



ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

School Vision

Pursuit of Excellence..Every Minute, Every Day

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School Overview

Since 1992 Urangan SHS has been delivering quality educational services with an emphasis on innovation in all aspects of our curriculum. Embracing our vision "Pursuit of Excellence , every minute, every day" and our school motto 'Working Together to Learn' which provides access to quality education and access to a better life, we provide education that aims to engage students, encourage working together effectively and developing real-life problem solving skills. The result is a first-class balance of valuable academic experience with a 'hands-on' approach to real-life learning. We achieve this by helping students aim high through high academic achievement, high standards, high-quality results and high levels of personal satisfaction. Our school provides a positive and dynamic experience for students at all levels where they are encouraged and challenged to fulfil their potential. Urangan State High School offers highly successful excellence programs in Languages (Mandarin), Music and a General Academic stream. These programs complement our diverse range of quality senior and junior curriculum offerings. We are more than a school, we are a community where students are given the opportunity to graduate with the skills to enter the career of their choice.

As an Independent Public school there is a 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 within the strategic direction of our school.

Partnerships have also been established with all other schools in Hervey Bay as well as other government agencies in relation to the youth of Hervey Bay, including: 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– 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. The visiting students are involved in cultural programs to give them an insight into life and school in Australia. This program continues in 2017 with the school having a Level 2 Accreditation from Education Queensland International. The school has also engaged with Study Fraser Coast to work with Fraser Coast Regional Council, Trade and Investment Queensland (TIQ) and regional organisations to encourage international students to prioritise our community for study.

Principal's Foreword

Introduction

This is our school's 20th annual report, which provides parents and members of the school community with information about the school's activities and performance during 2016. It highlights our strengths and identifies areas for development and improvement during 2017.

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 2016 Annual Improvement Plan.

School Progress towards its goals in 2016

School progress towards its goals in 2016 in the 4 year SCHOOL STRATEGIC PLAN 2016 -2019	2017 PRIORITIES:
<p>1. Guaranteed and Viable Curriculum</p> <ul style="list-style-type: none"> • Work commenced on whole school curriculum plan • Work commenced on consistent unit planning and moderation processes • Year 12 destination and performance data investigated • Work commenced on planning for Senior Assessment and Tertiary Entrance Changes (SATE) <p>2. Pedagogical Practices</p> <ul style="list-style-type: none"> • Art and Science of Teaching (ASoT) strategies implemented • Essential Skills for Classroom Management (ESCM) implemented • Professional development to enhance pedagogy <p>3. Safe, Supportive Culture</p> <ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) principles underpinning Responsible Behaviour Plan for Students • Indigenous Community meetings • Rewards and merit processes • Facilities upgrades <p>Specific target areas in 2016 showed improvement in</p> <ul style="list-style-type: none"> • A-E results where targets were exceeded • NMS Writing • Upper 2 Band Reading and Writing where targets were exceeded • QCE/QCIA which demonstrated significant improvement to 97.4% • OP 1-15 • VET/QCE/SAT which demonstrated significant improvement to 98.3% • Behaviour A-B • Closing the Gap in Reading, Writing and Numeracy 	<p>Priorities for 2017 remain</p> <ol style="list-style-type: none"> 1. Guaranteed and Viable Curriculum <ul style="list-style-type: none"> • Literacy and Numeracy • Upper 2 Bands(U2B) performance • Preparation for SATE 2. Professional Pedagogical Practice <ul style="list-style-type: none"> • Enhancement of ASoT • Embedding ESCM • Embedding PBL • Professional development for staff to enhance data literacy 3. Safe and Supportive Culture <ul style="list-style-type: none"> • Consistent implementation of Responsible Behaviour Plan for Students • Staff and Student Wellbeing procedures • Indigenous Engagement • Planning for facilities as enrolments continue to grow <p>Specific targets for 2017 are improvement in:</p> <ul style="list-style-type: none"> • A-E results (15% A, 85 A-C) • NMS Reading and Numeracy (95%) • NMS Writing (85%) • U2B Reading and Numeracy (25% Yr7, 20% Yr9) • U2B Writing (15%) • QCE/QCIA (95%) • OP 1-15 (80%) • VET/QCE qualification (100%) • Attendance (90%) • Less than 80% attendance (20%) • Behaviour and Effort A-B (80%) • Closing the Gap – (0) <p>The school is also renewing the School Council in alignment with becoming an Independent Public School.</p>

Future Outlook

Our 2017 Explicit School Improvement Agenda is focused on quality teaching and learning through:

- a guaranteed & viable curriculum,
- a safe & supportive culture and
- professional pedagogical practices.

