning to enable frequent checks for understanding, opportunities for discussion and to extend student learning.</li> </ul>
<p><b>Practise</b></p> <p><b>Multiple Methods, Capability, Feedback, Goals, Opportunities</b></p> <ul style="list-style-type: none"> <li>• utilise multiple methods of learning to review, practise and consolidate skills and processes.</li> <li>• provide students with explicit feedback to scaffold and plan the next steps in their learning.</li> <li>• give students the opportunity to review, reflect and set goals for future learning.</li> <li>• provide opportunities and time for students to achieve mastery of content, skills, and concepts.</li> <li>• foster opportunities for students to develop personal and social capability. (EYL)</li> </ul>	<p><b>Apply</b></p> <p><b>Inquiry, Higher Order Thinking, Learning Transfer</b></p> <ul style="list-style-type: none"> <li>• use problem solving and inquiry to develop learners' capacity to be collaborative, critical, creative, and innovative thinkers.</li> <li>• develop students' capacity to activate core content, knowledge and skills in contexts that require higher order thinking and deep learning.</li> <li>• support students to transfer their learning to new and original contexts and communicate their knowledge and understanding.</li> </ul>
<p><b>Assess</b></p> <p><b>Meaningful Feedback, Impact, Moderate, Cultural Responsiveness</b></p> <ul style="list-style-type: none"> <li>• provide meaningful and timely feedback to students.</li> <li>• reflect on student outcomes to monitor impact.</li> <li>• design assessments that are responsive to the developmental, cultural, and linguistic backgrounds of students.</li> <li>• moderate student achievement and progress with colleagues within and across schools, using data and other evidence.</li> </ul>	

## PCYC Halloween Disco

The PCYC Halloween Disco is being proudly supported by the school and will be held in the school undercover area on Friday the 1<sup>st</sup> of November. A huge thank you to our awesome PCYC for organising another great disco for the children in the community. A huge thank you to our P&C and especially to Kori who will be running the canteen with some fantastic food for the kids.



Augusta Blue Light WA™ presents

Blue LIGHT WA

PCYC Police & Community Youth Centres

# HALLOWEEN DISCO!

**\$1 ENTRY!**

Wear your spookiest costume and have a howling fun time!

- Food and drinks available for purchase
- Prizes to be won!

**WHEN** Friday 1<sup>st</sup> November  
6.00pm - 8.00pm

**WHO** Primary School ages  
Children under school age must be accompanied by an adult.

**WHERE** Augusta Primary School

Supported by  Augusta Primary School

## HALLOWEEN DISCO CANTEEN



Meaty Grilled Cheese \$3

Cheesy Grilled Cheese \$2

Soft Drinks \$2

Lollies/Choccies \$1

Fantasy Belts 3 for 50c



Showing the way...

## *Sustainability, Vegetable Garden Produce for Sale and Worm Wizz*

The students have been very excited working in the school garden, and we have recently become worm farmers. We are aiming towards almost “zero landfill” in paper and food waste so we are currently using the shredded paper as a worm farm blanket, paper making, art projects, paper mache and soon to be creating the paper fire briquettes.

All food waste is being collected by our fantastic Year 6 students to go into our worm farms, to be broken down and turned into worm wizz and worm castings to grow our vegetables and plants!

Spare produce and worm wizz will be available for purchase at our next assembly for a gold coin donation. Starting in 2025 we will be looking to use our produce to create condiments and food available for purchase on assembly days. So, watch this space!





## Spelling Bee

Well done to our Spelling Bee contestants, Alfie and Adeline, who travelled to Cowaramup Primary School with Mr Kehoe and threw their hats in the ring against 26 other students from around the Southwest. Congratulations to Alfie who came 4<sup>th</sup> in the competition, we are very proud of both our school representatives!



Showing the way...





# Kindy News

This term we have been wondering about the elements of nature. We made icebergs and discovered that it took 3 hours for our Antarctic ice to melt! We have set up an icy campground.




How much time are **AUSTRALIAN KIDS** spending on screens?

