



Urangan State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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 is all about engaging students, working together effectively and developing real-life problem solving skills. Our school balances valuable academic experience with opportunities for real-life learning and participation in a wide range of cultural, sporting and citizenship endeavours. 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. The Student Council has representation at both School Council and the Parent's and Citizens' Association, as well as through community forums.

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 2018 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 21st annual report, which provides parents and members of the school community with information about the school's activities and performance during 2017. It highlights our strengths and identifies areas for development and improvement during 2018.

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 2017 Annual Improvement Plan.

School Progress towards its goals in 2017

School progress towards its goals in 2017 in the 4 year SCHOOL STRATEGIC PLAN 2016 -2019	2018 PRIORITIES:
<ol style="list-style-type: none"> 1. Guaranteed and Viable Curriculum <ul style="list-style-type: none"> • Work continued on whole school curriculum plan and implementation of Australian Curriculum • Work commenced on planning for New Queensland Certificate of Education (QCE) and Assessment and Tertiary Admission Rank (ATAR) process 2. Pedagogical Practices <ul style="list-style-type: none"> • Art and Science of Teaching (ASoT) strategies implemented • Essential Skills for Classroom Management (ESCM) implemented • Establishment of Positive Behaviour for Learning (PBL) • Professional development to enhance pedagogy 3. Safe, Supportive Culture <ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) principles underpinning Responsible Behaviour Plan for Students • Introduction of Indigenous Girls Academy • Preparation for NDIS • Rewards and merit processes • Facilities upgrades <p>Specific target areas in 2017 showed improvement in</p> <ul style="list-style-type: none"> • NMS for Numeracy where the target was exceeded by males in Year 7 and all students in Year 9 • Indigenous NMS in all strands • Indigenous Upper 2 Bands in all strands • Upper 2 Bands in Year 9 numeracy for females • Year 7-9 improvement remained similar to Queensland State Schools • Closing the Gap in Reading, Writing and Numeracy for Year 7 	<p>Priorities for 2018 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 New QCE and ATAR 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 2018 are improvement in:</p> <ul style="list-style-type: none"> • A-E results (15% A, 85 A-C) • NMS Reading (90%) and Numeracy (95%) • NMS Writing (75%) • U2B Reading (22% Yr7, 20% Yr9) and Numeracy (30% Yr 7, 20% Yr 9) • U2B Writing (10% Yr7, 12% Yr 9) • QCE/QCIA (95%) • OP 1-15 (80%) • VET/QCE qualification (100%) • Attendance (90%) • Less than 85% attendance (20%) • Behaviour and Effort A-B (80%) • Closing the Gap – (0)

Future Outlook

Our 2018 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 2018 are improvement in Reading, Writing, Numeracy, U2B, QCE, Closing the Gap & Attendance

There is a sharp focus on Wellbeing, both staff and students, and on improvement of literacy, especially reading through high quality pedagogy.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1696	829	867	160	91%
2016	1680	826	854	177	90%
2017	1669	835	834	199	90%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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, health services, 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 **101,504** in 2016. 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 (including health and education), 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** and **AllevE8** SVETE (Schools plus Vocational Education and Training leads to Employment) programs and external Registered Training Organisations (RTOs). As well, the school is 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 119 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 2017 6.2% 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 2017 there were 45 International students coming from Germany, Italy, Switzerland, Belgium, India, Norway and China. The school is also continuing its study tour program, hosting study tours, and encouraging and supporting students to travel within Asia.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	21	21
Year 11 – Year 12	18	19	18

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
- Cultural understanding
- 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

2017 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,
- State Honours Band
- Mega Jam Dance workshops
- Excursions to cultural events
- Kaleidoscope Visual Art Exhibition
- Sonic, acoustic music nights and '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 Student Leaders events
- School participation in community's ANZAC Day parades and ceremonies, Clean Up Australia Day
- Participation in NAIDOC Celebrations
- Dance Studies/Dance in Practice - Dance Nights
- Visual Art Studies
- Visual Art students conducted the Empty Bowls project and donated funds raised to Comfort Kitchen
- Music Extension recitals
- Concert band marched in Anzac Day parade
- "Rockets" Dance/Cheer troupe competing locally and across the state