Specific targets for 2017 are improvement in Reading, Writing, Numeracy, U2B, QCE, Closing the Gap & Attendance

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1569	794	775	141	90%
2015*	1696	829	867	160	91%
2016	1680	826	854	177	90%

In 2016, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

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 attracted by Hervey Bay's 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 Fraser Coast region population grow quickly to approximately 101,000 in 2015. 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.

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.

Students are offered structured on-the-job vocational training through school based apprenticeships and traineeships, the GenR8 program and external Registered Training Organisations (RTOs). As well, the school in 2016 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 Indigenous enrolment was approximately 117 with students achieving excellent results and supported by a Community Education Counsellor and a range of cultural programs. The enrolments in the school Special Education Unit continue to grow and a range of programs within the unit and the broader school support the education of students with disability. In 2016 5% of students were identified as requiring substantial to extensive adjustments.

The school has a highly supported International Student program in conjunction with Education Queensland which has approximately 20 International students enrolled throughout the year and hosts a number of study tours. In 2016 there were 46 International students from Germany, Italy, Norway, Austria, Brazil and China. Currently in 2017 we have 45 International students who are studying or have been accepted to commence at Urangan SHS. These students are coming from Germany, Italy, Switzerland, Belgium, India, Norway and China.

The school is also continuing its study tour program, hosting two study tours. This year 17 Taiwanese students will be visiting our school with two teachers followed by a group of 10 Chinese students and two teachers staying for a total of five weeks.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	22	21
Year 11 – Year 12	18	18	19

*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.

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 State 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 7, 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 supplement 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
- STEM (Science, Technology, Engineering and Mathematics)
- Literacy
- Numeracy
- Increasing retention rates
- Expanded and relevant pathway options for students

Co-curricular Activities

2016 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, including highlighted solo performance by Julia Hill
- 5 students in the State Honours Band
- Mega Jam Dance workshops
- Excursions to GOMA and 'We Will Rock You' at QPAC
- Kaleidoscope Visual Art Exhibition
- Sonic, acoustic music nights and 'Unbleached' – Certificate IV in Music
- Cheer squad, dance competitions
- Concert band, stage band and string ensemble performances and Gala Night
- 40 hour famine participation
- Student representation on Fraser Coast Regional Junior Council
- 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
- Dance Studies/Dance in Practice - Dance Nights
- Visual Art Studies - Design and production of entry foyer for "The Tempest"

- Visual Art students conducted the Empty Bowls project and donated funds raised to Comfort Kitchen
- 2 Music Extension recitals
- Anzac Premier's Prize winning student
- RSL Anzac Spirit speaking competition winning student
- Concert band marched in Anzac Day parade
- Re-staging of "The Tempest" as part of USHS's 25 year celebration; workshops with former HOD English, Richard Yaxley (writer and director of musical), sound/lighting expert, vocal coach
- "Rockets" Dance/Cheer troupe competing locally and across the state
- Public display of Visual Arts/Media Arts works at "Kaleidoscope"

Sporting

- 3 Australian Futsal Representatives
- 4 Queensland Representatives, 2 – Hockey & 2 – AFL
- 18 Queensland Country Futsal Representatives
- 54 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)
- In 2016 Urangan SHS hosted both the QLD and National Schools Triathlon Championships. The two events were convened by two staff members and many other staff and students assisted with the events. The National event was highlighted by an educational excursion to Lake Mackenzie on Fraser Island and Qld winning its 11th straight National Championship.
- List of all sports conducted at USHS
 - AFL,
 - Netball,
 - Swimming,
 - Cross Country,
 - Athletics,
 - Triathlon,
 - Aquathon,
 - Softball,
 - Football,
 - Touch Football,
 - Cricket, Hockey,
 - Rugby League,
 - Rugby Union,
 - Rugby 7's,
 - Basketball,
 - Futsal

