Urangan State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

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 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 2019 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 Reginal Council, Trade and Investment Queensland (TIQ) and regional organisations to encourage international students to prioritise our community for study.

School progress towards its goals in 2018

This is our school's 22nd annual report, which provides parents and members of the school community with information about the school's activities and performance during 2018. It highlights our strengths and identifies areas for development and improvement during 2019.

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 2018 Annual Improvement Plan.

In 2018 the explicit school improvement priorities were:

A guaranteed and viable curriculum

A safe and supportive culture

Professional Pedagogical practices

With specific targets to improve reading and writing, quality teaching and to enhance information technology.

School progress towards its goals in 2018 in the 4 year SCHOOL STRATEGIC PLAN 2016 -2019	2019 PRIORITIES:
Guaranteed and Viable Curriculum Embedding agreed literacy and numeracy pedagogies school wide • ASoT implementation continued • Literacy framework reviewed and Reading Implementation Plan completed • Collaboration between HOD English and HOD Learning Improvement informing a consistent approach to literacy Progress achieved Improvement in NAPLAN in Year 9 Spelling and Numeracy above Queensland State Schools over 10 years and performance above similar schools in the nation in Year 9 Reading, Writing, Grammar, Punctuation and Numeracy with Spelling close to similar schools. Year 7 student improved from Year 6 in all areas except Numeracy and were close to similar schools in the nation in all areas except Writing. Students in Year 7 and 9 Upper 2 band achievement were similar to similar Queensland State Schools in all areas. Year 7 Upper 2 Band students improved above the similar schools in the nation in Reading, Spelling, Grammar and Punctuation. Year 9 Upper 2 Band students improved above similar schools in the nation in all areas. Year 9 National Minimum Standards improved above the nation in Spelling, Grammar and Punctuation. In the senior school, 100% of applicants were offered a tertiary place and one student achieved an OP1. 82.4% achieved an OP 1-15.	Reading New Senior Schooling Specific targets include: • A-E results (15%A, 85%>C) • NMS Reading (90%) and Numeracy (95%) • U2B Reading (17% Year 9, 22 % Year 7) and Numeracy (20% Year 9, 30% Year 7) • QCE/QCIA (98%) • OP 1-15 (80%) • VET/QCE qualification (100%)
Professional Pedagogical Practice Continued implementation of ASoT • Coaching for teachers • Differentiation strategies for teachers • iObservations and profiling feedback for teachers • Professional development in data literacy All strategies were implemented.	Pedagogy – ASoT • All teachers are observed and receive feedback twice a term • Teachers provided with differentiation PD • Coaching for faculties and teachers every month • Teachers provided with data literacy PD
Safe and Supportive Culture Supportive Learning Environment • Strategic Infrastructure plan – Master Plan completed • Infrastructure upgrades – Science, SEP and staffroom upgrades completed • Partnerships for student wellbeing were enhanced with community organisations • Staff wellbeing continues to be a strong focus • Positive Behaviour for Learning has been implemented with success. • The school was shortlisted in the Australian Education Awards.	Positive Behaviour For Learning Specific targets include: • Attendance (>90%) • Less than 85% attendance (20%) • Behaviour and Effort A-B (80%) • Closing the Gap (0)

Future outlook

Our 2019 Explicit School Improvement Agenda focusses on quality teaching and learning through:

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

Specific targets for 2019 are improvement in Reading, Numeracy, U2B, QCE, Closing the Gap & Attendance

The literacy framework and reading implementation plan begun in 2018 continues to be implemented in 2019.

All teachers are engaged in planning for the new QCE and ATAR process.

Support programs including the QATSIF scholarships, Girls Academy, Deadly Choices, Rites of Passage and Wylde projects support Closing the Gap.

The introduction of Year Level Managers responding to attendance, as well as a dedicated attendance officer is supporting student wellbeing and engagement.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1680	1669	1710
Girls	826	835	819
Boys	854	834	891
Indigenous	177	199	209
Enrolment continuity (Feb. – Nov.)	90%	90%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

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.

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. Due to enrolment capacity and growth, Urangan State High School is involved in planning for a three storey general learning block.

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 200 with students achieving excellent results and supported by a Community Education Counsellor, QATSIF scholarships, the Girls Academy and a range of cultural programs. The enrolments in the school Special Education Unit continue to grow above 160 and a range of programs within the unit and the broader school support the education of students with disability. In 2018, 8.1% 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 10 International students enrolled throughout the year and hosts a number of study tours. The school is also continuing its study tour program, hosting study tours, and encouraging and supporting students to travel within Asia.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	21	22
Year 11 – Year 12	19	18	19

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts the class size targets would be the lower cohort target.

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

In 2018, Urangan State High School supported, participated in and excelled in all aspects of school and community life. Some of these are highlighted below.

