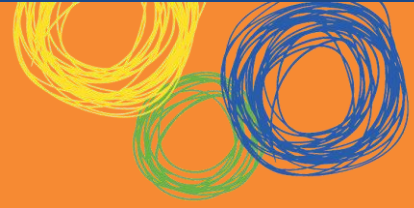


Urangan State High School

Queensland State School Reporting

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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Ms Linda Buxton, Acting Principal

Principal's foreword

Introduction

This is our school's 17th annual report, which provides parents and members of the school community with information about the school's activities and performance during 2013. It highlights our strengths and identifies areas for development and improvement during 2014.

The school Annual Report is a public document required for school and Education Queensland's accountability and improvement purposes. It provides valuable information for Education Queensland and members of the school community on the achievements of our school against declared systemic and school priorities as outlined in our 2013 Annual Improvement Plan.

School progress towards its goals in 2013

STRATEGIC DIRECTIONS 2012 - 2015	2013 PRIORITIES:
<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 	<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) Art of Science and Teaching (Marzano) / iObservation (c) Teaching & Learning Audit recommendations (d) Getting Ready for Secondary School (e) Developing Performance Framework 3. Student Achievement <ol style="list-style-type: none"> (a) NAPLAN strategies (b) Year 12 Outcomes (QCE; OP; VET)

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<ul style="list-style-type: none"> ▪ Build relationships and partnerships which support student learning opportunities, deliver high achievement, and promote community confidence and pride in the school. 	(c) Closing the Gap
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FOCUS AREA	SCHOOL PRIORITIES 2013	IMPROVEMENT STRATEGIES AND ACTIONS 2013	Progress During 2013
SCHOOL & COMMUNITY PARTNERSHIPS	<p><u>Building Teacher Capacity & Student Engagement</u></p> <p>(d) Getting Ready For Secondary School</p>	<ul style="list-style-type: none"> • 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 • Continue U-Tech Pathway, Workforce Pathway and Higher Education Pathway for senior students • 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 • Enhance links with Hervey Bay primary schools to develop seamless transitions in relation to curriculum and Getting Ready for Secondary School initiative • Refine school structure as per Quadrennial School Review recommendations to enhance school spirit, student engagement, maximise student on task time, and pastoral care / social and emotional learning programs 	<ul style="list-style-type: none"> • ONGOING • ONGOING • ONGOING • ONGOING • ONGOING • COMPLETED • COMPLETED

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SCHOOL CURRICULUM	<u>Development</u>	<ul style="list-style-type: none"> Implement the Australian Curriculum as per ACARA guidelines and timelines. Use of O.P. Analyser to improve students' achievements and Year 12 Outcomes Data 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 	<ul style="list-style-type: none"> COMPLETED ONGOING COMPLETED COMPLETED ONGOING ONGOING
	(a) Australian Curriculum	<ul style="list-style-type: none"> Like ability student groupings to improve and increase all students achievement and engagement All work programs (both junior secondary & senior secondary) are updated, approved, and align to show a seamless curriculum through the year levels. Continue to implement PAT tests to provide data tracking and improvement strategies to be implemented to improve NAPLAN results 	<ul style="list-style-type: none"> COMPLETED COMPLETED COMPLETED
	(b) C2C	<ul style="list-style-type: none"> Continue with the role of Indigenous Education HOD and CEC in order to coordinate strategies to enhance academic, attendance, engagement and cultural outcomes. 	<ul style="list-style-type: none"> COMPLETED
	<u>Student Achievement</u>		
	(a) NAPLAN strategies		
	(b) Year 12 Outcomes (QCE; OP; VET)		
	(c) Closing the Gap		

