Urangan State High School Queensland State School Reporting 2015 School Annual Report

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Principal's foreword

Introduction

This is our school's 19th annual report, which provides parents and members of the school community with information about the school's activities and performance during 2015. It highlights our strengths and identifies areas for development and improvement during 2016.

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 2015 Annual Improvement Plan.

School progress towards its goals in 2015

School progress towards its goals in 2015 STRATEGIC DIRECTION 2012 -2015	2016 PRIORITIES:
1. Delivering world class Curriculum, Teaching, and Learning 2. Continuous Professional Learning and Development – Building Staff Capacity 3. Safe, supportive, inclusive and disciplined learning environment – high levels of student achievement and engagement 4. Unrelenting focus on improvement 5. Build relationships and partnerships which support student learning opportunities, deliver high achievement, and promote community confidence and pride in the school.	Specific targets for 2016 are improvement in: • Reading, • Writing, • Numeracy, • U2B, • QCE & • Attendance University of the Sunshine Coast, East Coast TAFE and Fraser Coast Regional Council partnerships

Future outlook

FOCUS AREA	SCHOOL PRIORITIES 2016	IMPROVEMENT STRATEGIES AND ACTIONS 2016	2016 Progress
Successful Learners	**Know your Learners** **Meet your learners' needs**	• Analyze Student Data • Improve Student Attendance • Investing for Success (I4S) • Cater for Student Needs • Upper 2 Bands Priority • NAPLAN Strategy • Cater for student needs/Upper 2 Bands priority.	• Embedded • Processes refined and new staff appointed • Review to be undertaken • StLan G and T role established • ACE programs- increased enrichment opportunities including STEM club • Partnership set up with USC • ISP's for high performing students • Working with HOD School improvement data • U2B Targets- 20% reading and Numeracy 10% Writing
Great People **Teaching Quality**	***Develop Professional Knowledge*** ***Develop Professional Practice*** ***Develop Professional Engagement***	• Australian Curriculum Priorities • Literacy Priorities • Numeracy Priority • Pedagogical Framework • Moderation • BPN Priority • Developing Performance Framework	• Plan for implementation of Business, HPE, Arts and Technology • Expert teaching team supporting capacity of teachers to improve literacy and numeracy • Pedagogical framework established and being enhanced • Developing Performance Framework implemented
Great People **Principal Leadership & Performance**	***Lead Teaching and Learning*** ***Develop self and others*** ***Lead improvement, innovation and change***	• Learning Communities • Future Leaders	• Implemented and enhancing
High Standards **School Performance**	***Know your data*** ***Know your strategies***	• Explicit Improvement Agenda • Curriculum Teaching and Learning/ School Improvement Unit/ Discipline Audit • Internal Audit • Opinion Survey Priorities	• Embedded with key leaders in school • Growing data skills across school • Enhancing data collection and tracking programs
Engaged Partners **Regional Support**	***Maintain alignment*** ***Develop consistency*** ***Scale up success***	• Alignment and Consistency • Flying Start initiative	• Implemented
Engaged Partners **Local decision making**	***Embrace autonomy*** ***Create partnerships***	• Partnerships • Parent and Community Engagement Strategy	• Strong local partnerships • Tertiary Partnerships enhancing • Collaborative projects within region, area and state

Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1501	785	716	103	88%
2014	1569	794	775	141	90%
2015	1696	829	867	160	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

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

Characteristics of the 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 is committed to the School Industry Training Experience (SITE) Program to provide students in years 10, 11 and 12 with on-the-job work experience. Additionally students are offered structured on-the-job vocational training through school based apprenticeships and traineeships, the GenR8 program and extermal RTOs. As well, the school in 2015 was fully committed to maintaining a partnership with East Coast TAFE in delivering nationally recognised certificates to our year 11 and 12 students, to enable them to focus on their career goals.