Academic

- External studies and links with University of Sunshine Coast (USC)
- After school STEM club which includes using USC physical and human resources
- Participation in Write a Book in a Day(WABIAD) with students from Years 7-12 entered
- ACE program has a Science/Humanities/STEM day where members of USC, feeder school principals, parents and council representatives attend. Approximately 225 students participated
- Participation in OPTI Minds competition and Science Engineering challenge
- Special Extension classes for U2B students in years 7-9
- Years 7-9 students participate in (Brisbane School of Distance Education) BSDE IMPACT programs eg. Critical Thinking and Coding courses
- Participation in Readers Cup and the Premiers Reading challenge
- Participation in National English, Mathematics, Science and History competitions
- Vietnam Study Tour (9-12)
- Light Horse Display (9)
- Honouring Vietnam Veterans Competition (winner, Eleanor Waring sent to Canberra) (10)
- WWI memorial box (9)
- AsiaWise Competition (ACE classes 7-9)
- Abbey Museum Archaeological Dig (11)
- Brisbane Law Courts (11/12)
- Battle of the Somme re-enactment at Pialba War Memorial (7-9)
- RSL Anzac Spirit Speaking Competition (10-12)
- Brisbane Geography Excursion (12)
- Hervey Bay Moot - local law courts (11/12)
- QAMT Maths quiz
- AMC Maths quiz
- HPV challenge – with Maths and Science faculty members
- IXL online Maths – a program for students to undertake extra work to improve/extend their skills
- A Year 12 student competed at the WorldSkills National Final in Melbourne and she also won Gold in the VETiS Retail competition

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 2016, 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 were encouraged to bring their own compatible laptop or tablet devices to school and pilot BYOx (Bring your own device) classes were held. 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

Overview

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 teachers 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 Activities. Recognition is made each fortnight on assembly for the students with the most Merit Points in each year level.

In 2016 School Disciplinary Absences data remained green in the state-wide headline data reflecting the effective behaviour management strategies at the school and the focus on supporting students to be included in the learning environment. The school continues to teach the three core values of Respect for Self, Respect for Others and Respect for the Environment.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	95%	96%
this is a good school (S2035)	94%	93%	97%
their child likes being at this school* (S2001)	87%	93%	97%
their child feels safe at this school* (S2002)	91%	88%	96%
their child's learning needs are being met at this school* (S2003)	89%	97%	95%
their child is making good progress at this school* (S2004)	87%	91%	92%
teachers at this school expect their child to do his or her best* (S2005)	92%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	93%	92%
teachers at this school motivate their child to learn* (S2007)	83%	91%	93%
teachers at this school treat students fairly* (S2008)	82%	93%	86%
they can talk to their child's teachers about their concerns* (S2009)	86%	95%	95%
this school works with them to support their child's learning* (S2010)	83%	95%	97%
this school takes parents' opinions seriously* (S2011)	86%	95%	95%
student behaviour is well managed at this school* (S2012)	78%	84%	86%
this school looks for ways to improve* (S2013)	94%	98%	96%
this school is well maintained* (S2014)	92%	96%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	99%	92%
they like being at their school* (S2036)	90%	92%	89%
they feel safe at their school* (S2037)	91%	96%	90%
their teachers motivate them to learn* (S2038)	89%	94%	91%
their teachers expect them to do their best* (S2039)	97%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	91%	88%	89%
teachers treat students fairly at their school* (S2041)	86%	86%	77%
they can talk to their teachers about their concerns* (S2042)	79%	86%	73%
their school takes students' opinions seriously* (S2043)	77%	83%	72%
student behaviour is well managed at their school* (S2044)	75%	79%	74%
their school looks for ways to improve* (S2045)	94%	92%	95%
their school is well maintained* (S2046)	83%	92%	88%
their school gives them opportunities to do interesting things* (S2047)	92%	94%	87%

