

Urangan State High School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Urangan State High School** from **18 to 21 March, 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with the school's Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Ray Johnston	Internal reviewer, SIU (review chair)
Jenny Maier	Senior reviewer
Lee Goossens	Internal reviewer
Wayne Troyahn	Internal reviewer
Ken Rogers	External reviewer



1.2 School context

Location:	Robert Street, Urangan
Education region:	North Coast Region
Year opened:	1992
Year levels:	Year 7 to Year 12
Enrolment:	1689.2
Indigenous enrolment percentage:	11.6 per cent
Students with disability enrolment percentage:	9.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	956
Year principal appointed:	2016
Day 8 Staffing Teacher Full-time equivalent numbers:	100.9
Significant partner schools:	Sandy Strait State School, Urangan Point State School, Kawungan State School, Torquay State School, Yarrilee State School, Pialba State School, Hervey Bay State High School, Maryborough State High School, Aldridge State High School
Significant community partnerships:	University of Sunshine Coast (USC), Fraser Coast Regional Council including Student Leader Program, Hervey Bay Chamber of Commerce, Leshan Sister School, Indonesian Bridge Program, Confucius Institute, Bay Schools, Fraser Coast Education Alliance
Significant school programs:	Academic and Cultural Excellence (ACE) classes, Diamonites Dance and Cheer Squad, Dingoes Sports Academy, Marine Studies, International Students, Study Tours, Science, Technology, Engineering and Mathematics (STEM) Club, reboot in Special Education Program (SEP), Creative Generations, Multi-Arts events, Sonic, Acoustic Night, Kaleidoscope, Short Film Festival, Certificate IV Dance, the Girls Academy, Breakfast Club, Summer School, Positive Behaviour for Learning (PBL), Babbinyuwi Wanda Rites of Passage program, homework classes, Instrumental Music, Opti-MINDS, Human Powered Vehicle (HPV) Technology Challenge, Reading Intervention, Cultural Tours, Ski Trips, Write a Book in a Day, Need for Feed, Relay for Life, Technical and Further Education (TAFE) programs, GenR8, AllevE8



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, eighty teachers including Heads of Department (HOD), Head of Special Education Services (HOSES), Year Level Managers (YLM) and Student Coordinators, two Business Managers (BM), seven administration officers, three supply teachers, 18 teacher aides, two information technology personnel, two cleaners, student council members, 35 students, eight parents, chair of school council, school council community member, president of Parents and Citizens' Association (P&C), and canteen and uniform shop convenors.

Community and business groups:

- Regional manager, school manager and four development officers from the Girls Academy, president of Hervey Bay Chamber of Commerce, executive director of W.Y.L.D. Projects – Bundaberg, general manager St Stephen's Hospital and president of Butchulla Men's Business Aboriginal Association.

Partner schools and other educational providers:

- Principals from Sandy Strait State School and Kawungan State School, and campus director of USC.

Government and departmental representatives:

- Deputy Mayor of Fraser Coast Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
School Opinion Survey	School Data Profile (Semester 2, 2018)
OneSchool	Improving Pedagogy – Coaching Plan 2019
Pedagogy Practices	Curriculum planning documents
School improvement targets	Quality Teaching and Learning Overview
School budget overview	Professional Development Register 2019
School data plan 2019	Headline Indicators (October 2018)
School newsletters and website	Responsible Behaviour Plan for Students
Induction resources	



2. Executive summary

2.1 Key findings

The school ethos is built around high expectations and a commitment to excellence.

School staff members hold the belief that every student is able to learn and achieve positive outcomes. Students speak of the high level of support provided by teachers, within and outside class time. Many students describe the 'above and beyond' commitment of teachers in their academic studies, wellbeing and wide range of extracurricular activities. Parents speak positively of the high levels of support and opportunity provided by the school.

The importance of reliable student data is recognised by the senior leadership team.

School leaders articulate the belief that the use of reliable student data is essential for the development of programs to support improvements in student learning. Data is analysed to inform the development of the EIA, to monitor progress over time and to communicate aspects of school progress to the wider community.

The school has developed and is implementing a whole-school curriculum plan that describes what teachers should teach and what students should learn.