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TEACHING PRACTICE	<p><u>Building Teacher Capacity & Student Engagement</u></p> <p>(a) Class room Profiling (b) Art of Science and Teaching (Marzano) / iObservation (c) Teaching & learning Audit recommendations</p>	<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. • 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 • 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 • Implement Teaching & Learning Audit recommendations • Individual Curriculum / Learning Plan for all students 	<ul style="list-style-type: none"> • COMPLETED • COMPLETED • DISCARDED • COMPLETED • ONGOING • PARTIALLY COMPLETED • PARTIALLY COMPLETED • COMPLETED • NOT COMPLETED
PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY	<p><u>Building Teacher Capacity & Student Engagement</u></p>	<ul style="list-style-type: none"> • All staff have Personal Performance Development Plan. • Continue to develop and implement "The Urangan Way" • Continue induction program for all new staff • Staff engaged in professional development around Australian curriculum • Align building teacher capacity and student engagement with Quadrennial School Review recommendations • 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"> • PARTIALLY COMPLETED • ONGOING • PARTIALLY COMPLETED • PARTIALLY COMPLETED • COMPLETED • COMPLETED

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Future outlook

FOCUS AREA	SCHOOL PRIORITIES 2014	IMPROVEMENT STRATEGIES AND ACTIONS 2014
SUCCESSFUL LEARNERS	<p style="text-align: center;"><u>Development</u></p> <p>(c) Australian Curriculum</p> <p>(d) C2C</p> <p style="text-align: center;"><u>Student Achievement</u></p> <p>(d) NAPLAN strategies</p> <p>(e) Year 12 Outcomes (QCE; OP; VET)</p> <p>(f) Closing the Gap</p>	<ul style="list-style-type: none"> • Implement the Australian Curriculum as per ACARA guidelines and timelines and align curriculum development with Quadrennial School Review recommendations • Use of O.P. Analyser to improve students' achievements and Year 12 Outcomes Data • Implement Education and Career Planning strategies across all year levels • Implement and align C2C units and lesson plans to school's curriculum framework, resources and assessment • Continue to develop and implement Confucius Class room in partnership with Confucius Institute, QUT. • Host international study tours and continue International Student Program and sister school arrangement with No1. Middle School Leshan China • Like ability student groupings to improve and increase all students achievement and engagement • All work programs (both junior secondary & senior secondary) are updated, approved, and aligns to show a seamless curriculum through the year levels. • Continue to implement data tracking and improvement strategies to improve NAPLAN results
GREAT PEOPLE	<p style="text-align: center;"><u>Building Capacity & Student Engagement</u></p>	<ul style="list-style-type: none"> • Every staff member has a Personal Performance Development Plan. • Continue to implement "The Urangan Way" • Continue induction program for all new staff • Staff engaged in professional development around Australian curriculum • Align building teacher capacity and student engagement with Quadrennial School Review recommendations • Provide opportunities for staff with aspiring leaders applying for relieving opportunities, enhancing leaders for the future programs and developing succession planning strategies

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EMPOWERMENT	<p><u>Building Capacity & Student Engagement</u></p> <p>(e) Class room Profiling (f) Art of Science and Teaching (Marzano) / iObservation</p>	<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. Use of Truancy Officer to improve student attendance rates and engagement Continue Responsible Behaviour Plan to improve and enhance student engagement Use of STLaNs to upskill teachers and provide class teachers with "toolkits" and strategies to analyse and interpret class data to improve NAPLAN results all students achievements and engagement. 100% of students undertaking NAPLAN tests to be "at or above" the national minimum standards in Year 9 85% of students achieve a Sound Level of Achievement or higher across all their subjects
ENGAGED PARTNERS	<p><u>Building Capacity & Student Engagement</u></p> <p>(e) Getting Ready For Secondary School</p>	<ul style="list-style-type: none"> Continue alliances with Fraser Coast Regional Council, Chamber of Commerce, Indy Foundation, S.I.T.E., Youth networks, Community organisations, and other Government agencies, Fraser Coast Educational Alliance, Universities, and Wide Bay TAFE. Partner with Non-Government Organisations for at risk students Continue U-Tech Pathway, Workforce Pathway and Higher Education Pathway for senior students Utilise "Dare to Lead" program, Aboriginal and Torres Strait Islander networks, agencies and personnel to support Closing the Gap strategies Continue links with Hervey Bay primary schools and their staff to develop seamless transitions in relation to curriculum and Getting Ready for Secondary School initiative Enhance Community Engagement strategies to support Getting Ready for Secondary School initiative Continue refining school structure as per Quadrennial School Review recommendations .
HIGH STANDARDS	<p><u>Building Capacity & Student Engagement</u></p>	<ul style="list-style-type: none"> 100% of students undertaking NAPLAN tests to be "at or above" the national minimum standards in Year 9 85% of students achieve a Sound Level of Achievement or higher across all their subjects Continue to implement Teaching & Learning Audit recommendations 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. Implement Discipline Audit recommendations Implement Success School Program recommendations