Staff opinion survey

Performance measure	2014	2015	2016
Percentage of school staff who agree# that:			
they enjoy working at their school (S2069)	95%	97%	91%
they feel that their school is a safe place in which to work (S2070)	95%	96%	96%
they receive useful feedback about their work at their school (S2071)	87%	87%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	83%	81%
students are encouraged to do their best at their school (S2072)	94%	99%	96%
students are treated fairly at their school (S2073)	96%	96%	99%
student behaviour is well managed at their school (S2074)	84%	91%	81%
staff are well supported at their school (S2075)	79%	83%	88%
their school takes staff opinions seriously (S2076)	85%	85%	85%
their school looks for ways to improve (S2077)	93%	96%	93%
their school is well maintained (S2078)	82%	82%	80%
their school gives them opportunities to do interesting things (S2079)	83%	87%	86%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Urangan State High School welcomes parental involvement. Our school motto of "Working Together to Learn" includes a strong working relationship between Teachers and Parents / Guardians so that students achieve to their full potential. Participation via the Parents and Citizens Association, Indigenous Community forums, 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.

Parents are encouraged to meet and plan with staff and specialists to plan for the diverse needs of students requiring assistance to access and fully participate in the school education programs.

During 2016, the Urangan High School Interact club was chartered with an initial membership of 15 students. Interact clubs bring together young people ages 12-18 to develop leadership skills while discovering the power of Service Above Self. Activities during the year included running a fund raising bake sale at the 25 year anniversary celebrations, catering for the Tempest musical and partnering with our sponsoring club, the Rotary Club of Hervey Bay Sunrise, at the Seafood Festival. Interact members have been actively recruiting other students to achieve our goals of completing one local and one international service project each year. It is anticipated that we will form stronger ties by undertaking more joint projects with our sponsoring Rotary club in 2017.

Parent and teacher meetings are conducted as well as an Education and Career Planning (ECP) process and these opportunities are strongly supported. Interim reports are issued twice a year and end of semester reports each semester. Parents are welcome to make appointments to discuss their child's social and academic progress at any time.

Regular planning meetings and reviews of students requiring individual plans are conducted and programs tailored to support the individual learning needs of students.

The school is highly engaged in the local community and broader regional council initiatives, especially through cultural and artistic pursuits and a very strong presence in a range of sports. The school participates in the Fraser Coast Education Alliance and Bay Schools Cluster as well as other community initiatives.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. A range of professional development is being undertaken by staff to be able to support students and staff to promote personal safety and awareness, and conflict resolution without violence. In 2017 the school is also partnering with other organisations such as Crimestoppers and the Community Policing Board to enhance proactive strategies to support appropriate conduct. Regular Workplace Health and Safety meetings are conducted and rehabilitation and return to work programs supported by trained personnel.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	399	501	455
Long Suspensions – 6 to 20 days	6	16	15
Exclusions	5	6	5
Cancellations of Enrolment	24	13	9

* 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.

Environmental Footprint

Reducing the school's environmental footprint

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

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
2013-2014	401,700	1,891
2014-2015	527,404	7,191
2015-2016		

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	144	65	7
Full-time Equivalents	136	49	5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	12
Graduate Diploma etc.**	35
Bachelor degree	86
Diploma	10
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$90299.

The major professional development initiatives were as follows:

- Mandatory Training
- Building Teacher Capacity – ASOT, Classroom Profiling, Junior Secondary, Essential Skills for Classroom Management
- Continuous Professional Development – State, Local, and System (QCAA, VET, ACARA) Conferences
- Curriculum Development - Conferences, In-service and Workshop activities
- Senior Secondary Implementation – Preparation for Senior Assessment and Tertiary Entrance changes
- Student Outcomes – In-service, Workshops, Teacher release
- School Improvement – Professional Fees for Workshops, analysis and In-service, Teaching Reading, High Reliability Schools
- School leadership – Conferences, Meetings and collegial networks

