

Urangan State High School (2110)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Since 1992 Urangan High has been delivering quality educational services and programmes with an emphasis on innovation in all aspects of our curriculum. The school has educated tens of thousands of Hervey Bay residents since its opening over 20 years ago. Urangan High is proud to uphold high academic standards and traditions that have been developed over more than 20 years of operation and this has only been achieved through the passion and dedication of the staff who have taught at the school during this time.

With our vision "Pursuit of Excellence, every minute, every day" and our school motto "Working Together to Learn" which provides access to quality education access to a better life we are continuing to set the pace, and are seen as the school of first choice in Hervey Bay by providing education choices and practices that are all about:

- Engaging students
- Working together effectively
- Developing real-life problem solving skills

The result is a first class balance of valuable academic experience with a meaningful "hands-on" approach to real-life learning. We achieve this balance by helping students aim high through:

- High academic achievement
- High standards
- High quality results
- High levels of personal satisfaction

We make no secret of the fact that excellence is encouraged, with a focus on producing outstanding academic results. Good study habits and self-discipline are the rule, not the exception. Proudly, our track record speaks for itself, as we consistently produce results in excess of state averages.

We also recognise that fostering mature, confident students happens when you provide a well-rounded education. That's why we also encourage students to participate in a variety of sporting, cultural and community events, and provide access to innovative extra-curricular activities as well.

Our school provides a positive and dynamic experience for students at all levels. Students are encouraged and challenged to fulfil their potential. Urangan State High School offers highly successful Academic and Cultural Excellence (ACE) programs which complement our diverse range of quality Senior and Junior Curriculum offerings.

With approximately 30 per cent of students going on to study at university and Hervey Bay youth unemployment higher than state averages, it was important the school's focus is on integrating traditional studies with TAFE and trade courses to improve student outcomes.

Urangan High is very proud of our U-Tech program which is a partnership between the Vocational Campus of Wide Bay TAFE and Urangan State High School and it is providing terrific results for students.

The school is also an integral member of the Fraser Coast Education Alliance which pools resources and forms partnerships between leading community organisations such as Fraser Coast Regional Council, the University of Southern Queensland, Wide Bay TAFE and even Chambers of Commerce to improve student learning outcomes and opportunities.

"At Urangan High we are proud that we can meet the needs of all our students."

Ross Zelow, Principal

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School progress towards its goals in 2012

<p>STRATEGIC DIRECTIONS 2012 - 2015</p> <ul style="list-style-type: none"> • Delivering world class Curriculum, Teaching, and Learning • Continuous Professional Learning and Development – Building Teacher Capacity • Safe, supportive, inclusive and disciplined learning environment – high levels of student achievement and engagement • Unrelenting focus on improvement • Build relationships and partnerships which support student learning opportunities, deliver high achievement, and promote community confidence and pride in the school. 	<p>2012 PRIORITIES:</p> <ol style="list-style-type: none"> 1. Curriculum Development <ol style="list-style-type: none"> (a) Australian Curriculum (Curriculum 2 Classroom (C2C)) 2. Building Teacher Capacity and Student Engagement <ol style="list-style-type: none"> (a) Class room Profiling (b) iObservation (c) Art of Science and Teaching (Marzano) 3. Student Achievement <ol style="list-style-type: none"> (a) NAPLAN strategies (b) Year 12 Outcomes (QCE; OP; VET) (c) Closing the Gap
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CURRICULUM DEVELOPMENT

PRIORITY	IMPROVEMENT STRATEGIES 2012	ACHIEVEMENTS
(a) Australian Curriculum (b) C2C	<ul style="list-style-type: none"> • Implement the Australian Curriculum as per ACARA guidelines and timelines. • Staff engaged in professional development around Australian curriculum • Implement and align C2C units and lesson plans to school's curriculum framework, resources and assessment • Align curriculum development with Quadrennial School Review recommendations • Continue to develop and implement Confucius Class room in partnership with Confucius Institute, QUT. • Continue Asian Language Centre • Host international study tours and continue International Student Program and sister school arrangement with No1. Middle School Leshan China • Implement Teaching & Learning Audit recommendations • Enhance links with Hervey Bay primary schools to develop seamless transitions in relation to curriculum and Year 7 Flying Start initiative • All work programs (both junior secondary & senior secondary) updated, approved, and align to show a seamless curriculum through the year levels. 	<ul style="list-style-type: none"> • QCAR Framework and Australian Curriculum timelines implemented • Wide range of community agencies, cluster resources, programs and mentors used to support students through the various junctures of schooling throughout 2012. • Like ability student groupings implemented • Bay State Schools cluster / network operational and developing innovative practices between primary and secondary sectors. • Review of Whole School Curriculum Plan implemented • Staff engaged in professional development around Australian Curriculum & C2C • Curriculum development aligned with Quadrennial School review recommendations • Confucius Class room in partnership with Confucius Institute, QUT strengthened • International Student program continued with 30 international students attending Urangan State High School in 2012. • School hosted international study tours from China • Recommendations from 2011 Teaching and learning Audit continued to be implemented • Successful implementation of transition year in Year 10 to assist students to have a more effective start to their senior years of schooling • Strong partnership and alliance with Wide Bay TAFE – Hervey Bay Vocational College, USQ Fraser Coast Campus, Glendyne Education & Training Centre established • Successful alliances and partnerships developed and established with community agencies and industry in development of U-Tech program implemented in 2012 at Wide Bay TAFE campus