School Profile

Vision

Pursuit of Excellence, every minute, every day

Statement of Purpose

Urangan State High School is dedicated to discovering the best within all students through high quality educational and social experiences that expose them to new ideas, new ways and new possibilities for future success.

At Urangan State High School we:

- Aim high, by promoting openness, integrity and responsibility,
- Create new ideas, new processes, new skills,
- Co operate by being positive, honest and sharing,
- Value our people; their diversity and individual strengths, and
- Celebrate our successes as members of a dynamic, bonded community.

We believe in creating a school which is based upon mutual respect and empowerment where:

- Students feel safe and able to achieve to their full potential,
- Parents involvement is valued,
- Staff are enthusiastic and supportive, and
- Teamwork, confidence and communication are the bases of success and happiness

Urangan State High School's motto

“Working together to Learn”

provides

Access to quality education access to a better life.

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1547	828	719	90%
2012	1590	829	761	91%
2013	1501	785	716	88%

Our school at a glance

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

Characteristics of the community and student body:

The city of Hervey Bay is located a comfortable three and a half hour drive or 45 minute flight north of Brisbane. With the extension of the Hervey Bay Airport completed, jet aircraft fly directly to Hervey Bay from Sydney.

Hervey Bay is one of the main access points to Fraser Island and major regional tourist attractions. It is renowned as a destination for backpackers. The whale watching industry has grown to a level where approximately 75,000 visitors per annum depart from Hervey Bay on daily whale watching trips. In total, approximately 600,000 visitors come to the region each year.

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 has seen Hervey Bay's population skyrocket from only 30,000 in 1991 to approximately 55,000 in 2011. 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. Industrial growth is matching population growth, particularly in tourism, service industries, retailing and light industries.

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 in 2012 was fully committed to establishing a 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 U-Tech and commenced at Wide Bay TAFE in 2012 with Year 11 students.

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 with 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 also has an International Student program in conjunction with Education Queensland International. During 2012 we had 30 international students from Belgium, Italy, Germany, Norway, Denmark, Russia and Sweden. During 2013 38 International students attended Urangan SHS., 21 from Germany, 10 from Norway, 6 from Italy and 1 from Japan. This program continues in 2014 with the school having a Level 2 Accreditation from Education Queensland International.

Our school at a glance

During 2013 the school had seventy-four (81) students on education adjustment programs as per the following table:

Category	No. of Students
Physical Impairment (PI)	6
Hearing Impairment (HI)	6
Intellectual Impairment (II)	11
Visual Impairment (VI)	1
Speech Language Impairment (SLI)	17
Autistic Spectrum Disorder (ASD)	38

There are a growing proportion of students in the school who have literacy and numeracy needs. The school has developed a range of strategies to meet these students' needs, such as teacher professional development to cater for these students and operating a specialised Literacy and Numeracy program. In 2008 our school was allocated a Special Education Program facility and during 2013 our school continued to enhance our resourcing in education adjustment programs to support and cater for students' needs.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	23
Year 11 – Year 12	18	18	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	456	361	341
Long Suspensions - 6 to 20 days	33	26	35
Exclusions	2	5	5
Cancellations of Enrolment	28	4	4

Curriculum offerings

Our distinctive curriculum offerings

The provision of an excellent schooling experience for students in the twenty first century requires a multi-faceted and flexible approach. Our society is characterised by rapid economic change, cultural diversity, pervasive growth in information and communication technology and an increasingly competitive labour market.