Sporting

- 2 Australian Futsal Representatives
- 4 Queensland Representatives, 2 – Cross Country, 1- Girls Cricket, 1 - Triathlon
- 18 Queensland Country Futsal Representatives
- 54 Wide Bay Representatives
- 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, 70+ students, 8-9 staff)
- In 2017 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. We have applied again to host the National event in either 2019 or 2020.

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.
- 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
- Brisbane Law Courts (11/12)
- RSL Anzac Spirit Speaking Competition (10-12)
- 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

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. The BYOx technical solution was implemented. Students from all year levels were invited to connect their personal devices. All year levels are 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. 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 to provide support and coaching, 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. Behaviour which does not support learning and respect for others is not tolerated, and support strategies are in place to support students where this is a need.

In 2017 School Disciplinary Attendance 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:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	96%	94%
this is a good school (S2035)	93%	97%	93%
their child likes being at this school* (S2001)	93%	97%	89%
their child feels safe at this school* (S2002)	88%	96%	91%
their child's learning needs are being met at this school* (S2003)	97%	95%	90%
their child is making good progress at this school* (S2004)	91%	92%	92%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	91%
teachers at this school motivate their child to learn* (S2007)	91%	93%	89%
teachers at this school treat students fairly* (S2008)	93%	86%	77%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	91%
this school works with them to support their child's learning* (S2010)	95%	97%	86%
this school takes parents' opinions seriously* (S2011)	95%	95%	76%
student behaviour is well managed at this school* (S2012)	84%	86%	70%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school looks for ways to improve* (S2013)	98%	96%	86%
this school is well maintained* (S2014)	96%	96%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	92%	91%
they like being at their school* (S2036)	92%	89%	87%
they feel safe at their school* (S2037)	96%	90%	86%
their teachers motivate them to learn* (S2038)	94%	91%	88%
their teachers expect them to do their best* (S2039)	99%	96%	92%
their teachers provide them with useful feedback about their school work* (S2040)	88%	89%	90%
teachers treat students fairly at their school* (S2041)	86%	77%	72%
they can talk to their teachers about their concerns* (S2042)	86%	73%	71%
their school takes students' opinions seriously* (S2043)	83%	72%	70%
student behaviour is well managed at their school* (S2044)	79%	74%	55%
their school looks for ways to improve* (S2045)	92%	95%	87%
their school is well maintained* (S2046)	92%	88%	81%
their school gives them opportunities to do interesting things* (S2047)	94%	87%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	91%	91%
they feel that their school is a safe place in which to work (S2070)	96%	96%	84%
they receive useful feedback about their work at their school (S2071)	87%	91%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	81%	90%
students are encouraged to do their best at their school (S2072)	99%	96%	93%
students are treated fairly at their school (S2073)	96%	99%	92%
student behaviour is well managed at their school (S2074)	91%	81%	69%
staff are well supported at their school (S2075)	83%	88%	74%
their school takes staff opinions seriously (S2076)	85%	85%	74%
their school looks for ways to improve (S2077)	96%	93%	89%
their school is well maintained (S2078)	82%	80%	73%
their school gives them opportunities to do interesting things (S2079)	87%	86%	78%

* 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 provide for the diverse needs of students requiring assistance to access and fully participate in the school education programs.

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 has been undertaken by staff to be able to support students and staff to promote personal safety and awareness, and conflict resolution without violence. In 2018 the school continues 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. In 2017 programs to specifically address cyberbullying were implemented school wide, and this support continues in 2018 with focused sessions with external organisations such as Stymie, as well as through SELF lessons.