The school has an established School Council as well as very committed Parents and Citizens' Association. 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 the Sunshine Coast, 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. In 2015 there were 46 International students from Germany, Italy, Norway, Austria, Brazil and China. Currently in 2016 we have 38 International students who have studied or have been accepted to commence at Urangan SHS in semester 2. These students are coming from Germany, Italy, Brazil, Luxembourg, Norway and China.
The school is also hosting its second study tour in recent years, this year 23 Taiwanese students will be visiting our school with two teachers and will be involved in a cultural program to give them an insight into life and school in Australia. This program continues in 2016 with the school having a Level 2 Accreditation from Education Queensland International.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	22
Year 11 – Year 12	19	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School disciplinary absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	341	399	501
Long Suspensions - 6 to 20 days	35	6	16
Exclusions	5	5	6
Cancellations of Enrolment	4	24	13

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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

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

2015 has once again seen Urangan State High School support, participate and excel in all aspects of school and community life. These are highlighted below.

Cultural

- Students and staff featured in state-wide performance- Creative Generations State Schools on stage
- 6 students in the State Honours Band
- 2 students attended MOST Music Camp
- Music students performed with IMEP (Instrumental Music Excellence Program) at Music Teachers' Conference
- Music students performed at Scripture Union annual fundraiser
- Drama night
- Mega Jam Dance workshops
- Excursions to GOMA and 'Anything Goes'
- Dance nights
- Kaleidoscope Visual Art Exhibition
- Sonic and acoustic music nights
- Cheer squad, dance competitions
- Concert band, stage band and string ensemble performances
- 40 hour famine participation
- Student representation on Fraser Coast Regional Junior Council
- Continuation of International Student Program with student numbers reaching 38 during 2014
- 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

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 Improve 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 9 to 12 had the opportunity to belong to the 1:1 laptop or tablet program. All year levels were supported by school-owned devices to provide equity and accessibility for students to use in classes where computer use was required for learning and assessment. The BYOx technical solution was purchased and installed in fourth term of 2015. Students from all year levels were invited to connect their personal devices as a testing and trial phase. In 2016, students in years 7 and 8 are 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 tablet program or to bring their own device. 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. The BYOx technical solution is available in the school for all students to connect their personal devices to. This provides: secure, filtered access to the internet; access to G and H drives; and access to printers.

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 fortnight on assembly for the students with the most Merit Points in each year level.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	92%	95%
this is a good school (S2035)	100%	94%	93%
their child likes being at this school (S2001)	93%	87%	93%
their child feels safe at this school (S2002)	93%	91%	88%
their child's learning needs are being met at this school (S2003)	93%	89%	97%
their child is making good progress at this school (S2004)	87%	87%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	92%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	81%	93%
teachers at this school motivate their child to learn (S2007)	86%	83%	91%
teachers at this school treat students fairly (S2008)	93%	82%	93%
they can talk to their child's teachers about their concerns (S2009)	93%	86%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	86%	83%	95%
this school takes parents' opinions seriously (S2011)	92%	86%	95%
student behaviour is well managed at this school (S2012)	93%	78%	84%
this school looks for ways to improve (S2013)	93%	94%	98%
this school is well maintained (S2014)	93%	92%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	96%	99%
they like being at their school (S2036)	91%	90%	92%
they feel safe at their school (S2037)	92%	91%	96%
their teachers motivate them to learn (S2038)	92%	89%	94%
their teachers expect them to do their best (S2039)	97%	97%	99%
their teachers provide them with useful feedback about their school work (S2040)	92%	91%	88%
teachers treat students fairly at their school (S2041)	87%	86%	86%
they can talk to their teachers about their concerns (S2042)	79%	79%	86%
their school takes students' opinions seriously (S2043)	82%	77%	83%
student behaviour is well managed at their school (S2044)	70%	75%	79%
their school looks for ways to improve (S2045)	92%	94%	92%
their school is well maintained (S2046)	84%	83%	92%
their school gives them opportunities to do interesting things (S2047)	91%	92%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	95%	97%
they feel that their school is a safe place in which to work (S2070)	97%	95%	96%
they receive useful feedback about their work at their school (S2071)	89%	87%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	86%	83%
students are encouraged to do their best at their school (S2072)	97%	94%	99%
students are treated fairly at their school (S2073)	96%	96%	96%
student behaviour is well managed at their school (S2074)	85%	84%	91%
staff are well supported at their school (S2075)	81%	79%	83%
their school takes staff opinions seriously (S2076)	77%	85%	85%
their school looks for ways to improve (S2077)	97%	93%	96%
their school is well maintained (S2078)	91%	82%	82%
their school gives them opportunities to do interesting things (S2079)	83%	83%	87%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