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BUILDING TEACHER CAPACITY & STUDENT ENGAGEMENT

PRIORITY	IMPROVEMENT STRATEGIES 2012	ACHIEVEMENTS
(a) Class room Profiling (b) iObservation (c) Art of Science and Teaching (Marzano)	<ul style="list-style-type: none"> • Classroom Profiling and Essential Skills for Classroom Management embedded in school practices. • Coaching & Mentoring using iObservation and Marzano's Art of Science and Teaching embedded in school practices. • All staff have Personal Performance Development Plan. • Continue to develop and implement "The Urangan Way" • Continue induction program for all new staff • Align building teacher capacity and student engagement with Quadrennial School Review recommendations • Continue use of ID Attend to improve student attendance rates and engagement • Continue School Wide Positive Behaviour Support program and implement updated Responsible Behaviour Plan to improve and enhance student engagement • Continue alliances with Fraser Coast Regional Council, Chamber of Commerce, S.I.T.E., Youth networks, Community organisations, and other Government agencies, Fraser Coast Educational Alliance, Universities, and Wide Bay TAFE. • Partner with Glendyne Education & Training Centre for at risk students • Implement Teaching & Learning Audit recommendations • Remodel school structure as per Quadrennial School Review recommendations to introduce yearlong courses for years 7, 8 & 9 in line with Australian curriculum, enhance school spirit, student engagement, maximise student on task time, and pastoral care / social and emotional learning programs • Individual Curriculum / Learning Plan for all students • Provide opportunities for staff with aspiring leaders applying for relieving opportunities, enhancing leaders for the future programs and developing succession planning strategies 	<ul style="list-style-type: none"> • Staff engaged in Class room Profiling & Essential Skills for Classroom Management • "The Urangan Way" implemented with staff • Induction program for all new staff conducted • ID Attend used to improve student attendance rates. • Social & Emotional Learning program developed and implemented in 2012 • Alliances continued with Fraser Coast Regional Council, Youth networks, Chaplaincy and other government agencies such as Q.P.S., Qld. Health, Dept. Child Safety, Lifeline, Re connect, Community Solutions, Indigenous education workers to address bullying, harassment, and abuse • All students have an Individual Curriculum Plan • iObservation implemented to align quality teaching & learning with Quadrennial School Review • Classroom profiling & essential skills embedded in school practices. • Successful partnerships developed with outside agencies e.g. Lifeline, Indigenous education, Reconnect, Dept. Child Safety, Q.P.S., Chaplaincy, Chamber of Commerce, Fraser Coast Education Alliance, Fraser Coast Regional Council, Wide Bay TAFE, USQ Fraser Coast Campus, S.I.T.E. • Successful alliances and partnerships developed with Wide Bay TAFE – Hervey Bay Vocational College, USQ Fraser Coast Campus, Chamber of Commerce, Fraser Coast Education Alliance, Fraser Coast Regional Council. • Major partner in the operation of Student Industry Training Experiences (S.I.T.E.) to work with key industries & develop a skilled workforce. • Successful promotion & support of USQ professional development programs within school setting. • Industry release & P.D. for staff to retain V.E.T. currency implemented