The Urangan State High School Curriculum Framework and Philosophy encompasses the Education Queensland response to the government's 'Smart State' strategy, whilst responding to the local community needs and wishes / perceptions of what is a quality curriculum.

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

1. Teaching strategies and curriculum focusing on the maturity levels of students. The learning and development needs of middle school students (Year 8 & 9) are different to those of senior school students (Years 10, 11 & 12).
2. An extensive range of academic and co-curricular options that cater for the full range of students.
3. A broad range of extra-curricular programs which supplements the school curriculum.
4. Achievement of a minimum standard for promotion from the middle school to the next with provisions to achieve minimum standards.
5. A rich spiralling semester based curriculum that suits the unique dynamics of the Hervey Bay community (Student turnover is usually over 1000 students per 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

Extra curricula activities

2013 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 2013.
- 11 students in State Honours Ensemble
- Music, Arts and Drama performances and workshops culminating in major school production – A Night in Hollywood
- Concert, Stage band and Strings Ensemble Performances
- 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
- Continuation of International Student Program with student numbers reaching 38 during 2013

Our school at a glance

- 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
- School Camps

Sporting

- 2 futsal Australian Representatives
- 1 softball Queensland Representatives
- 3 futsal 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)

Academic

- 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

Teachers support students to become skilful in safely, legally and ethically using technologies and digital resources to learn new concepts, deepen understandings, collaborate and create new ideas and knowledge. Teachers also support students to use technology in learning, by assisting them to find quality, relevant resources, and guide them in critically evaluating the notions of others and creating and publishing their ideas for a wider audience. The use of interactive whiteboards in classrooms improves student engagement; and peer collaboration and mobile learning is encouraged through the use of virtual classrooms that are accessible through the internet anywhere, anytime. Digital tools are also a valuable aide in providing alternative learning strategies for students needing support in their learning or students who require extension activities.

In 2015, students in years 7 and 8 will be encouraged to bring their own compatible laptop or tablet devices to school. Students in years 9 to 12 have the opportunity to belong to the 1:1 laptop or tablet program. All year levels will be supported by school-owned devices to provide equity and accessibility for students to use in classes where computer use is required for learning and assessment.

Social climate

At Urangan State High School, all teachers maintain a safe and supportive learning environment through a skilled application of the Essential Skills for Classroom Management. Our school Leadership Team are trained Advanced Classroom Profilers. They visit teacher 4 times per year to provide support and coaching for all teachers, in order to maintain our excellent learning environments. Our School implements an anti-bullying program which also encompasses cyber bullying as part of our SELF (Social and Emotional Learning Focus) lessons. These lessons encompass 5 broad keys for success -Confidence, Persistence, Organisation, Getting Along and Resilience.

We believe it is important to establish a learning community within each classroom and dedicate time for children to understand themselves as learners and for partnerships to be developed both within the classroom and between home and school.

Rewards for good behaviour include Merit Points, Letters of Commendation and Rewards Trips.. Recognition is made each week on assembly for the student with the most Merit Points in each year level.

Our School Opinion Survey data in 2012 indicates that the above mentioned support programs have had a positive impact on our student and parent satisfaction results.