Parent and community engagement

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	
Years	Electricity kWh	Water kL
2012-2013	462,528	2,853
2013-2014	401,700	1,891
2014-2015	527,404	7,191

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school’s environmental footprint.

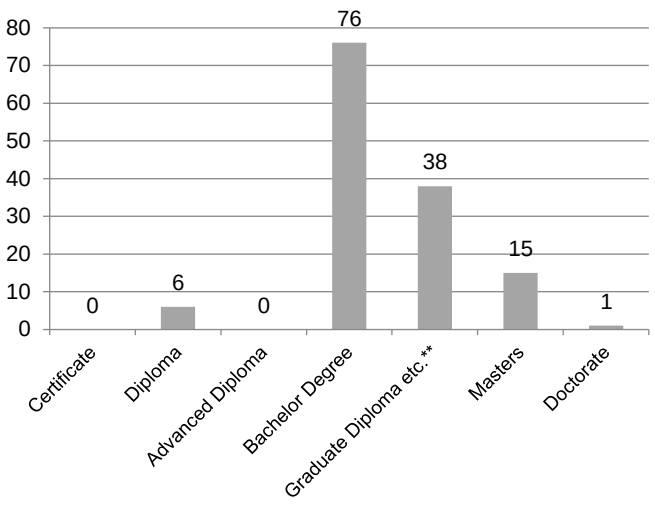
Our staff profile

Staff composition (including Indigenous Staff)

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	136	63	8
Full-time equivalents	130	47	5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	76
Graduate Diploma etc.**	38
Masters	15
Doctorate	1
Total	**136**



*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 2015 were $49300

.The major professional development initiatives are as follows:

- Building Teacher Capacity – ASOT, Classroom Profiling, Junior Secondary
- Continuous Professional Development – State, Local, and System (QCAA, 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, Teaching Reading, High Reliability Schools

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

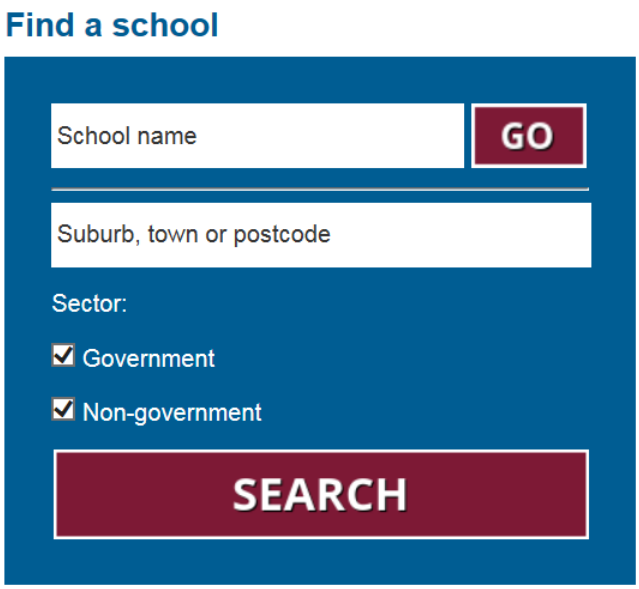
Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2015 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.**



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

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

Performance of our students

Key student outcomes

ACHIEVEMENT: Learning Area Results

Report Card scale distributions for Achievement, Effort and Behaviour - % of student results in English, Mathematics and Science Learning Areas

