



School Improvement Unit Report

Urangan State High School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Urangan SHS from 22 to 25 June, 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Robert Street, Urangan 4655
Education region:	North Coast
The school opened in:	1992
Year levels:	Year 7 to Year 12
Current school enrolment:	1690
Indigenous enrolments:	9 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	960
Year principal appointed:	2015
Number of teachers:	128
Nearby schools:	Sandy Strait SS, Pialba SS, Kawungan SS, Urangan SS, Torquay SS, Star of the Sea, Yarrilee SS, Hervey Bay SHS, Fraser Coast Anglican College, St James Lutheran College, Christian College
Significant community partnerships:	Fraser Coast Opportunities, University of Southern Queensland, University of Queensland Rural Medical School, Fraser Coast Education Alliance, East Coast Technical and Further Education, Carinity Education-Glendyne, Fraser Coast Training Employment Support Service
Unique school programs:	Academic and Cultural Excellence program, Gifted and Talented program



1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
 - Principal, four Deputy Principals
 - Two Heads of Year, 12 Heads of Department (HOD)
 - Head of Special Education Services (HOSES)
 - Five Student Coordinators
 - 50 classroom teachers, six teacher aides
 - Two Business Services Managers
 - Two Guidance Officers, Chaplain
 - Youth Support Coordinator, Community Education Counsellor
 - School-based Police Officer
 - Administration assistant
 - 51 students
 - Facilities officer, IT technician, two scientific operations officers
 - Four school cleaners
 - Tuckshop convenor
 - Parents and Citizens' (P&C) association President and a School Council parent representative
 - Ten parents, including prospective parents
 - Two principals of local schools
 - A representative from University of Southern Queensland
 - Mayor, Fraser Coast Regional Council



1.4 Review team

Valerie Hadgelias

Internal reviewer, SIU (review chair)

Russell Pollock

Internal reviewer, SIU

Ken Rogers

External reviewer

Darren Cook

Peer reviewer



2. Executive summary

2.1 Key findings

- Students, staff, parents and community members speak well of the school.

Urangan SHS enjoys a strong reputation in the local community. The quality curriculum, supportive relationships between teachers and students and positive tone contribute to the school's continuing growth and reputation for meeting the needs of its diverse clientele.

- The school has an existing commitment to a broad range of improvement strategies.

The principal and other school leaders are committed to improving learning outcomes for all students. School leaders identify the school's explicit improvement agenda as focusing on every student succeeding through developing the school's critical curriculum and developing professional pedagogical practices to improve student engagement. However, as yet, a strategic approach to quality assurance has not been fully realised. This has resulted in inconsistent levels of implementation across the school and variable strategies in evidence.

- One of the school's key priorities is a commitment to quality teaching practice.

The school has made a significant investment in developing the Essential Skills of Classroom Management (ESCM) comprising of an in-school trainer and house managers trained as classroom profilers. Staff find this program beneficial for reflecting on their classroom practice and improving in-class behaviour.

- The school leadership team clearly articulate their belief that reliable data on student outcomes is crucial to the school's improvement agenda.

The school has developed a whole school data plan which outlines clear expectations for the regular collection, analysis and use of data by members of the leadership team and all teachers. The school is beginning to develop a culture of data analysis.

- The school has yet to collate and document an overarching whole school plan for curriculum delivery.

There is an emerging understanding of the notion of a school-wide 'guaranteed curriculum', developed to unclutter and simplify the curriculum. This core understanding provides a strong foundation for the school's efforts to build a curriculum that supports student success in the essential curriculum. However, as yet, there is no overarching document that outlines the vertical progression of learning.

- School leaders are explicit about their desire to see effective teaching occurring throughout the school.

Urangan State High School is using The Art and Science of Teaching (ASoT) to improve teacher engagement and student learning in classrooms. School leaders



have supported the ASoT framework implementation over a number of years with key personnel being trained in the framework and ongoing professional development delivered to all teachers. However, the framework is not yet consistently implemented across the school.

- The school acts to maintain a learning environment that is safe and respectful.

Recent changes to the behaviour management approach to incorporate the house structure are generally viewed favourably by staff. However, some staff expressed concern about both a lack of consistency by teachers in enforcing expectations and a perceived inconsistency in applying consequences for misbehaviour at Tier 2 and Tier 3 level.

- The school has implemented a range of strategies to develop a sense of belonging and connection for students within a large school setting.

Positive acknowledgement of effort and behaviour is well embedded and a strong house structure is in place. It is intended that House Managers/House Coordinators will get to know the students in their care and will develop supportive relationships with both the cohort and individual students and their parents.



2.2 Key improvement strategies

- Refine the current explicit improvement agenda to enable a sharp, narrow and sustained focus. Ensure implementation plans reflect targets, timelines, accountabilities and evaluation processes.
- Implement quality assurance processes that include walk-throughs and peer observations to ensure consistent practice and progress in embedding the pedagogical framework.
- Provide professional development to staff to build skills in data literacy and teachers' repertoire of differentiation strategies.
- Build on the current house management system to refine the school-wide behaviour management approach in order to ensure consistency of practice and address break-time behaviours.
- Develop and publish a more detailed curriculum plan. Include a stronger focus on the mapping of cross-curricular skills. Ensure alignment within year levels as well as vertical alignment of the curriculum Year 7 to Year 12.