Our school at a glance

Parent, student and staff satisfaction with the school

Parents, students and staff are very satisfied with all aspects of our school. Their individual responses to the school opinion survey can be seen below:

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	90%	93%
this is a good school (S2035)	95%	100%
their child likes being at this school* (S2001)	95%	93%
their child feels safe at this school* (S2002)	100%	93%
their child's learning needs are being met at this school* (S2003)	80%	93%
their child is making good progress at this school* (S2004)	90%	87%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	93%
teachers at this school motivate their child to learn* (S2007)	79%	86%
teachers at this school treat students fairly* (S2008)	68%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%
this school works with them to support their child's learning* (S2010)	100%	86%
this school takes parents' opinions seriously* (S2011)	89%	92%
student behaviour is well managed at this school* (S2012)	79%	93%
this school looks for ways to improve* (S2013)	88%	93%
this school is well maintained* (S2014)	94%	93%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	89%	91%
they like being at their school* (S2036)	81%	91%
they feel safe at their school* (S2037)	92%	92%
their teachers motivate them to learn* (S2038)	84%	92%
their teachers expect them to do their best* (S2039)	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	86%	92%
teachers treat students fairly at their school* (S2041)	77%	87%
they can talk to their teachers about their concerns* (S2042)	61%	79%
their school takes students' opinions seriously* (S2043)	72%	82%
student behaviour is well managed at their school* (S2044)	58%	70%
their school looks for ways to improve* (S2045)	93%	92%

Our school at a glance

their school is well maintained* (S2046)	81%	84%
their school gives them opportunities to do interesting things* (S2047)	88%	91%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		97%
they feel that their school is a safe place in which to work (S2070)		97%
they receive useful feedback about their work at their school (S2071)		89%
students are encouraged to do their best at their school (S2072)		97%
students are treated fairly at their school (S2073)		96%
student behaviour is well managed at their school (S2074)		85%
staff are well supported at their school (S2075)		81%
their school takes staff opinions seriously (S2076)		77%
their school looks for ways to improve (S2077)		97%
their school is well maintained (S2078)		91%
their school gives them opportunities to do interesting things (S2079)		83%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Urangan State High School welcomes parental involvement. Our school motto of "Working Together to Learn" includes a strong working relationship between Teachers and Parents / Guardian so that students achieve to their full potential. Participation via the Parents and Citizens Association, special purpose committees and working parties is also welcomed.

Parents are invited to participate and share various school celebrations such as our annual Leadership Induction and Awards Night. Parents are also invited to attend parent information sessions, parent teacher interviews, welcome nights as well as numerous school dance, drama and music performances throughout the year.

Reducing the school's environmental footprint

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

At Urangan State High School we have number of water storage tanks which are utilised to supply water to toilet blocks. We also have a large school dam that is used to irrigate our sporting fields and gardens.

All staff are encouraged to reduce their environmental footprint by minimising the use of paper photocopies and by switching off fans and lights when they are not present in classrooms.

The school has also installed automatic doors to the student office to minimise cooling costs due to the frequent entry and exit of students.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	449,704	2,486
2011-2012	412,308	1,402
2012-2013	462,528	2,853

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

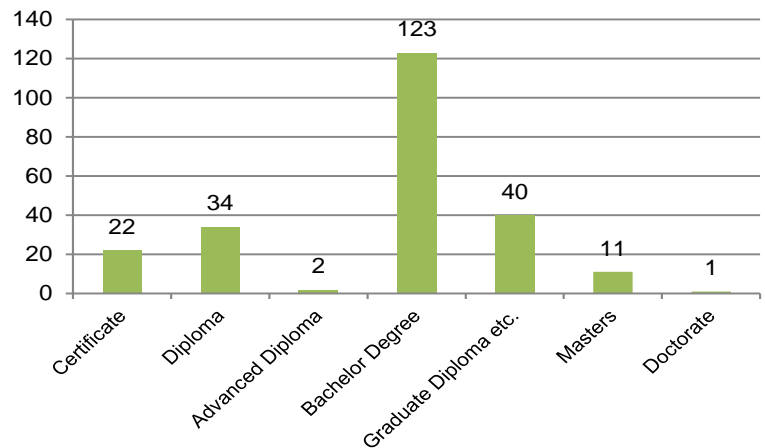
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	123	54	5
Full-time equivalents	117	38	4

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	22
Diploma	34
Advanced Diploma	2
Bachelor Degree	123
Graduate Diploma etc.	40
Masters	11
Doctorate	1
Total	233



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 36500 .