#1

ACHIEVEMENT

Yr Lvl	ENGLISH 2011 S2 to 2015 S2 %C or Higher	ENGLISH 2015 Sem 1 %A	%B	%C	%D	%E	NR	ENGLISH 2015 Sem 2 %A	%B	%C	%D	%E	NR	N	MATHEMATICS 2011 S2 to 2015 S2 %C or Higher	MATHEMATICS 2015 Sem 1 %A	%B	%C	%D	%E	NR	MATHEMATICS 2015 Sem 2 %A	%B	%C	%D	%E	NR	N	SCIENCE 2011 S2 to 2015 S2 %C or Higher	SCIENCE 2015 Sem 1 %A	%B	%C	%D	%E	NR	SCIENCE 2015 Sem 2 %A	%B	%C	%D	%E	NR	N
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07	82	82.0	8	24	50	17	58	9	29	44	17	2	256	77	83.8	13	25	38	21	4	18	24	42	15	1	255	87	89.8	14	30	43	13	2	20	32	38	9	3	255
08	90.0	84.3	6	22	51	22	4	6	31	48	16	43	235	68.4	82.6	14	22	47	17	3	14	23	46	16	2	235	71.0	83.5	15	39	34	12	5	21	30	33	16	0	237
09	83.2	80.0	7	24	52	16	4	7	22	50	17	3	305	47.9	81.3	7	25	40	25	4	10	32	39	17	3	305	72.6	76.5	8	27	42	20	2	10	27	39	20	2	307
10	80.0	84.6	10	30	35	22	4	9	34	52	5	8	331	79.3	84.2	10	23	44	19	8	14	31	39	14	6	355	81.4	86.0	14	25	33	20	6	18	35	33	12	7	322

EFFORT

Yr Lvl	ENGLISH 2011 S2 to 2015 S2 %C or Higher	ENGLISH 2015 Sem 1 %A	%B	%C	%D	%E	NR	ENGLISH 2015 Sem 2 %A	%B	%C	%D	%E	NR	N	MATHEMATICS 2011 S2 to 2015 S2 %C or Higher	MATHEMATICS 2015 Sem 1 %A	%B	%C	%D	%E	NR	MATHEMATICS 2015 Sem 2 %A	%B	%C	%D	%E	NR	N	SCIENCE 2011 S2 to 2015 S2 %C or Higher	SCIENCE 2015 Sem 1 %A	%B	%C	%D	%E	NR	SCIENCE 2015 Sem 2 %A	%B	%C	%D	%E	NR	N
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07	91	79.0	35	31	25	9		30	25	24	18		257	84	88.3	36	32	16	16		38	29	20	13		256	87	88.7	34	33	20	13		43	28	18	11		257
08	88.7	92.8	41	31	22	6		44	29	19	7		278	91.7	93.3	36	31	27	6		31	37	26	7		238	81.4	89.5	29	33	30	8		31	28	31	10		238
09	88.8	84.7	30	25	32	13		33	23	29	13		307	84.8	88.0	30	30	28	10		38	26	24	10		308	82.5	81.2	24	29	30	17		19	35	27	18		309
10	85.1	91.4	30	34	19	15		30	36	25	9		338	85.8	91.8	27	37	26	8		30	40	21	8		358	87.1	90.3	27	37	23	12		45	30	16	10		329

BEHAVIOUR

Yr Lvl	ENGLISH 2011 S2 to 2015 S2 %C or Higher	ENGLISH 2015 Sem 1 %A	%B	%C	%D	%E	NR	ENGLISH 2015 Sem 2 %A	%B	%C	%D	%E	NR	N	MATHEMATICS 2011 S2 to 2015 S2 %C or Higher	MATHEMATICS 2015 Sem 1 %A	%B	%C	%D	%E	NR	MATHEMATICS 2015 Sem 2 %A	%B	%C	%D	%E	NR	N	SCIENCE 2011 S2 to 2015 S2 %C or Higher	SCIENCE 2015 Sem 1 %A	%B	%C	%D	%E	NR	SCIENCE 2015 Sem 2 %A	%B	%C	%D	%E	NR	N
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07	92	83.7	38	32	22	8		33	23	27	15		257	87	89.5	34	27	26	12		38	29	23	10		256	92	91.1	38	27	27	8		42	29	21	8		257
08	91.4	95.7	56	23	19			49	31	16	4		278	94.0	97.1	37	34	25	4		40	39	18			238	84.6	94.1	34	33	28	5		36	30	28	6		238
09	95.9	95.4	43	30	21	6		43	27	25			307	95.3	90.9	46	25	21	7		44	32	15	8		308	93.2	95.8	35	31	26	7		38	29	29	4		309
10	98.8	98.8	47	32	14	7		49	29	20			338	94.8	96.9	41	40	15	5		47	39	10	3		358	97.0	97.6	49	32	13	6		58	27	12			329