The Australian Government's Department of Health recommends a maximum of two hours per day of screen time for entertainment for children aged five to 12. A report from the Australian Institute of Family Studies explores the extent to which Australian children adhere to these guidelines.

### Weekday average screen time by age



### Percentage of children who spend more than the recommended two hours per weekday on screens



## Top 10 Benefits of Outdoor Play

- 

**1 Breathing Cleaner Air**  
Did you know outdoor air is cleaner than indoor air? Get your kids outside to breathe cleaner air!
- 

**2 Increased Vitamin D**  
Exposing your skin to sunshine is critical for making this immune boosting vitamin!
- 

**3 Better Sleep**  
Research shows increased time outside results in greater ease in getting up, less tiredness, and fewer insomnia symptoms.

# Behaviour Matrix at Augusta PS

I would like to share the behaviour matrix that we use at Augusta PS. We are a PBS (Positive Behaviour School) Aware school and are moving towards being a PBS school. As such many of our values, beliefs and practices stem from PBS. Our behaviour plans were created through discussion with staff, students, ratified by our School Board, and it reflects the positive and restorative approach that we use in terms of managing behaviour.

We have high expectations at Augusta PS and when you look at our behaviour model you will see that we work towards our students self-reflecting, making sure they are heard in terms of concerns, and that we aim for our students to support one another and self-manage.

These are available in every classroom in the school and class teachers use this to refer to when managing behaviour within the school. This means that every teacher, student, parent, educational assistant, and relief teacher knows the high expectations of behaviour at Augusta PS.

## AUGUSTA PS BEHAVIOUR MANAGEMENT FLOW CHART

### MINOR BEHAVIOUR DESCRIPTIONS

<p><b>Swearing- Minor</b> This incorporates <i>low-level swearing incidents</i> where someone swears to themselves accidentally due to being hurt, frustrated or agitated. This may also include swearing at a friend in jest.</p> <p><b>Disruptive Behaviour</b> This occurs when a student is behaving in a manner that is <i>disrupting other students</i> from engaging in the lesson or <i>disrupting the teacher</i> from delivering the lesson.</p> <p><b>Disrespect</b> This incorporates <i>all</i> of our expectations that are in our Behaviour Matrix in the Classroom Respect section.</p> <p><b>Defiance- Minor</b> This occurs when a student <i>refuses to follow a staff member's instruction</i>.</p> <p><b>Lateness</b> If you would like to follow up students who are frequently late, please do so in conjunction with administration. If a student is late to class and doesn't have a valid excuse, record as a minor behaviour choice. If there is a pattern, record the instances and work through the minor behaviour steps and discuss your concerns with administration.</p> <p><b>Minor Physical Altercation</b> This is where a student engages in a physical act with another student that is <i>low intensity and fleeting</i>. It includes things like light grabbing and pushing.</p> <p><b>Unsafe Behaviour</b> This includes behaviour by students that <i>may result in minor injuries</i> to themselves or others, <i>e.g.</i> scratches, bruises, etc....</p> <p><b>Mistreating School Equipment</b> This incorporates <i>acts that risk damaging</i> school equipment.</p>
---

## AUGUSTA PS BEHAVIOUR MANAGEMENT FLOW CHART

### MAJOR BEHAVIOUR DESCRIPTIONS

<p><b>Stealing / Vandalism</b> Stealing is <i>deliberately taking someone's possessions without permission</i>. Vandalism is the act of <i>deliberately defacing or destroying another's property</i>. This includes graffiti, scratching school property, flicking keys off keyboards and deliberately breaking school equipment.</p> <p><b>Swearing- Higher Level</b> This incorporates swearing directly at a student/s in a manner that is <i>threatening and/or intimidating</i>. This also includes any swearing at staff.</p> <p><b>Dangerous Behaviour</b> This occurs when a student acts in a manner that is <i>likely to result in injury</i> to a student or staff member.</p> <p><b>Bullying</b> Bullying is an <i>ongoing misuse of power</i> in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.</p> <p><b>Lewd Behaviour</b> This refers to <i>offensive sexual remarks or behaviours</i> that are highly inappropriate or obscene.</p> <p><b>Verbal Abuse</b> This includes forceful and <i>highly offensive</i> comments made to students or staff.</p> <p><b>Threatening Staff/Student</b> This includes threatening a student with <i>intent to harm</i> them or someone they are close to. This includes all threatening behaviour towards staff.</p>
--

- All minor behaviours that result in removal are to be entered into Compass Behaviour.
- All major behaviours are to be entered into Compass Behaviour.