The major professional development initiatives are as follows:

- Building Teacher Capacity – ASOT, Classroom Profiling, Junior Secondary
- Continuous Professional Development – State, Local, and System (QSA, VET, ACARA) Conferences
- Curriculum Development - Conferences, In-service and Workshop activities
- Junior Secondary Implementation – In-service, Workshops, Teacher release
- Student Outcomes – In-service, Workshops, Teacher release
- School Improvement – Professional Fees for Workshops, analysis and In-service

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was 97 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	88%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

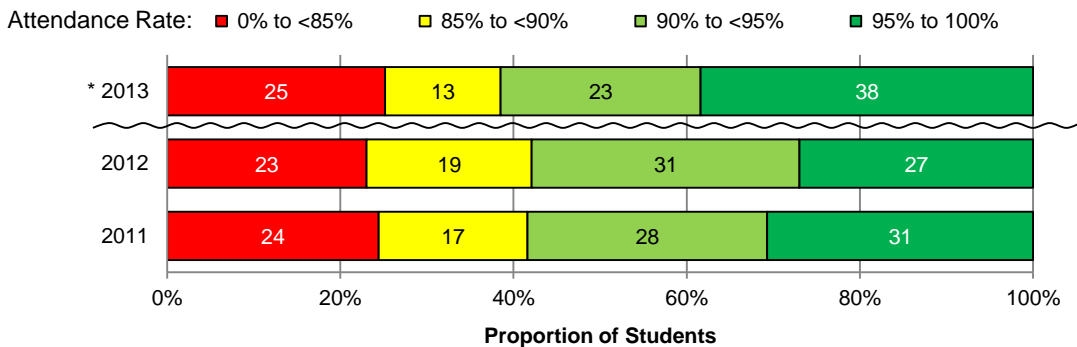
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								91%	89%	87%	91%	90%
2012								91%	88%	87%	89%	89%
2013								91%	88%	87%	89%	87%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