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STUDENT ACHIEVEMENT

PRIORITY	IMPROVEMENT STRATEGIES 2012	ACHIEVEMENTS
<p>(a) NAPLAN strategies</p> <p>(b) Year 12 Outcomes (QCE; OP; VET)</p> <p>(c) Closing the Gap</p>	<ul style="list-style-type: none"> • Purchase and implement PAT tests to provide data tracking and improvement strategies to be implemented to improve NAPLAN results • Use of STLaNs to upskill teachers and provide class teachers with "toolkits" and strategies to analyse and interpret class data to improve NAPLAN results as well as increase and improve all students achievement and engagement. • 100% of students undertaking NAPLAN tests will be above the national minimum standards in Year 9 • 85% of students achieve a Sound Level of Achievement or higher across all their subjects • Align student achievement with Quadrennial School Review recommendations • Use of O.P. Analyser to improve students' achievements and Year 12 Outcomes Data • Implement U-Tech Pathway, continue Transition Skills Pathway, Workforce Pathway and Higher Education Pathway for senior students • Continue School Wide Positive Behaviour Support program and implement updated Responsible Behaviour Plan to improve and enhance student achievement • Utilise Aboriginal and Torres Strait Islander networks, agencies and personnel to support Closing the Gap strategies • Continue membership and involvement with "Dare to Lead" program • Implement Teaching & Learning Audit recommendations • Like ability student groupings to improve and increase all students achievement and engagement 	<ul style="list-style-type: none"> • PAT tests purchased and implemented • Structured program developed and implemented regarding STLaNs support for teachers • Percentage of students achieving Year 9 literacy and numeracy National Minimum Standards: <ul style="list-style-type: none"> ➢ Reading – 88% ➢ Writing – 62% ➢ Spelling – 90% ➢ Grammar & Punctuation – 90% ➢ Numeracy – 96% • Percentage of Year 9 students in the upper 2 bands of each domain were: Reading – 6%, Writing – 5%, Spelling 12%, Grammar & Punctuation – 9%, Numeracy – 9% • 82% of students achieved a Sound Achievement or better across all their subjects in 2012 • OP Analyser used to mentor and track progress of Year 11 and Year 12 students • 69% (91 students) of our Year 12 O.P. eligible students (132) attained an O.P. between 1 and 15 • Delivery of the following Certificate courses throughout 2012: Cert. IV in Music, Cert. III in Children's Services, Cert. II in Outdoor Recreation, Cert. II in Visual Arts & Contemporary Craft, Cert. II in Creative Industries (Media), Cert. II in Business, Cert. II in Workplace Practices, Cert. II in Hospitality, Cert. II in Information Technology, Cert. I in General Construction, Cert. I in Business. • 160 students undertook structured work placements and work experiences in 2012. • 16 students completing or completed a School based Traineeships or Apprenticeships. • 266 students awarded a Senior Statement • 177 Vocational Education Training (VET) Certificates awarded • 213 (80%) students awarded a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) in 2012. • Pre Senior semester in semester 2 Year 10 continues to help students have a more effective start to their senior years of schooling (Years 11 & 12). • 95% of Year 12 students applying for a tertiary place received an offer. • U-Tech Pathway, Workforce Pathway, and Higher Education Pathway continued to be implemented for senior students • School & student performance aligned with Quadrennial School review recommendations • Responsible Behaviour Plan reviewed, and updated for implementation in 2012 • Dress Code Policy reviewed, and updated for implementation in 2012 • School wide Positive Behaviour Support Program continued implementation • Aboriginal and Torres Strait Islander networks, agencies and personnel used successfully throughout to support Closing the Gap Strategy. • Membership and involvement with APAPDC "Dare to Lead" program continued throughout 2012 • Like ability groups implemented

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Future outlook

In line with our 2012 – 2015 Strategic Plan our 2013 Annual Improvement Plan priorities are as follows:

2013 PRIORITIES:

1. Curriculum Development
 - (a) Australian Curriculum (Curriculum 2 Classroom (C2C))
2. Building Teacher Capacity and Student Engagement
 - (b) Class room Profiling
 - (c) iObservation
 - (d) Art of Science and Teaching (Marzano)
3. Student Achievement
 - (e)) NAPLAN strategies
 - (f) Year 12 Outcomes (QCE; OP; VET)
 - (g) Closing the Gap

We will continue to maintain our strong and productive partnerships with our community, business, industry and other government agencies to allow us to excel in our program delivery and improve the educational and social outcomes for our students.

In relation to improving student achievement we are committed to:

- Teaching strategies and curriculum that focus on the maturity levels of the students. The learning and development needs of junior secondary school students (year 7, 8 & 9) are different to those of senior secondary school students (years 10, 11 & 12)
- An extensive range of academic and co-curricular options that cater for the full range of students needs to be offered.
- A broad range of extra-curricular programs which supplements the school curriculum needs to be offered.
- Students exit Urangan State High School having access to a quality secondary education that prepares them for further education and training or full time employment.
- When developing students' individual curriculum / course plans to meet their learning goals, considerations focus on individual student needs, and links with TAFE courses and options, university options, community and industry needs and promoting flexibility of delivery to accommodate the diverse learning pathways of students.
- A target pass rate of 85% for student performance. That is 85% of students are expected to achieve a minimum of a C standard in all of the subjects they study.
- Ensuring senior students are eligible for a Queensland Certificate of Education and/or a Vocational Education and Training Certificate.
- A whole school approach to effective teaching and learning, which incorporates Robert Marzano's Art of Science & Teaching pedagogical framework
- A rich and unique curriculum based on Australian Curriculum and Education Queensland's Curriculum, Assessment and Reporting Framework (QCARF) which responds to the government's plan for Tomorrow's Queensland – Q2, whilst also responding to the national, state and local community needs and wishes. The school's curriculum has also been developed in response to the very transient nature of the Hervey Bay community (more than 1000 students arrive at and leave Urangan High in the course of a year).
- Whole school & faculty data generated each semester and discussion held at HOD liaison meetings, School Leadership Team Meetings, Executive Team Meetings, faculty meetings and individual teacher meetings to discuss trends, improvement strategies and curriculum refinements required to enhance and improve student performance and achievements.
- Our Urangan Tech (U-Tech) program which is a partnership between the Vocational Campus of Wide Bay TAFE and Urangan State High School that is providing excellent vocational pathways for students.
- A whole school approach to effective teaching and learning incorporates a Literacy Strategy, Numeracy Strategy, Closing the Gap Strategy, EATSIPS Implementation Plan, Gifted & Talented Strategy, and Information and Communication Technology Strategy.
- Whole school approach and commitment to "The Urangan Way"

Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Year 8 - Year 12
Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1633	847	786	87%
2011	1547	828	719	90%
2012	1590	829	761	91%

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

Characteristics of the student body:

Urangan State High School is an Enrolment Managed School that is located in Hervey Bay in the Department of Education and Training's North Coast Region and has been servicing the community of Hervey Bay since 1992. Lifestyle is the reason most people give for moving to Hervey Bay and the reason they give for staying. Young couples, growing families, older couples establishing small businesses, retirees - all are captivated by Hervey Bay's enchanting mix of natural attractions, idyllic climate, relaxed pace, modern facilities, broad educational opportunities, exciting tourism ventures and friendly people. All of this is within easy reach of Brisbane, the Gold and Sunshine Coasts, Fraser Island and Central Queensland.

Continued strong growth with the population skyrocketing from some 30,000 in 1991 to approximately 57,000 in 2011. Industrial growth is also matching population growth, particularly in tourism, service industries, retailing and light industries. Trends show this growth rate - one of Australia's highest - will continue well into the next century. The Fraser Coast Regional Council continues to focus on planning for growth, with intensive town planning, exciting urban designs and upgraded infrastructure

Urangan State High School sits at the heart of the rapidly developing suburban communities of Kawungan, Torquay and Urangan as well as the semi-rural areas of Booral and River Heads.

Urangan State High School recognises as its prime obligation, the provision of access to an appropriate educational service for students resident within this community as defined by its local catchment area.

Due to enrolment capacity and growth, Urangan State High School may be unable to meet this obligation in the future to manage its enrolment. An enrolment management plan commenced in Term 2 2010 and sets out the conditions under which students may be enrolled into Urangan State High School.

The school is involved in and heavily committed to the School Industry Training Experience (S.I.T.E.) Program to provide Years 10, 11 and 12 students with both structured work experience and structured vocational training both at school and on-the-job in industry. As well, the school is fully committed to its partnership with Wide Bay TAFE in developing programs and courses which target students who know what they want to study and are focused on their career goals. This program is known as Urangan Tech (U-Tech) and commenced at Wide Bay TAFE in 2012.

The school has an established School Council as well as very committed Parents and Citizens' Association and Aboriginal and Torres Strait Islander Parent Support Group. These forums are heavily involved in the decision-making processes within the school. Members of these forums are committed to enhancing student learning outcomes, and providing greater support and guidance in the strategic direction of our school.

Partnerships have also been established with all other schools in Hervey Bay as well as other government agencies with relation to the youth of Hervey Bay, examples include: Queensland Police Service – School Based Police Officer; Queensland Health – School Based Youth Health Nurse; Fraser Coast Regional Council – Youth Workers; Department of Families – Social Workers; Fraser Coast Education Alliance, University of Southern Queensland – Fraser Coast campus Hervey Bay and the Bay State Schools cluster.

During 2012, enrolment peaked at 1678 students attending the school in Years 8 to 12.

Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL
332	348	357	333	308	1678

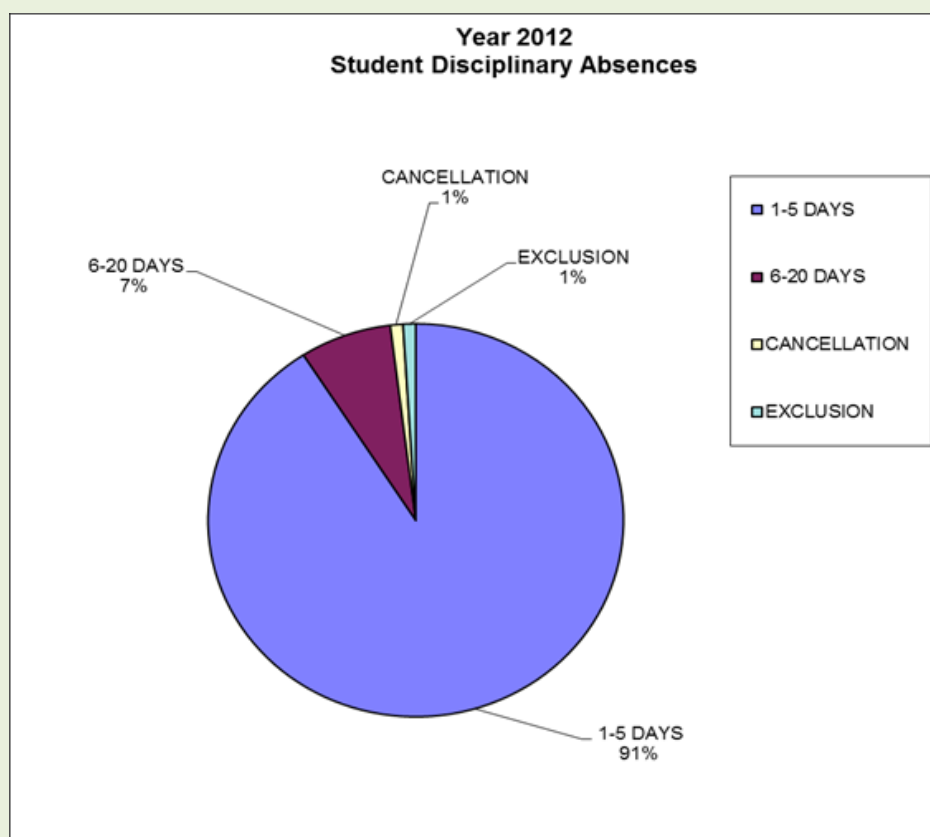
The school enrolled 700 (42%) new students throughout 2012 and 590 (35%) students left during the year. These changes make for a highly mobile and transient school population. The breakdown of students across the various year levels shows that our overall numbers continue to remain between 1600 and 1700 students each year and stabilised at a student population of 1678 in 2012.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	23	24	23
Year 11 – Year 12	18	18	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	469	456	361
Long Suspensions - 6 to 20 days	37	33	26
Exclusions	3	2	5
Cancellations of Enrolment	14	28	4