Support for staff and students experiencing domestic and family violence and abuse is also available and support staff implement strategies to increase gender equality, develop students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The school has developed and implemented programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	501	455	647
Long Suspensions – 11 to 20 days	16	15	14
Exclusions	6	5	5
Cancellations of Enrolment	13	9	12

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
2014-2015	527,404	7,191
2015-2016		
2016-2017	352,725	2,076

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

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 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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	144	63	7
Full-time Equivalent	136	49	6

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	15
Graduate Diploma etc.**	36
Bachelor degree	74
Diploma	4
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 2017 were \$ 53208.

The major professional development initiatives are as follows:

Pedagogy (ASoT)

Classroom management (ESCM, Classroom profiling)

Senior Schooling (New QCE and ATAR)

Leadership (conferences, coaching, networks)

Curriculum (QCAA, VET, ACARA)

Mentoring (beginning teachers, leaders)

Mandatory training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 89% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
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).	85%	86%	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 2017 for all Queensland Secondary schools was 90%.

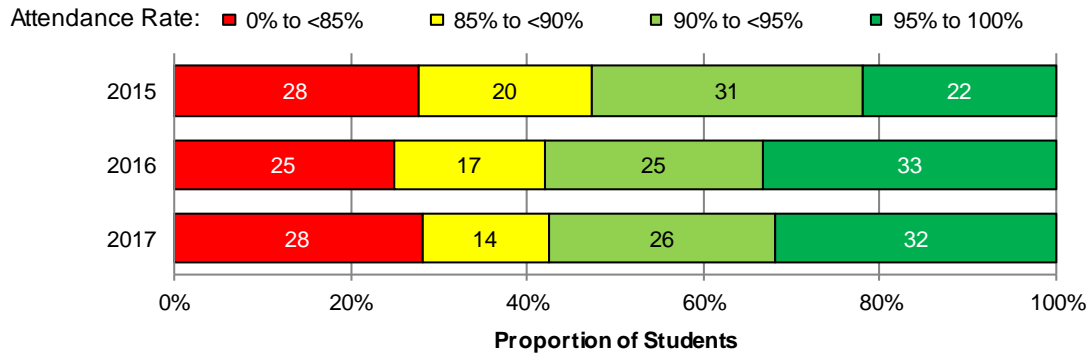
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	90%	88%	87%	87%	86%
2016								92%	89%	89%	87%	86%	89%
2017								90%	89%	88%	87%	86%	88%