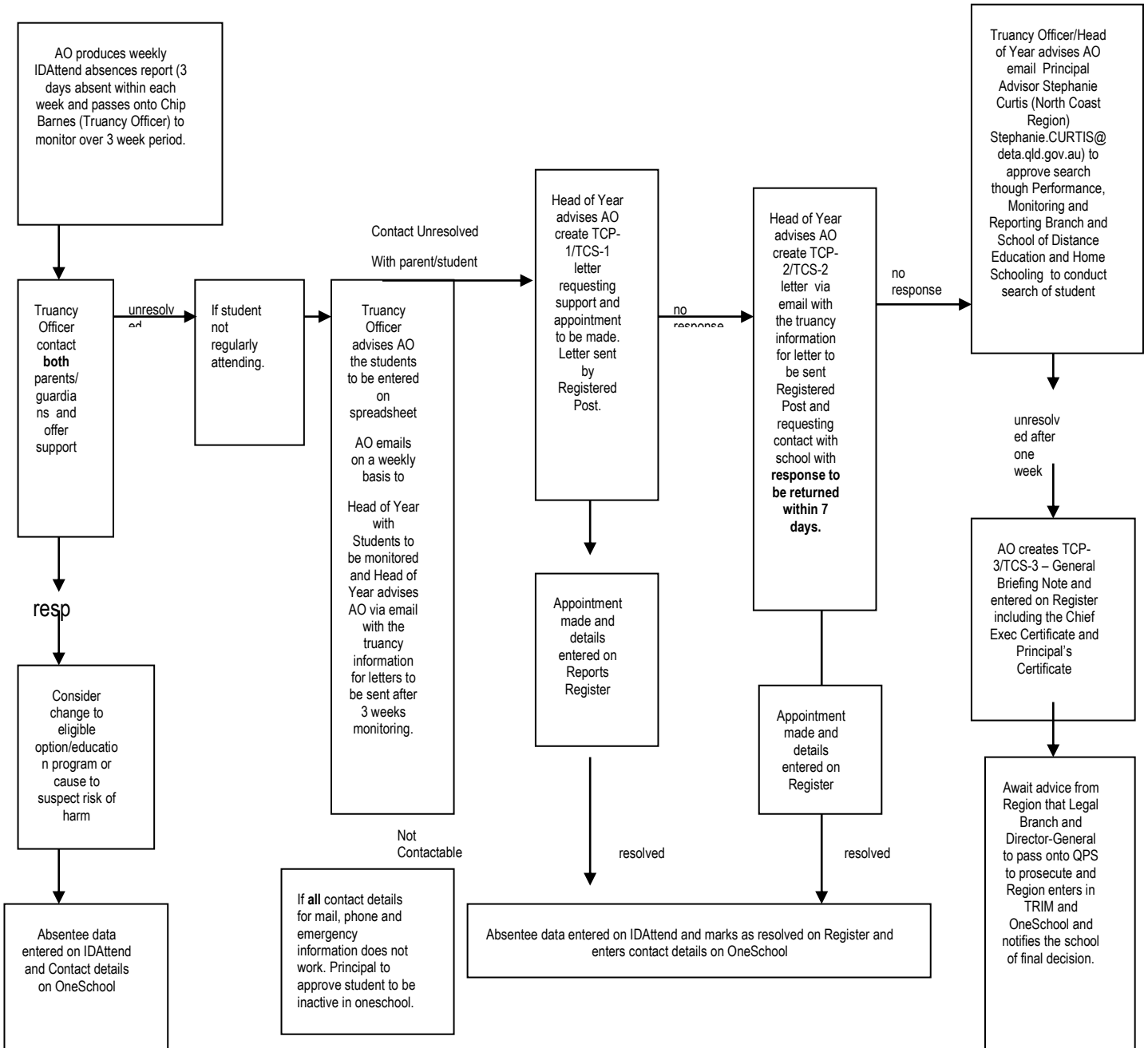


* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

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.



In this section describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

In addition, schools may choose to report proactive strategies that are being used to increase attendance.

Performance of our students

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.

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 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

Urangan SHS has a total enrolment of 1626 students, of which 109 students identify as being indigenous. Indigenous student attendance for 2013 was 85.6%, a figure slightly lower than non-indigenous student attendance of 88.6%. The gap in apparent retention rates between indigenous and non-indigenous students has decreased markedly from 2011 to 2013 and has almost halved from 28.9 to 17.2. NAPLAN results for indigenous have seen an improvement in overall results in reading, writing and numeracy strands and gaps of 32, 25 and 40 respectively. Indigenous results in NAPLAN are still below the 2013 Queensland state schools mean for all students.

Performance of our students

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	55%	71%	66%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	182	266	257
Number of students awarded a Queensland Certificate Individual Achievement.	2	5	5
Number of students receiving an Overall Position (OP).	103	132	91
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	19	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	110	180	178
Number of students awarded an Australian Qualification Framework Certificate II or above.	90	151	166
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	135	208	210
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.	50%	68%	71%
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.	85%	91%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	94%	93%

As at 5 May 2014. 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
2011	5	29	18	27	24
2012	16	35	39	34	8
2013	12	25	28	21	5

As at 5 May 2014. 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
2011	43	74	29

Performance of our students

2012	114	128	41
2013	66	150	44

As at 5 May 2014. The above values exclude VISA students.

A number of Certificate Course are offered to students at both our Robert Street and U-Tech campuses. These include:

- Cert IV in Music
- Cert III in Childrens Services
- Cert II in Business, Automotive, Engineering, Hairdressing, Beauty, Hospitality, Kitchen Operations, Outdoor Recreation, Workplace Practices, Information and Communication Technologies, and Media.
- Cert I in Construction

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

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

Some students do not complete studies to the end of year 12. There are varying reasons that students do leave school early early, including:

- Full time work
- Part time work.
- Obtaining a traineeship or apprenticeship.
- Moving out of the area.