Data current as at 01/04/16. The most recent 'C or Higher' value is shown to the right of its respective line chart; the beginning value is shown to the left of its respective line chart. NR is the count of 'Not Rated' student results; these are excluded from the percentage calculations. N is the count of 'Rated' student results.

All student results within Learning Areas; English, Mathematics and Science are included. Where multiple subjects are timetabled in a Learning Area, results from these subjects have been aggregated. Students assessed at a different age cohort from their peers are excluded.

The following Urangan State High School reporting periods were used to populate this data: Progressive Report Semester 2 2015; Semester 1 2015; Progressive Report Semester 2 2014; Semester 1 2014; Semester 2 2013; Semester 1 2013; Semester 2 2012; Semester 1 2012; Semester 2 2011

Line Chart Legend:

	Slope of Regression Line		
	Positive	Negative	Zero (flat)
School			
State #			

♦ highest point/s in School time series

♦ Queensland State Schools

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	85%	85%

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

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

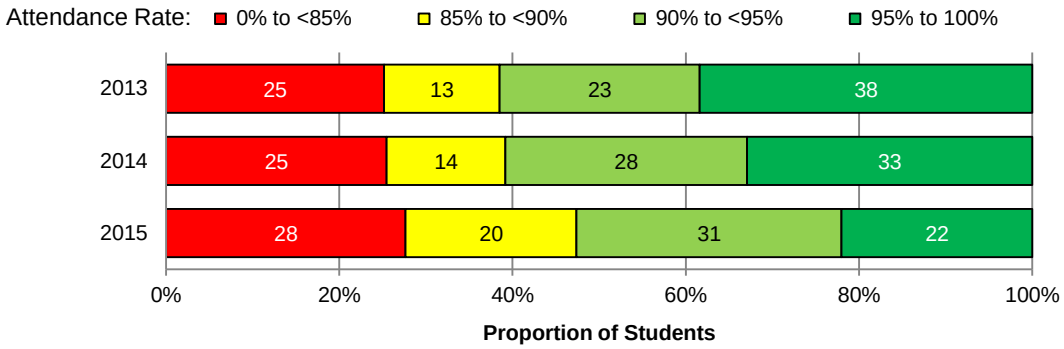
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	88%	87%	89%	87%
2014									91%	88%	88%	90%	89%
2015								91%	90%	88%	87%	87%	86%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