Curriculum offerings

The Urangan State High School's Curriculum Framework and Philosophy encompasses the Australian Curriculum and the Department of Education and Training's Curriculum, Assessment and Reporting Framework (QCARF) which responds to the government's plan for Tomorrow's Queensland – Q2, whilst also responding to the national, state and local community needs, wishes and perceptions of what is a quality curriculum.

Urangan High School's curriculum philosophy incorporates the following principles:

- Teaching strategies and curriculum focusing on the maturity levels of students. The learning and development needs of junior secondary school students (Years 7, 8 & 9) are different to those of senior secondary school students (Years 10, 11 & 12).
- An extensive range of academic and co-curricular options that cater for the full range of students.
- A broad range of extra-curricular programs which supplements the school curriculum.
- Achievement of a minimum standard for promotion from the junior secondary school to the senior secondary school with provisions to achieve these minimum standards.
- A rich and unique curriculum based on Australian Curriculum and the Department of Education and Training's Curriculum, Assessment and Reporting Framework (QCARF) which responds to the government's plan for Tomorrow's Queensland – Q2, whilst also responding to the national, state and local community needs and wishes. The school's curriculum has also been developed in response to the very transient nature of the Hervey Bay community (more than 1000 students arrive at and leave Urangan High during a year).

In response, the Urangan High School curriculum includes provisions for the following:

- High levels of social support
- Safe environment
- Community links
- Internationalism
- Skills and knowledge for the knowledge economy
- Communication and information technology
- Literacy
- Numeracy
- Increasing retention rates
- Expanded and relevant pathway options for students

Junior Secondary School Curriculum – (Years 7, 8 and 9)

Australian Curriculum

- The Australian Curriculum describes a learning entitlement for each Australian student. It sets out what young people should be taught and an expectation of the quality of their learning.
- For Prep to Year 10, the Australian Curriculum (inclusive of all eight learning areas) is written so that it should not take up more than 80 per cent of the total teaching time available in schools. This proportion peaks in Years 7 and 8 as students are engaged in all eight learning areas. It reduces significantly in Years 9 and 10 as expectations are reduced to five 'core' learning areas — English, mathematics, science, history, and health and physical education.
- The relative emphasis given to each of the eight learning areas varies across the stages of schooling.
- The learning areas of English, mathematics, science, history, and health and physical education will be taught to students in each year from Prep to Year 10.
- In 2012 Urangan State High School implemented English, Mathematics and Science; History will be implemented in 2013. Health and Physical Education implementation is still to be determined.
- The Australian Curriculum for the Arts, Geography, Business and Economics, Civics and Citizenship, Design and Technology, ICT, and Languages will be developed for students across Prep to Year 10.
- Students in Years 9 and 10 will have the flexibility to continue or discontinue learning in these areas depending on which electives a school decides to offer students and which electives students choose.

For 2012 and 2013, Urangan State High School will adopt the minimum curriculum time requirements that have been provided.

Senior Secondary School Curriculum – (Years 10, 11 and 12)

Our senior school starts in Year 10 and continues on to Years 11 & 12.

Year 10 acts as a "stock-take year" in a number of respects. The Year 10 program is based on the attainment of specific outcomes designed to ensure students have reached suitable standards and that they continue to develop as much as possible. During this time:

- All students will study in 6 study areas each semester
- Students continue to study English and Maths
- In Semester 1 Year 10 students will enrol in preparatory senior subjects.
- In Semester 2 Year 10 students will commence Introduction to senior subjects
- Students through their SET Plan chose either a Work Force Pathway, Higher Education Pathway or U-Tech Program at Wide Bay TAFE Vocational Campus

Our school at a glance

Semester one Year Ten is the beginning of Urangan State High School's transition to the school's senior program. This semester acts as a preparatory semester to link Junior with Senior as well as a last opportunity to upgrade English, Maths and Science results. Year 10 students should begin to align their choices with one of the Higher Education, Workforce or U-Tech pathways.

As part of Semester one, students engage with the SET Plan process. Students will use this process to help determine their intended senior phase of learning education and / or training options. Each student is interviewed, along with their parents, to finalise an individual plan which outlines specific targets and goals for Year 11 and beyond.