The school also supports staff development through:

Classroom Observations
 Classroom Profiling
 Mentoring
 Coaching and
 Personal Development Plans

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	85%	86%

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

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

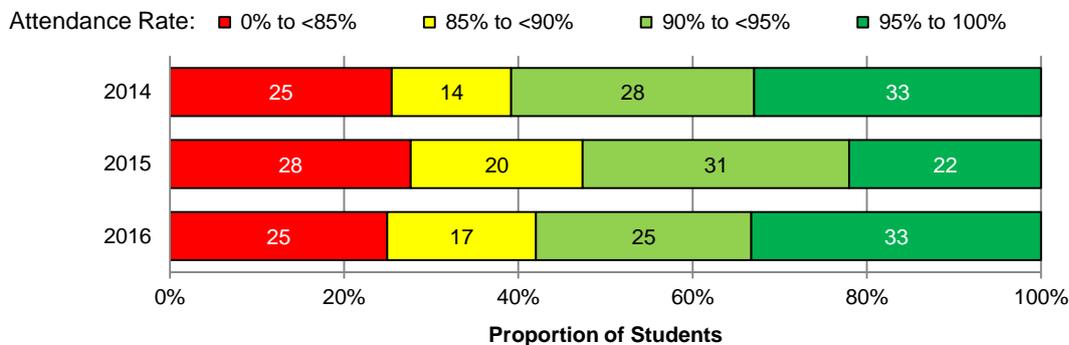
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	88%	88%	90%	89%
2015								91%	90%	88%	87%	87%	86%
2016								92%	89%	89%	87%	86%	89%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

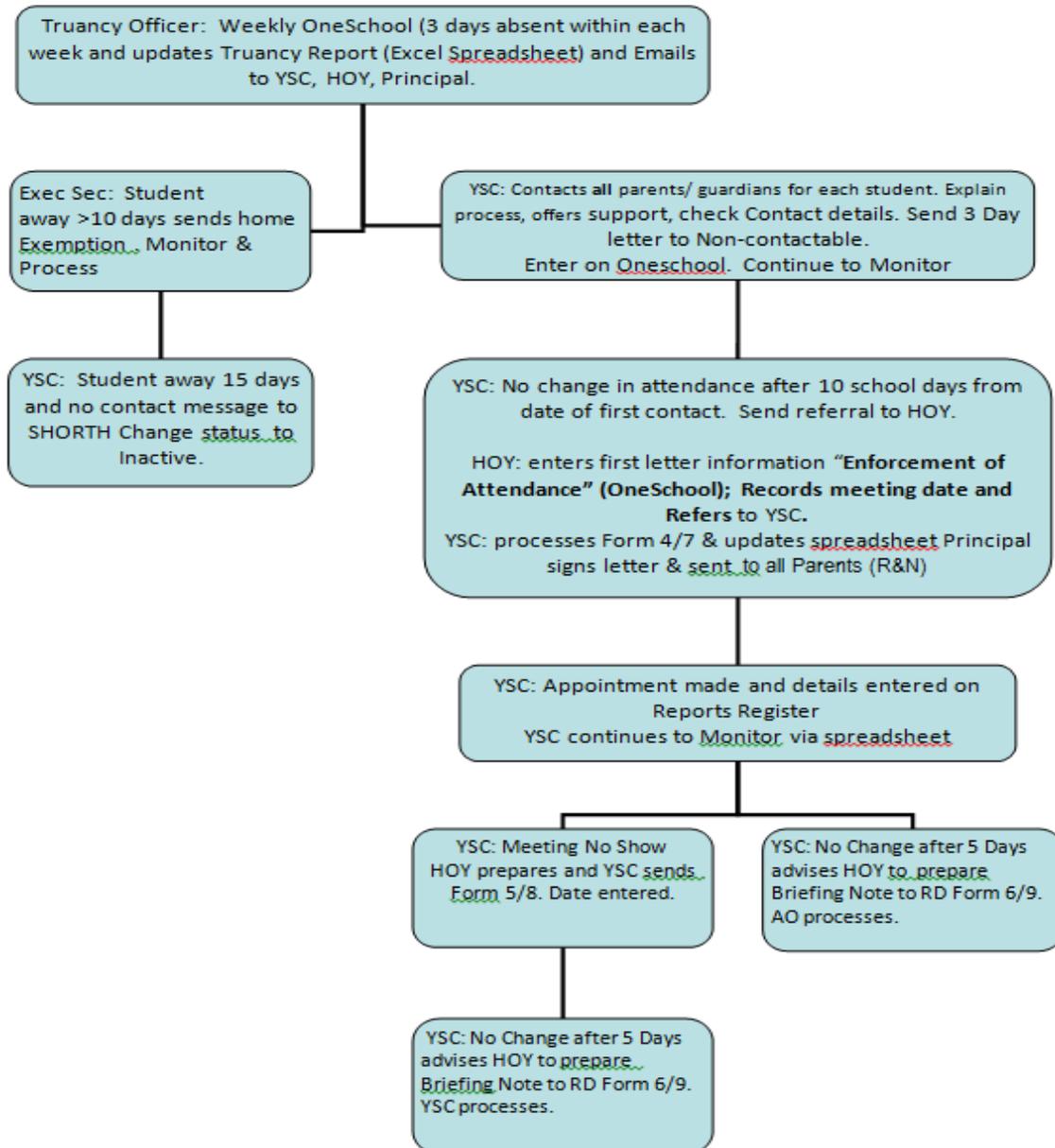
The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