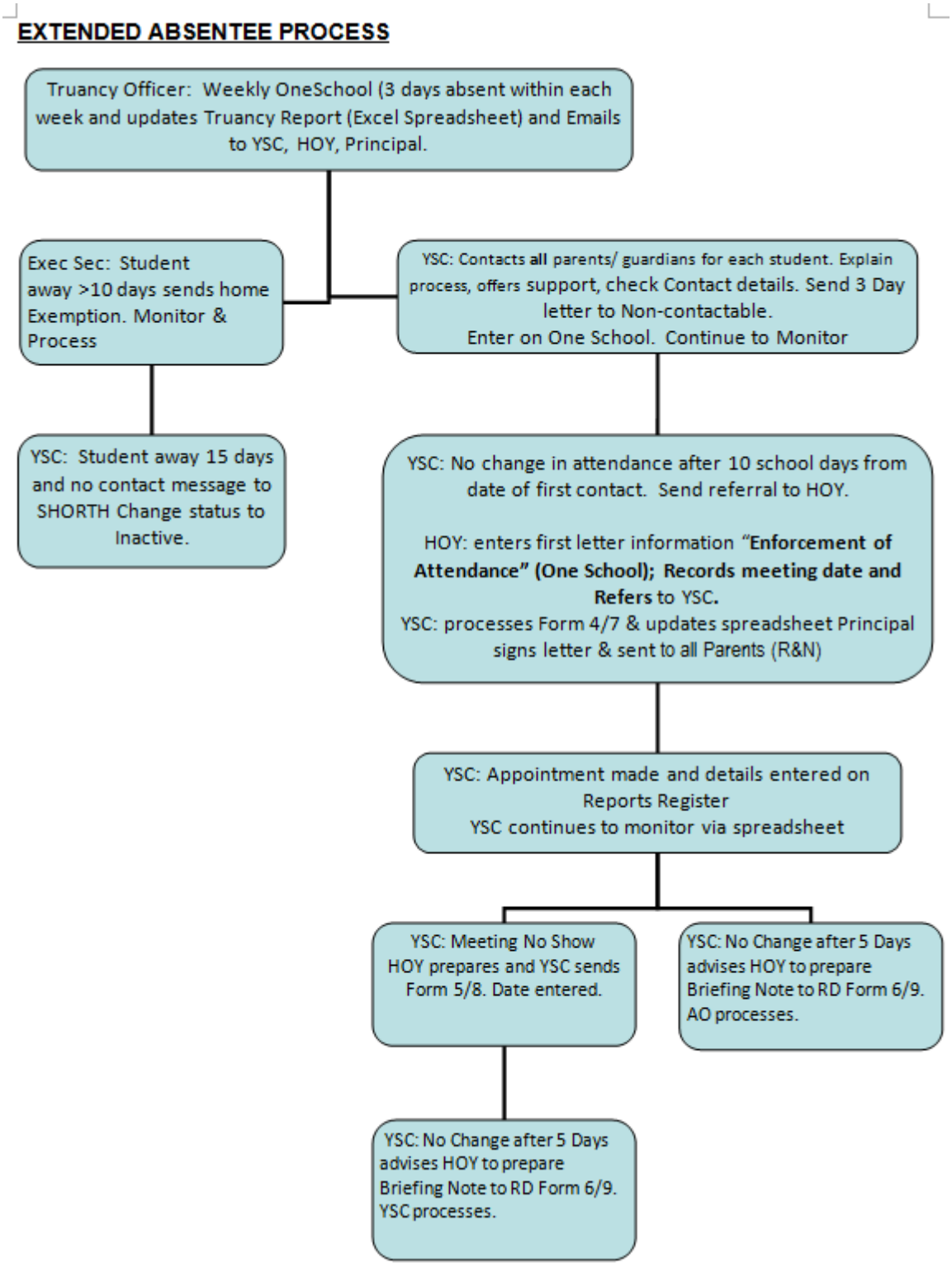
Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.



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.

⚷ 3		% At or Above National Minimum Standard (NMS) - Achievement										NMS Improvement Relative to Nation					
		This School						Nation			QSS	This School				Qld State Schools	
		2008	2012	2013	2014	2015	2008-15	2008	2014	2015	2015	2014-15		2008-15		2014-15	2008-15
Year 3	R							92.1	93.5	94.6	92.4					0.7	4.6
	W*							95.4	93.8	95.5	94.3					0.3	4.9
	S							92.5	92.7	93.0	92.0					-0.4	4.5
	GP							91.7	93.6	94.5	93.1					-0.3	4.1
	N							95.0	94.6	94.4	93.0					0.0	4.7
Year 5	R							91.0	92.9	93.3	92.4					2.3	8.2
	W*							92.6	90.2	92.3	86.6					1.5	0.6
	S							91.7	92.7	93.5	91.0					0.4	4.4
	GP							91.9	92.8	92.9	89.9					0.5	3.2
	N							92.7	93.5	95.1	94.3					2.7	4.3
Year 7	R					98.0		94.2	94.9	95.4	94.3					1.6	1.8
	W*					81.6		91.8	88.5	87.3	81.6					-0.4	-1.4
	S					93.2		92.5	92.4	93.1	89.1					-0.2	0.1
	GP					89.8		91.6	93.0	92.2	87.3					0.0	0.1
	N					97.1		95.4	95.1	95.9	95.3					0.8	0.5
Year 9	R	86.2	88.2	90.7	85.4	90.6		92.9	92.1	92.3	88.6	5.0		5.0		2.0	1.3
	W*	76.8	62.1	72.4	74.6	63.1		87.2	81.8	80.5	70.1	-10.3		-7.0		-0.4	-4.5
	S	82.6	89.5	88.4	87.0	87.9		89.8	89.8	90.2	87.0	0.5		4.9		0.2	3.3
	GP	81.7	89.5	81.7	84.8	83.9		89.9	89.6	88.9	83.7	-0.2		3.2		1.9	3.5
	N	89.9	96.4	84.9	92.7	99.2		93.6	94.1	95.7	95.1	4.9		7.2		0.5	2.9