For us, it is very important that students graduate from school with a worthwhile qualification as well as the skills and attributes we seek to develop. Our senior year's program is geared toward rigorous study and complemented by a range of ways for students to broaden their experience.

Our school at a glance

Extra curricula activities

Annual Highlights

2012 has once again seen Urangan High support, participate and excel in all aspects of school and community life.

Highlights included:

Cultural

- Students and staff featured in state-wide performance – Creative Generations State Schools on stage as part of State Education Week 2012.
- 4 students in State Honours Ensemble
- Music, Arts and Drama performances and workshops culminating in major school production – Du Freak Carnival
- Concert, Stage band and Strings music tour to Melbourne
- Deputy Principal part of Queensland schools delegation to Hanban Confucius Institute, China
- School organised and ran Chinese speaking competition in conjunction with Queensland University of Technology's Confucius Institute.
- Visual arts students' exhibition "Kaleidoscope"
- 40 hour famine participation
- Student representation on Fraser Coast Regional Junior Council
- Student selected as the 2012 Australia Day Cultural Award recipient for their musical talents
- Continuation of International Student Program with student numbers reaching 30 during 2012
- Participation in Regional Constitutional Convention
- School participation in community's ANZAC Day parades and ceremonies, Clean Up Australia Day, Teddy Bears Picnic
- Participation in NAIDOC Celebrations
- Participation in Indigenous Careers Expo
- Leadership camps in Years 8, 10 and 11

Sporting

- 3 Australian Representatives
- 1 Queensland Representatives
- 6 Queensland Country Representatives
- 28 Wide Bay Representatives
- School Aerobics Teams participation & placing in all their respective sections at Regional & State Finals
- School Cheer Leading Squad participation & placing in all their Regional and State Finals
- Largest team nominations the school has entered in Human Powered Vehicle, Maryborough Technology Challenge (6 teams)
- Senior boys and junior girls took out 3rd place in their respective divisions at the Human Powered Vehicle, Maryborough Technology Challenge
- Participants in Fraser Coast Equestrian competition

Academic

- 266 students awarded a Senior Statement of Attainment
- 94% of Year 12 students applying for a tertiary place received an offer.
- 69% (91 students) of our Year 12 O.P. eligible students (132) attained an O.P. between 1 and 15.
- 160 students undertook structured work placements/ work experience during 2012
- 16 students completing or completed school based Traineeships / Apprenticeships in 2012
- 213 students (80%) awarded a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA)
- External studies and links with University of Southern Queensland and University of Sunshine Coast
- Participation in national English, Mathematics, Science and History competitions

How Information and Communication Technologies are used to assist learning

Our goal is to create and maintain a learning environment where students and staff can use Information Communication Technologies to support learning and teaching.

We believe that the use of Information Communication Technologies as tools will enhance student learning by:

- Positively improving student attitudes and motivation to learn;
- Providing a wider range of teaching methods and encourage teacher personal reflection;
- Increasing curriculum choices for students;
- Providing a 1 to 1 Lap Top Program under the National Secondary Schools Computer Fund; and
- Facilitate local and global connectivity

Social climate

With only approximately 30 per cent of students going on to study at university and Hervey Bay having a higher rate of unemployment than the state average for young people, Urangan High is committed to integrating traditional studies with TAFE and trade courses to improve student outcomes.

The school is involved in and heavily committed to the School Industry Training Experience (S.I.T.E.) Program to provide Years 10, 11 and 12 students with both structured work experience and structured vocational training both at school and on-the-job in industry. As well, the school is fully committed to its partnership with Wide Bay TAFE in developing programs and courses which target students who know what they want to study and are focused on their career goals. This program, known as U-Tech is providing terrific results for students

Our school at a glance

The school has an established School Council as well as very committed Parents and Citizens' Association and Aboriginal and Torres Strait Islander Parent Support Group. These forums are heavily involved in the decision-making processes within the school. Members of these forums are committed to enhancing student learning outcomes, and providing greater support and guidance in the strategic direction of our school.

Partnerships have also been established with all other schools in Hervey Bay as well as other government agencies with relation to the youth of Hervey Bay, examples include: Queensland Police Service – School Based Police Officer; Queensland Health – School Based Youth Health Nurse; Fraser Coast Regional Council – Youth Workers; Department of Families – Social Workers; Fraser Coast Education Alliance, University of Southern Queensland – Fraser Coast campus Hervey Bay and the Bay State Schools cluster.

The school enrolled 700 (42%) new students throughout 2012 and 590 (35%) students' left during the year. These changes make for a highly mobile and transient school population..