## Behaviour Values and Expectations

### AUGUSTA PRIMARY SCHOOL BEHAVIOUR MATRIX

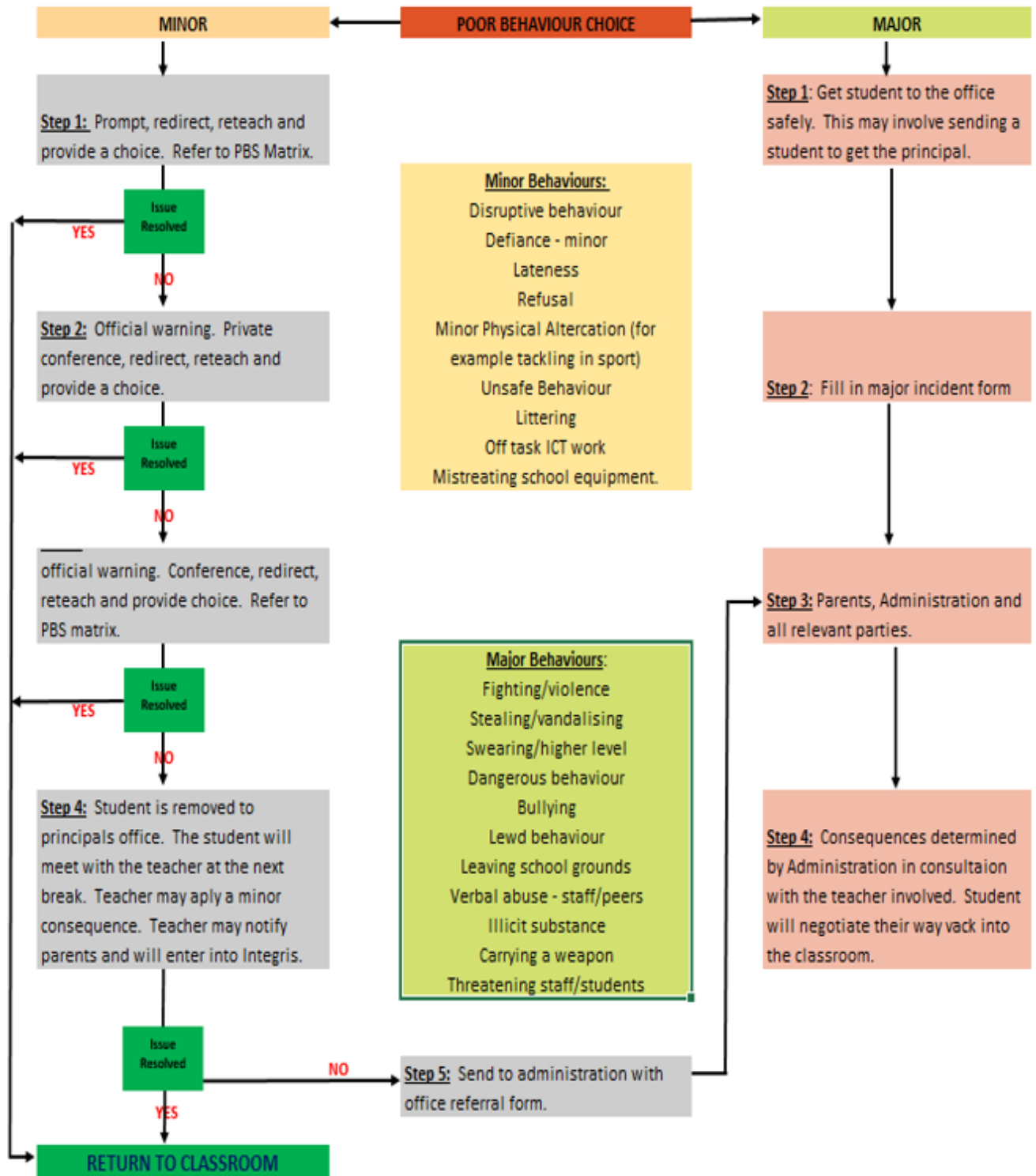
	RESPECT	RESPONSIBILITY	RESILIENCE	HONESTY
CLASSROOM	<ul style="list-style-type: none"> <li>Follow all school staff instructions.</li> <li>Listen attentively.</li> <li>Take care of and return school equipment.</li> <li>Take care of personal property</li> <li>Use kind words, manners and be polite.</li> <li>Treat others how you want to be treated.</li> <li>Work supportively with classmates.</li> <li>Allow others to achieve.</li> <li>Help, share and include others.</li> <li>Value equity and accept individuality</li> </ul>	<ul style="list-style-type: none"> <li>Do your best and challenge yourself.</li> <li>Take ownership for your actions.</li> <li>Be prepared and be punctual.</li> <li>Begin tasks when asked.</li> <li>Stay on task.</li> <li>Model good behaviour</li> <li>Follow the dress code</li> </ul>	<ul style="list-style-type: none"> <li>Persevere when challenged.</li> <li>Practise a range of self-management and coping strategies.</li> <li>Self-regulate emotions.</li> <li>Bounce back from setbacks.</li> <li>Accept consequences</li> </ul>	<ul style="list-style-type: none"> <li>Tell the truth, even when it's difficult.</li> <li>Follow through with promises - keep your word.</li> <li>Be honest with other people's belongings.</li> </ul>
OUTDOORS	<ul style="list-style-type: none"> <li>Follow all school staff instructions.</li> <li>Look after your school and the natural environment.</li> <li>Use manners.</li> <li>Agree on rules before playing.</li> <li>Show good sportsmanship.</li> <li>Wait patiently for your turn.</li> <li>Take care of and return school equipment.</li> <li>Include others in games</li> </ul>	<ul style="list-style-type: none"> <li>Walk on paths outside the classrooms.</li> <li>Walk trikes and scooters past the classroom.</li> <li>Wear a hat.</li> <li>Follow garden and sustainability procedures.</li> <li>Students sit and eat lunch until they finish the main part of their meal. Clean up after yourself.</li> <li>Use toilets appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Include others in games.</li> <li>Share equipment and play areas.</li> <li>Self-regulate emotions.</li> <li>Bounce back from setbacks.</li> <li>Accept consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Hand in found items to a teacher.</li> <li>Stand up for others</li> </ul>