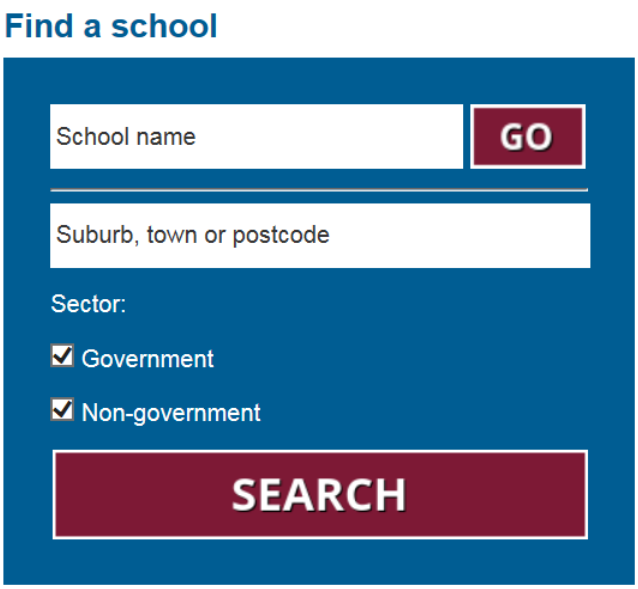
NMS Summary Counts: 2015 Achievement: 3 3 3 1 | 2014-15 Improvement: 1 1 3 0 | 2008-15 Improvement: 1 0 2 2

⚷ 2		% Upper Two Bands (U2B) - Achievement													U2B Improvement Relative to Nation				
		This School						Nation			QSS	SQSS			This School			Qld State Schools	
		2008	2012	2013	2014	2015	2008-15	2008	2014	2015	2015	2013	2014	2015	2014-15		2008-15		2014-15	2008-15
Year 3	R							39.5	46.2	48.2	41.5								0.1	6.5
	W*							44.6	39.1	46.8	40.7								1.1	7.4
	S							37.5	43.7	41.2	34.5								-1.7	11.8
	GP							40.5	49.9	52.2	46.6								-1.2	13.7
	N							33.5	36.2	33.5	30.9								0.7	13.7
Year 5	R							27.4	34.5	33.5	31.3								3.6	6.8
	W*							26.2	15.5	19.1	15.4								0.3	6.2
	S							25.8	33.6	32.6	28.0								-0.9	4.6
	GP							33.3	36.6	35.9	31.5								-3.9	7.9
	N							20.6	25.9	27.8	22.1								0.0	3.5
Year 7	R					19.7		24.6	29.0	28.4	22.6			S					0.4	0.6
	W*					8.7		24.7	15.5	15.6	13.2			S					-0.4	1.9
	S					22.3		26.9	30.6	30.8	29.4			S					1.9	3.8
	GP					23.3		22.5	29.2	28.6	25.9			S					0.9	0.7
	N					18.8		28.9	28.6	25.8	19.5			S					-1.1	-1.0
Year 9	R	6.3	6.2	10.7	13.0	15.1		20.0	21.3	21.1	14.9	S	S	S	2.3		7.7		0.3	1.9
	W*	7.0	4.8	9.2	9.3	4.4		20.8	14.8	13.4	9.0	S	S	S	-3.5		4.8		0.3	3.0
	S	10.7	12.1	13.0	12.3	14.9		21.3	23.7	23.9	17.7	S	S	S	2.5		1.6		1.6	-1.9
	GP	8.8	9.3	11.6	11.2	12.5		17.4	19.6	16.9	14.7	S	S	S	4.0		4.2		2.8	2.9
	N	3.8	9.1	14.4	8.8	15.7		22.1	24.0	24.0	16.4	S	S	S	6.9		10.0		0.6	2.7