Parent, student and staff satisfaction with the school

Internal monitoring, surveys and meeting with parents, students and staff throughout 2012 have shown excellent satisfaction results with:

- Year 8 ACE program - excellence programs for General Academic, Music, and Chinese
- The schools continued commitment to Student Industry Training Experiences (SITE), U-Tech partnership with Wide Bay TAFE, Fraser Coast Education Alliance, Chamber of Commerce and links with University of Southern Queensland
- The promotion of and involvement in International Student Program
- The extensive use of community support agencies for students to ensure successful completion of their schooling at Urangan SHS

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	90.0%
this is a good school	95.0%
their child likes being at this school*	95.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	80.0%
their child is making good progress at this school*	90.0%
teachers at this school expect their child to do his or her best*	94.7%
teachers at this school provide their child with useful feedback about his or her school work*	78.9%
teachers at this school motivate their child to learn*	78.9%
teachers at this school treat students fairly*	68.4%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	88.9%
student behaviour is well managed at this school*	78.9%
this school looks for ways to improve*	87.5%
this school is well maintained*	94.4%

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	88.6%
they like being at their school*	80.8%
they feel safe at their school*	92.0%
their teachers motivate them to learn*	84.0%
their teachers expect them to do their best*	98.4%
their teachers provide them with useful feedback about their school work*	86.2%
teachers treat students fairly at their school*	77.4%
they can talk to their teachers about their concerns*	61.5%
their school takes students' opinions seriously*	72.0%
student behaviour is well managed at their school*	58.1%
their school looks for ways to improve*	92.6%
their school is well maintained*	81.1%
their school gives them opportunities to do interesting things*	87.6%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	61.1%
with the individual staff morale items	82.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We could not be the school we are without the relationships and partnerships that have been developed with our wider community. Research shows that parental involvement improves student engagement in the curriculum and we aim to maximise parent involvement through:

- Invitations to functions and advertising flyers sent home with students
- Student centred activities and functions at school
- Guest speakers invited to parent evenings
- Parent Information evenings
- Parent & Citizen's monthly meetings
- School Council meetings
- Indigenous Parents Support & Awareness Group
- Parent Teacher interviews at least twice a year
- Newsletters

Reducing the school's environmental footprint

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

Our School continues to make efforts to reduce its environmental footprint through the following:

- Electricity – Our School Electricity kWh has decreased from 2011 to 2012. The School has been purchasing eco-air-conditioning units to ensure we minimise environmental footprint. We also encourage and educate our staff to be air-con smart and keep air-conditioning units at 25 degrees with doors closed.
- Water – Our school continues to use Waterless Urinals. We are also self-sufficient with water and irrigation for our oval via the increased capacity of our Dam.
- Cleaning Chemicals & Bathroom Supplies – Education Queensland has made a commitment to using environmentally friendly chemicals & products such as microfibre clothes for use by School cleaners. In 2012, we also continued the use of Eco bathroom supplies in all of our Student & Staff toilets.
- Paper – The school has been making significant steps in reducing the paper use in our schools by educating staff to communicate electronically and use technology to present data and information. While the school still needs to use paper and stationery we have committed to working with our Local Printing business to use environmentally friendly stationery supplies for all our letterhead, business cards, with compliments and handbooks.
- Recycling – The School continues to have an active recycling program in place.
- In 2012 our School received \$25 000 funding from Solar Schools which saw the installation of automatic sliding doors in the Student Services as well as automatic shut-off of lights & fans in classrooms to save power.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	444,329	8,517
2010-2011	449,704	2,486
2011-2012	412,308	1,402

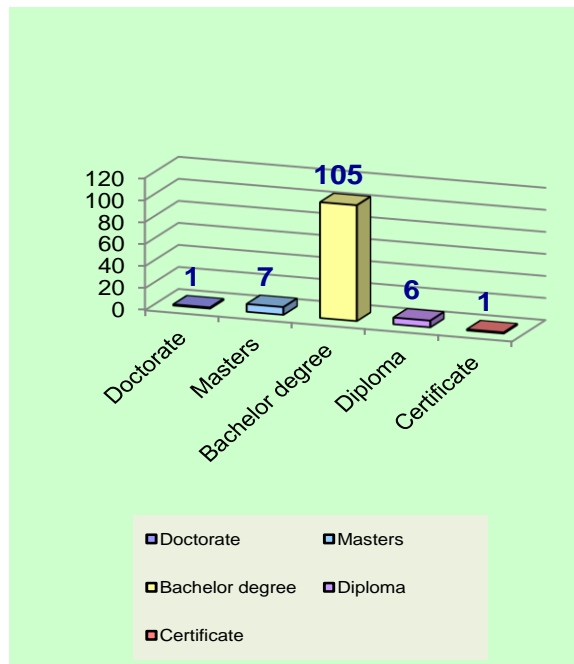
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	120	50	6
Full-time equivalents	115	36.5	4.2

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Bachelor degree	105
Diploma	6
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$53 200.