4 | Page Developed 2024

COMPUTERS	<ul style="list-style-type: none"> <li>Follow all school staff instructions.</li> <li>Take care of all electronic equipment</li> <li>Respect self and others when communicating online</li> </ul>	<ul style="list-style-type: none"> <li>Use computers, laptops and iPads following 'Acceptable Usage Agreement'.</li> <li>Log off/ shut down at end of session correctly.</li> <li>Seek assistance from teachers when something appears inappropriate, chatting with people or looking at new sites.</li> </ul>	<ul style="list-style-type: none"> <li>Persevere when challenged.</li> <li>Practise a range of self-management and coping strategies.</li> <li>Self-regulate emotions.</li> <li>Bounce back from setbacks.</li> <li>Accept consequences</li> </ul>	<ul style="list-style-type: none"> <li>Follow school computer usage agreements.</li> </ul>
-----------	---	--	--	--



# Behaviour Matrix Flowchart



## *Birthdays*

*Happy birthday to these awesome students!*

Evelyn, Theodore, Maelys, PJ, Storm,  
Alfie, and Indiana!



Elvira,

## *2025 Student Enrolments*

Please get enrolments in now as we are working out class structures and they are filling up fast!

It's that time of year again – applications for enrolment of students entering Kindergarten, Pre-Primary and Year 7 or changing schools in the 2025 school year are due now. Parents and carers of students eligible for Kindergarten and Pre-Primary for 2025 are invited to come into the Administration Office to collect an Application for Enrolment Form.

Please ensure include a Birth Certificate and AIR Immunisation History Statement with your child's enrolment.

**2025** Augusta Primary School  
Kindy and Pre-Primary  
**ENROL NOW**

Kindy 2025  
Aged 4 by 30  
June 2025

Pre-primary 2025  
Aged 5 by 30 June  
2025

Enrolment forms available from  
School Admin Office or via email

**Augusta Primary School**

32 Allnut Terrace AUGUSTA 97 815 100

[Augusta.ps@education.wa.edu.au](mailto:Augusta.ps@education.wa.edu.au)

[www.augustaps.wa.edu.au](http://www.augustaps.wa.edu.au)



*Showing the way...*



READING SUPERSTARS!

Frankie (25) Novak (25)

Harlow (50) PJ (50)

Caiden (50) Ollie (50)

Levi (50) Brax (50)  
Charlie (50)

Daisy (75) Alice (75)

Archer (75) Araura (75)

Hazel (75) Landen (75)

Ellie (75)

Freya (75)

Aria (75)

Piper (75)

Lilly (75)

Oskar (75)

Layla (75)

Freeda (75)

Sam (75)

Bryce (75)

Storm (75)

Khoa (75)



*Reading Superstars*

READING SUPERSTARS!

THE 200 CLUB

Amelia (200)

Allegra (200)

Eloise (200)

Cruze (200)

Adeline (200)

Tilly (200)

Edie (200)

Cruze (250)

READING SUPERSTARS!

**\*The 100 Plus Club\***

Eli (100) Bryce (100)

Alexa (100) Piper (100)

Kenya (100) Ellie (100)

Tri (100) Monty (100)

Jack W (100) Jon (100)

Elvira (125)

Pippen (125) Max (125)

Jed (125) Hollie (125)

Cleo (125) Jaxson (125)

Mackenzie (125) Lincoln (125)

Leeuwin (125) Jack (125)

Adeline (125) Kaylee (125)

Jack W (150)

Aliza (150) Kobi (150)

Savannah (175)

Leeuwin (175)

Theo (175)

Adeline (175)

Jon (175)

Xander (175)

Augusta  
Blue Light WA™  
presents



# HALLOWEEN DISCO!

\$1  
ENTRY!

Wear your spookiest costume  
and have a howling fun time!



Food and drinks available for purchase



Prizes to be won!

**WHEN**

Friday 1<sup>st</sup> November  
6.00pm - 8.00pm

**WHO**

Primary School ages

Children under school age must be  
accompanied by an adult.

**WHERE**

Augusta Primary School

Supported by



# Augusta BMX 2024 - 2025 Season

2024

Racing starts  
5:30pm  
All ages  
welcome

Friday 11th October  
Friday 25th October  
Friday 8th November  
Friday 22nd November  
Friday 6th December

2025

Friday 7th February  
Friday 21st February  
Friday 7th March  
Friday 21st March  
Friday 4th April - season final

All riders must have 1 guardian present

Bring the  
family & make  
a night of it  
with a sausage  
sizzle &  
canteen sales

For more information find  
us on Facebook Augusta  
BMX

Come and meet local families and  
have some fun at

## Augusta Playgroup

**WHEN:** Fridays during school term

**TIME:** 9:00 am - 11:00 am

**WHERE:** Augusta Primary School  
32 Allnut Terrace, Augusta  
In the new Kindy building

**COST:** Annual PG WA fee  
\$35/\$15 concession

\*\*if you have paid this at  
another playgroup we just  
need your PGWA number\*\*

Scan for more  
info



ALL  
WELCOME

 **Playgroup WA**  
ENHANCED TRANSITION TO SCHOOLS PROJECT

(08) 9228 8088 · hotline@playgroupwa.com.au · Head Office 1-3 Woodville Lane,  
North Perth, WA 6006 Mail PO Box 61, North Perth WA 6906 · playgroupwa.com.au



Join  
Augusta

# Playgroup!

Fun activities and friendship for children 0-4 years and  
their parents and carers. Everyone is welcome.