U2B Summary Counts: 2015 Achievement: 7 3 0 0 | 2014-15 Improvement: 0 1 3 1 | 2008-15 Improvement: 0 0 3 2

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.**



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

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	66%	83%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	96%	80%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	257	292	258
Number of students awarded a Queensland Certificate of Individual Achievement.	5	5	5
Number of students receiving an Overall Position (OP)	91	102	104
Percentage of Indigenous students receiving an Overall Position (OP)	30%	15%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	16	28
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	178	164	153
Number of students awarded an Australian Qualification Framework Certificate II or above.	166	144	139
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	210	265	236

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80%	80%	75%
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.	71%	74%	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.	93%	93%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	92%	84%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	12	25	28	21	5
2014	13	31	31	22	5
2015	7	26	38	32	1

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	66	150	44
2014	64	129	46
2015	21	126	30

As at 16 February 2016. The above values exclude VISA students.

A number of Certificate Course are offered to students at both our Robert Street through school based courses and TAFE as an external provider. These include:

- Cert IV in Music (USHS)
- Cert III in Children's Services Cert II in Business, Automotive, Engineering, Hairdressing, Beauty, Hospitality at TAFE
- Outdoor Recreation, Cert I in Construction at USHS

Achievement – Closing the Gap

Urangan SHS had a total enrolment of 1698 students in 2015, of which 160 students identified as being Indigenous. Indigenous student attendance for 2015 was 84.5%, a figure slightly lower than non-Indigenous student attendance of 88.5%. The gap in apparent retention rates between Indigenous and non-Indigenous students in 2015 was – 2.3%, a significant improvement from the previous year.

2015 saw a reduction in the gap for NAPLAN results for Indigenous students. Overall results in reading, writing and numeracy strands saw gaps of 9, 15 and 22 in the mean scores respectively. Indigenous results in NAPLAN are still below the 2015 Queensland state schools mean for all students.

Students with Disabilities

Urangan State High School values the importance of the Special Education Program and its role in the lives of students with disabilities and their families. Our vision and principles reflect the importance of the development of inclusive practices that will enable students to achieve the skills required to become life-long learners in a global community. USHS-SEP aspires to enable learning in all areas of education, from academia to personalised programs for students with disabilities.

USHS-SEP is committed to ensuring students with disabilities engage with the P-12 National Curriculum opportunities to achieve 'on the same basis' as their peers. The Special Education Program encourages collaboration within the whole school and broader community to ensure students with disabilities are provided with access 'on the same basis as their peers.

The Special Education Program is a grouping of resources to support the education of students with disabilities. These resources include special education teachers, teacher aides and other support personnel such as advisory visiting teachers (AVTs), speech-language pathologists and occupational therapists.

In Queensland, special education programs support students with one or more of the following disability areas:

- Autism Spectrum Disorder
- Hearing Impairment
- Intellectual Disability
- Physical Impairment
- Speech-Language Impairment
- Vision Impairment

USHS provides a range of learning opportunities. Some students may complete their learning in mainstream classes with support from teacher aides, some student complete their learning within the SEP where curriculum is modified to meet their specific needs. Some students participate in a combination of learning environments.

The SEP has grown substantially in 2016 – with over 150 verified students. Aligning with the state averages, our SEP population is approx. 45% of all verified students. All year 11 and 12 SEP students are completing a Certificate 11 – in their chosen field. All eligible year 12 students will obtain a QCIA at the end of year 12. Our mainstream SEP students aspire to achieving a QCE and/ or OP.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school 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, including:

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