Cultural

- Maryborough Eisteddfod (Music) - awarded 1st place Strings Ensemble, 1st place Stage Band, 1st place Concert Band

- Maryborough Eisteddfod (Dance) – awarded 1st place Contemporary, 1st place Novelty (Pom), 1st place Jazz, 1st place Hip Hop

- Students and staff featured in state-wide performance- Creative Generations State Schools on stage

- Student successful in trumpet audition for "James Morrison Big Band"

- 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

- 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 Music Extension recitals

- Visual Arts student selected to exhibit work with touring exhibition through Leshan, China

- Concert band marched in Anzac Day parade

- "Rockets" Dance/Cheer troupe competing locally and across the state

Sporting

- Sporting representation: 1 national level, 4 state level and 66 Wide Bay representatives in a varied range of sports

- School Cheer Leading Squad participation in Regional and State Finals

- "Diamonites" Cheer Squad Best Sportsmanship Winner – DCE State Showdown, Winner Partial Paid Bid for entry into Asia Pacific Grand Internationals

- Teams in Human Powered Vehicle, Maryborough Technology Challenge

- In 2018, Urangan SHS hosted Schools Triathlon Championships. Staff members convened the events and many other staff and students assisted.

List of all sports conducted at USHS

➢ AFL	➢ Touch Football
➢ Netball	➢ Cricket
➢ Swimming	➢ Hockey
➢ Cross Country	➢ Rugby League
➢ Athletics	➢ Rugby Union
➢ Triathlon	➢ Rugby 7's
➢ Aquathon	➢ Basketball
➢ Softball	➢ Futsal
➢ Football	

Academic

- Awarded 2018 Best QLD State School Maths Competition Team

- 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

- 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

- 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.

The school currently has 16 dedicated Digital Device Classes in years 7 to 9. These classes utilise digital learning for all four core areas of Mathematics, English, Science and Social Science. Digital Device students have full access to the Jacaranda Plus Interactive Suite of digital resources, as well as PDF versions of all text books.

2018 saw an upgrade to 1/3 of the school's fibre network in order to provide a reliable digital infrastructure. The remainder of the school should be upgraded in the coming years. A reliable network is critical for both teachers and students in order to consistently deliver digital pedagogy.

There has been a strategic focus on Formative Feedback Strategies across the school. Many classrooms utilised digital tools such as Plickers, Mentimeter and Kahoots, as well as the established Education Queensland Platform of the Learning Place, in order to provide quality formative feedback to both students and teachers alike.

Social climate

Overview

At Urangan State High School, we utilize the practices of the Positive Behaviour for Learning (PBL) to foster a safe supportive learning environment. Every staff member proactively and explicitly teaches the expected behaviours and acknowledges students for meeting these expectations.

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.

We believe that it is important to teach the students the social and emotional skills to succeed as well as the academic skills. The pillars of our positive psychology based Social Emotional Learning Focus (SELF) are
•   Grit – persistence and resilience
•   Growth mindset
•   Wellbeing – both physical and mental

Our SELF-curriculum also 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.

Rewards for good behaviour include Ucoins, Urocks Letters of Commendation, positive messages home and Rewards Activities. Behaviour which does not support learning and respect for others is not tolerated, and strategies are in place to support students where this is a need.

Urangan State High School has a broad range of supports to ensure that every student is succeeding. Some of these supports include:

•   Guidance officers
•   School Based Police Officer
•   School Based Youth Health Nurse
•   Youth Support Coordinators
•   Chaplain
•   Community Education Counsellor
•   Urangan State High School – Girls Academy
•   Social and emotional support programs (e.g RAGE, ART, Love Bites)
•   Case managers for students with a disability
•   Support teachers for Literacy and Numeracy
•   Focused Literacy Intervention classes
•   Reduced class sizes to support at risk students
•   Year Level Teams to support with social, emotional and academic concerns
•   Out of Home Care support