**Every Friday during school terms 9.00-10.30am.**  
**Please sign in at the Augusta Primary School  
office and walk to the Kindy Room.**

### Special event days coming up:

- **9th August** - Welcome day for Augusta's little babies. Parents can enjoy tea, coffee and Tim Tams while meeting other carers of newborns. Outdoor activities for the toddlers.
- **16th August** - MUDDY PLAY DAY in the nature play area. Pack your gumboots and rain jacket.

### Contact Us:

augustaplaygroup@outlook.com

Or find our facebook group

Your first two sessions are FREE!



Showing the way...







# PINK UP AUGUSTA



October  
is  
Breast Cancer  
Awareness Month



**Friday 25th October  
5pm onwards**

Auction, Spin the Wheel, Prizes & Live Music  
PINK yourself up for a great cause!  
@ AUGUSTA HOTEL



**Musical Bingo**  
Pink Up & Turn Up  
Saturday 5th October  
7pm - 10pm  
at Augusta Hotel

Tickets: <https://events.humanitix.com/pink-up-90-s-bingo>

**90'S MUSICAL BINGO**




**MIKE'S SHAVE**  
25th October  
2024

COMMUNITY McGrath FRIEND foundation

Make your donation over the bar at  
Augusta Hotel



**PINK UP LAWN BOWLS**

Grab 4 friends, put on something PINK, and come join us for an evening of laughs, fun and raffles!!

Entry Fee: \$40 a Team (4 people per team)  
Register your team by email to [buddyholly@live.com.au](mailto:buddyholly@live.com.au) or  
Contact Bron on 0420 592 552

Where: Augusta Lawn Bowling Club  
Friday 11th October 2024  
Arrive 5:30pm for a 6pm Start

COMMUNITY McGrath FRIEND foundation



# 2024 PLANNER Term Four

Wk	Monday	Tuesday	Wednesday	Thursday	Friday	Sat	Sun
1	7 Oct School Development Day	8 Students resume. Welcome Back!		10	11 Interschool Spelling Bee (Alfie & Adeline)	12	13
2	14 Oct	15	16 Pink Up Dress-up Augusta Day Gold coin donation Choir starts 8:30	17 Yr 4 Adopt a Spot	18	19	20
3	21 Oct	22	23 School Photos  Choir starts 8:30	24  School Board Meeting Newsletter	25	26	27
4	28 Oct	29	30  Assembly	31  Yr 5 Destination High School Excursion	1 Nov  PCYC Halloween Disco	2	3
5	4 Nov	5	6  Choir starts 8:30	7	8	9	10
6	11 Nov PAT Testing begins  Remembrance Day Community Service	12	13  Choir starts 8:30	14  Newsletter	15 2025 Yr 5 Student Leader Speeches	16	17
7	18 Nov	19	20 2025 Kindy Orientation  Choir starts 8:30	21	22	23	24
8	25 Nov	26	27 School Volunteers Presentation Assembly Choir starts 8:30	28  School Board Meeting	29 Yr 4 HEART excursion	30	1 Dec
9	2 Dec	3	4 Yr 6 Orientation  Choir starts 8:30	5  Newsletter	6 Concert	7	8
10	9 Dec Reports Home	10 Graduation	11  School Fun Day	12 Students last day	13 Teachers last day. School Development Day	14	15
H	16 Dec	17	18	19	20	21	22
H	23 Dec	24	25 Xmas Day	26 Boxing Day public holiday	27	28	29

Start and End of Term
  Public Holidays
  School Holidays (students)
  School Development Days



*Showing the way...*





*Showing the way...*