EXTENDED ABSENTEE PROCESS



NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

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

School 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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	292	258	234
Number of students awarded a Queensland Certificate of Individual Achievement.	5	5	11
Number of students receiving an Overall Position (OP)	102	104	99
Percentage of Indigenous students receiving an Overall Position (OP)	15%	25%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	28	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	164	153	140
Number of students awarded an Australian Qualification Framework Certificate II or above.	144	139	119
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	265	236	217
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80%	75%	100%
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.	74%	68%	76%
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%	96%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	84%	93%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	13	31	31	22	5
2015	7	26	38	32	1
2016	14	29	32	23	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	64	129	46
2015	21	126	30
2016	40	101	23

As at 3rd February 2017. The above values exclude VISA students.

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

- Cert IV in Music (USHS)
- Cert III in Children's Services (TAFE)
- Cert II in Automotive, Engineering, Furnishing, Hairdressing, Beauty, Hospitality, Sport and Recreation (TAFE)
- Cert II in Outdoor Recreation (USHS)
- Cert I in Construction (USHS) through and external provider

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	78%	75%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	96%	80%	42%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.uranganshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers' information

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

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.

Achievement – Closing the Gap

Urangan SHS had a total enrolment of 1680 students in 2016, of which 177 students identified as being Indigenous. Indigenous student attendance for 2016 was 86%, a figure slightly lower than total student attendance of 89%, and higher than the previous year. 9 students received QATSIF scholarships in 2016.

2016 saw a reduction in the gap for NAPLAN results for Indigenous students. Overall results in reading, writing and numeracy strands saw gaps of 30, 13 and 17 in the mean scores respectively. The gap reduced in all strands and is now better than Queensland State School gap data. Although Indigenous results in NAPLAN are still below the 2016 Queensland state schools mean for all students, Urangan SHS Indigenous students achieved higher than Queensland Indigenous students mean scaled scores in all three strands.

Students with Disabilities

Urangan State High School values the importance of the Special Education Program (SEP) 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), guidance officers, 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 students complete their learning within the SEP where curriculum is modified to meet their specific needs and 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 II 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. The Nationally Consistent Collection of Data (NCCD) identified over 15% of students requiring adjustments to address disability.

Conclusion

The Urangan State High School community is committed to the pursuit of excellence every minute, every day to provide the best possible learning achievements for students and to support the broader community of Hervey Bay through involvement in a wide range of community initiatives. The school appreciates the support of the regional education office, cluster schools and the community in its broad range of opportunities for students.