Curriculum Heads of Department (HOD) have responsibility for the implementation of curriculum initiatives and work closely with their staff to enact them. A strong sense of collegiality exists within faculties and teachers speak highly of the collaborative and supportive nature of their teams in ensuring relevant and engaging curriculum and rigorous Quality Assurance (QA) processes.

The school leadership team is committed to improved learning outcomes for all students.

Staff members are able to articulate the 2019 Explicit Improvement Agenda (EIA) and express their support for the various elements of the EIA. A number of staff members express a desire for a clearer, consistent and unified school vision, coherently led by the school's executive leadership team.

The school has established quality teaching and learning as its strategic priority.

This priority is captured in the EIA for 2019 of reading, Positive Behaviour for Learning (PBL), Art and Science of Teaching (ASoT) and new Queensland Certificate of Education (QCE). Many teachers articulate that they view the EIA as a set of agendas led by one or more persons, with no clear interrelationship between these agendas. A clear, whole-school approach to change management is yet to be apparent.

Reading has been identified as a new priority area for this year with the aim of increasing students' reading capability in the junior school.

Teachers accept the moral imperative of ensuring every student is able to read and articulate a willingness to be trained in the teaching of reading. A number of teachers express a need for greater clarity regarding the reading priority and expectations for



teaching. A data-informed approach to identifying and targeting specific gaps in student reading capability is yet to be incorporated into the reading plan. A process for measuring progressive improvement in reading for every student is yet to be determined.

School leaders acknowledge the importance of maintaining high expectations and establishing consistent understanding of PBL.

Since the last review the school has worked collaboratively to refine the school-wide behaviour management approach in order to achieve consistency of practice and address inappropriate behaviours. A renewed emphasis on establishing and maintaining high expectations for learning and behaviour is articulated through the PBL messages. Three school rules of '*Respect Others, Respect Yourself, and Respect the Environment*' underpin PBL. These rules are displayed across the school, regularly reiterated and well known by students. Teachers identify a need to continually reinforce high expectations for behaviour and ensure consistency in implementation of agreed strategies and of responses to positive and inappropriate student behaviours.

The leadership team views the development of staff into an expert team as central to improving the learning outcomes for students.

School leaders encourage all staff to commit to a culture of continuous professional improvement whereby teachers work together and learn from each other's practice. It is apparent that many teachers and individual faculty teams demonstrate high levels of expertise and skills in school and systemic priority areas. Teachers express a desire for more opportunities to observe and share expertise across the school and in other educational settings.

The principal and other school leaders have identified quality pedagogical practices as a critical element to achieve improved student learning outcomes.

All staff members are expected to participate in two formal observation and feedback processes each semester using classroom profiling and school-designed iObservation feedback. School leaders and teachers recognise the value in broadening the pedagogical coaching team. The extension of strategies such as videoing lessons is viewed as a logical enhancement to promote collegial leadership of quality pedagogical practice across the school.

The school presents as an attractive well-maintained environment for teaching and learning.

School leaders highlight the importance of the effective allocation of human, financial and physical resources to meet the identified teaching, learning and wellbeing needs of all students. The school grounds, buildings and classrooms are well presented and maintained with staff, students and parents expressing their pride in the environment in which they work and learn. Classrooms are inviting and well-ordered with many educationally relevant artefacts displayed.



School leaders understand the need to establish and maintain strong partnerships.

These partnerships include those with local secondary schools, feeder primary schools, tertiary providers, business, industry and community groups, families and the wider community. Local community leaders, local primary principals, parents and business representatives speak highly of the working relationships and collaborative arrangements established with the school.



2.2 Key improvement strategies

Enhance the capability of the school executive leadership team to use and effectively model change management processes that build clarity about, and confidence in, the implementation of the school's EIA.

Establish clarity regarding the school's priorities, including desired student outcomes, the strategies that will be employed to enact the priorities, the roles and accountabilities of each staff member in improving student outcomes, and how progress will be systematically monitored.

Collaboratively review the current reading framework, based on comprehensive analysis of reading data, and develop a strategic plan to extend the explicit teaching of reading across the school.

Ensure consistency in the implementation of agreed strategies and of responses to positive and inappropriate student behaviours, and continue to reinforce high expectations for behaviour.

Develop a strategic approach to the professional growth of staff members, identifying and harnessing in-house expertise and opportunities for learning beyond the school.