The major professional development initiatives undertaken are as follows:

- Various faculty related state conferences, QCAR conferences, QSA workshops
- Faculty in-service around syllabus implementation and the Australian Curriculum
- Class room Profiling Workshops and in-service
- Essential skills training
- EQI conferences and workshops
- Relieving opportunities
- Leadership & Learning Days
- Teacher release for vocational education training and workshops

The proportion of the teaching staff involved in professional development activities during 2012 was 98%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	95.3%	95.6%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.7% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	89%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

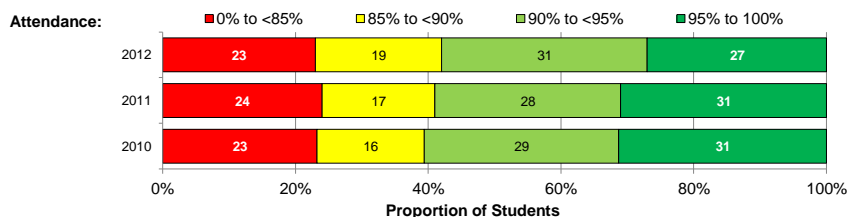
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								91%	88%	89%	90%	91%
2011								91%	89%	87%	91%	90%
2012								91%	88%	87%	89%	89%

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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Various initiatives to reduce absences have been implemented. These include weekly communication through letters to parents and care givers with details of student's lateness and absences, as well as a tracking program – ID ATTEND implemented to monitor absences, truancy, leave passes for early departure and for late arrival of students. During 2013 the school will be piloting a truancy officer and the use of the Guidance Officer, as well as the School Based Police Officer to develop and implement a whole of community strategy to liaise with parents, business, community and other government agencies to reduce non-attendance and promote "Every Day Counts".

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Performance of our students

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

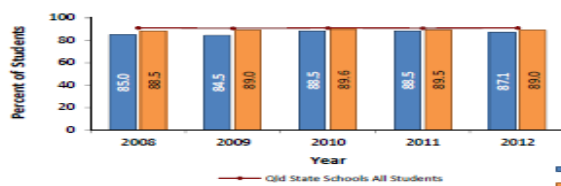
Closing the Gap Report

Full and Part-Time Enrolments August 2012

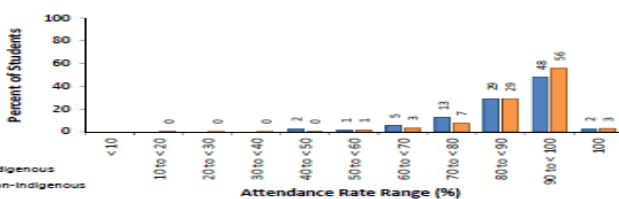
Indigenous Status	Year Levels in the School													Total			
	Pre-Prep	Prep	1	2	3	4	5	6	7	8	9	10	11		12	Spec	
Indigenous												21	27	23	11	17	99
Non-Indigenous												311	321	340	327	262	1,561
Unknown																	0
Total	0	0	0	0	0	0	0	0	0	0	0	332	348	363	338	279	1,660

Student Attendance

Student Attendance Rate Semester 1
Indigenous & Non-Indigenous Students

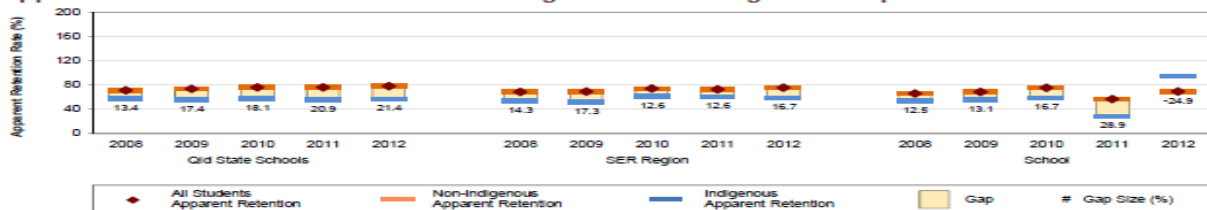


Proportion of Students by Attendance Range
Semester 1, 2012 - Indigenous & Non-Indigenous Students



% of All Student Attendance < 85%	23.0
% of Indigenous Student Attendance < 85%	31.3

Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap



Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior. The retention rates are labelled "apparent" as they do not take account events such as interstate or overseas migration, repeating students, return of adult students and the movement of students to and from the state sector. For these reasons it is possible to obtain apparent retention rates greater than 100%. Based on the August Census enrolment collection.

Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	55%	71%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	238	182	266
Number of students awarded a Queensland Certificate Individual Achievement.	5	2	5
Number of students receiving an Overall Position (OP).	122	103	132
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	17	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	103	110	180
Number of students awarded an Australian Qualification Framework Certificate II or above.	66	90	151
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	166	135	208
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	67%	50%	68%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	82%	85%	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	94%	94%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	8	30	44	27	13
2011	5	29	18	27	24
2012	16	35	39	34	8

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above
2010	39	52	18
2011	43	74	29
2012	114	128	41

Performance of our students

As at 2 May 2013. The above values exclude VISA students.

Delivery of the following Certificate I courses occurred throughout 2012 at Urangan State High School:

- Certificate I in General Construction and
- Certificate I in Business.
- Certificate I in Work Readiness

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The school enrolled 700 (42%) new students throughout 2012 and 590 (35%) students' left during the year. These changes make for a highly mobile and transient school population.

Data from the school's Early Leavers Survey that is conducted annually indicates that when students leave Urangan State High School they leave for the following reasons:

- Attending another state secondary school,
- Attending a non-state secondary school,
- Moving interstate,
- Seeking work, or
- Commencing Part time casual work