*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

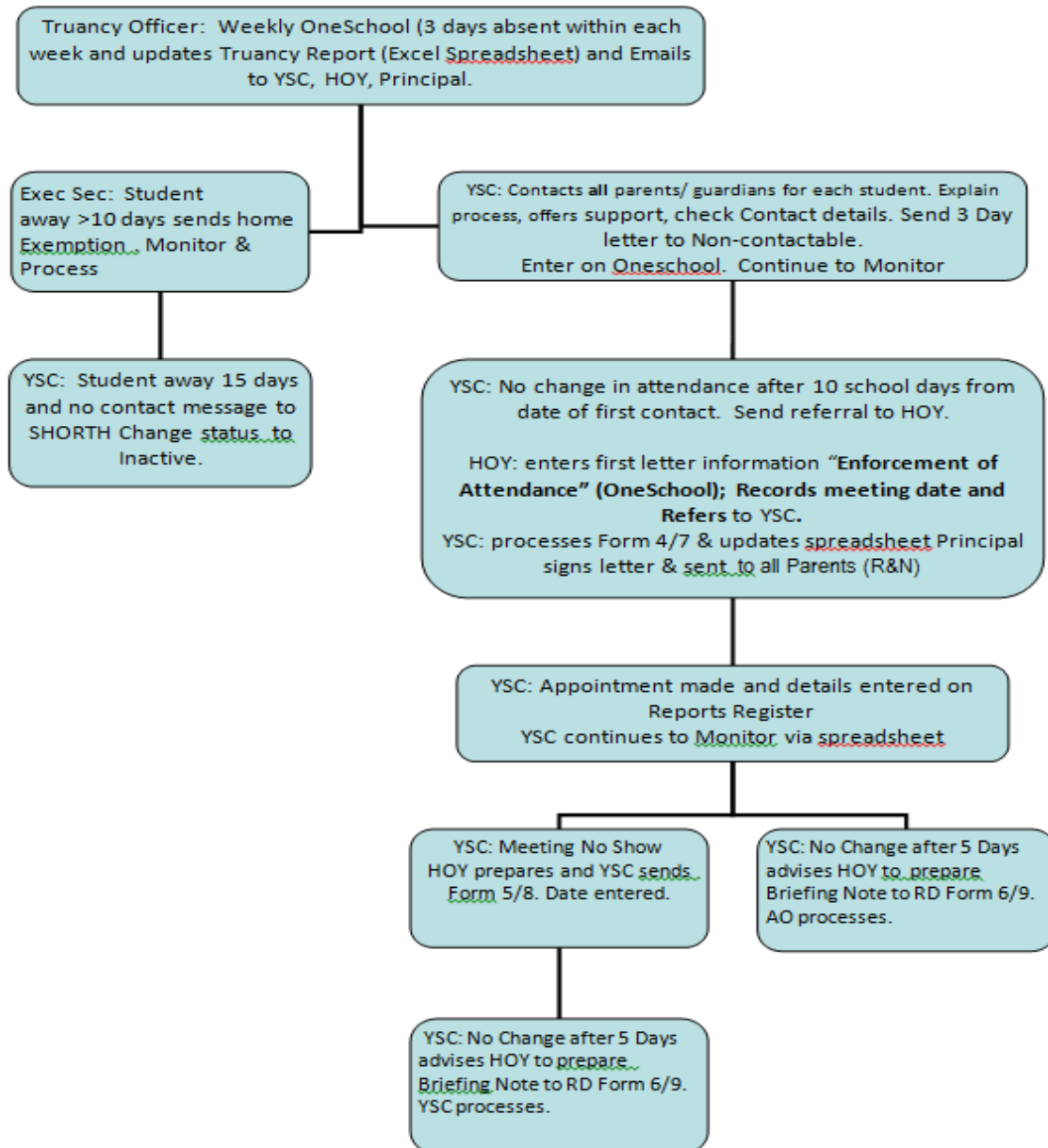
The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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

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	2015	2016	2017
Number of students receiving a Senior Statement	258	234	252
Number of students awarded a Queensland Certificate of Individual Achievement.	5	11	8
Number of students receiving an Overall Position (OP)	104	99	98
Percentage of Indigenous students receiving an Overall Position (OP)	25%	0%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	28	26	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	153	140	137
Number of students awarded an Australian Qualification Framework Certificate II or above.	139	119	119
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	236	217	227
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	100%	83%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	68%	76%	70%
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.	96%	98%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	84%	93%	97%

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
2015	7	26	38	32	1
2016	14	29	32	23	1
2017	9	30	30	28	1

As at 14th February 2018. 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
2015	21	126	30
2016	40	101	23
2017	35	100	26

As at 14th February 2018. 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	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	75%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	80%	42%	78%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

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

Uragan SHS had a total enrolment of 1669 students in 2017, of which 199 students identified as being Indigenous. Indigenous student attendance for 2017 was 86%, a figure slightly lower than total student attendance of 88%. 12 students received QATSIF scholarships in 2017. 7 Year 12 Indigenous students successfully graduated in 2017.

2017 saw a reduction in the gap for NAPLAN results for Indigenous students. Although Indigenous results in NAPLAN are still below the 2017 Queensland state schools mean for all students, Uragan SHS Indigenous students have closed the retention gap.

Students with Disabilities

Uragan 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 2017 – with over 140 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 almost 18% 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.