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	94%	88%
• this is a good school (S2035)	97%	93%	84%
• their child likes being at this school* (S2001)	97%	89%	86%
• their child feels safe at this school* (S2002)	96%	91%	89%
• their child's learning needs are being met at this school* (S2003)	95%	90%	83%
• their child is making good progress at this school* (S2004)	92%	92%	84%
• teachers at this school expect their child to do his or her best* (S2005)	97%	97%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	85%
• teachers at this school motivate their child to learn* (S2007)	93%	89%	81%
• teachers at this school treat students fairly* (S2008)	86%	77%	79%
• they can talk to their child's teachers about their concerns* (S2009)	95%	91%	86%
• this school works with them to support their child's learning* (S2010)	97%	86%	82%
• this school takes parents' opinions seriously* (S2011)	95%	76%	79%
• student behaviour is well managed at this school* (S2012)	86%	70%	64%
• this school looks for ways to improve* (S2013)	96%	86%	84%
• this school is well maintained* (S2014)	96%	89%	83%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	91%	92%
• they like being at their school* (S2036)	89%	87%	76%
• they feel safe at their school* (S2037)	90%	86%	89%
• their teachers motivate them to learn* (S2038)	91%	88%	83%
• their teachers expect them to do their best* (S2039)	96%	92%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	90%	81%
• teachers treat students fairly at their school* (S2041)	77%	72%	65%
• they can talk to their teachers about their concerns* (S2042)	73%	71%	68%
• their school takes students' opinions seriously* (S2043)	72%	70%	71%
• student behaviour is well managed at their school* (S2044)	74%	55%	63%
• their school looks for ways to improve* (S2045)	95%	87%	88%
• their school is well maintained* (S2046)	88%	81%	72%
• their school gives them opportunities to do interesting things* (S2047)	87%	86%	84%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	91%	79%
• they feel that their school is a safe place in which to work (S2070)	96%	84%	78%
• they receive useful feedback about their work at their school (S2071)	91%	77%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	90%	88%
• students are encouraged to do their best at their school (S2072)	96%	93%	90%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	99%	92%	89%
• student behaviour is well managed at their school (S2074)	81%	69%	55%
• staff are well supported at their school (S2075)	88%	74%	67%
• their school takes staff opinions seriously (S2076)	85%	74%	65%
• their school looks for ways to improve (S2077)	93%	89%	84%
• their school is well maintained (S2078)	80%	73%	69%
• their school gives them opportunities to do interesting things (S2079)	86%	78%	75%

* 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 education 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 2019, the school continues partnering with other organisations such as Crimestoppers 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 2018, programs to specifically address cyberbullying were implemented school wide, and this support continues in 2019 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	455	647	628
Long suspensions – 11 to 20 days	15	14	23
Exclusions	5	5	12
Cancellations of enrolment	9	12	6

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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.

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.

The 2019 Student Council are focusing on recycling through the Constrainers for Change Project.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		352,725	480,532
Water (kL)		2,076	1,009

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.
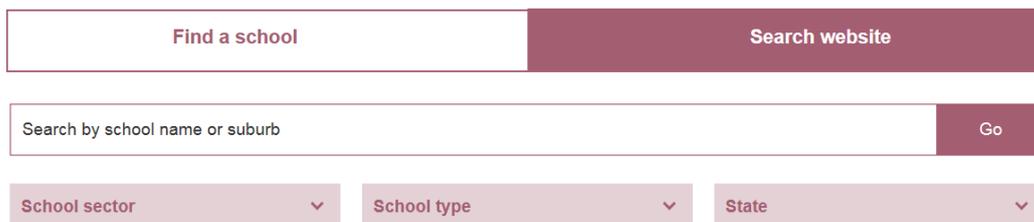
Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

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.

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 confidentiality**, the **'less than 5' rule** has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	145	65	5
Full-time equivalents	137	49	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	15
Graduate Diploma etc.*	35
Bachelor degree	89
Diploma	6
Certificate	

*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 2018 were $111000.

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 for all staff
- DISC training for Exec
- Coaching conversations for leadership team

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	88%	87%
Attendance rate for Indigenous** students at this school	86%	86%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	92%	90%	89%
Year 8	89%	89%	87%
Year 9	89%	88%	87%
Year 10	87%	87%	84%
Year 11	86%	86%	86%
Year 12	89%	88%	87%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	25	17	25	33
2017	28	14	26	32
2018	33	15	26	26

Proportion of Students
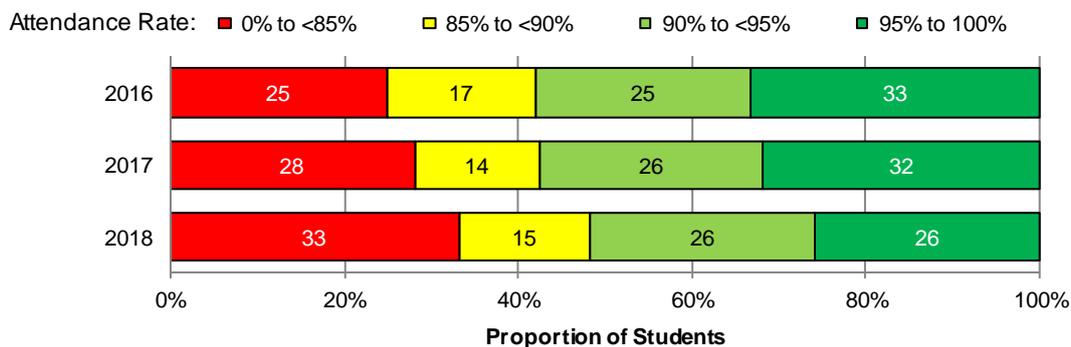
Description of how this school manages non-attendance

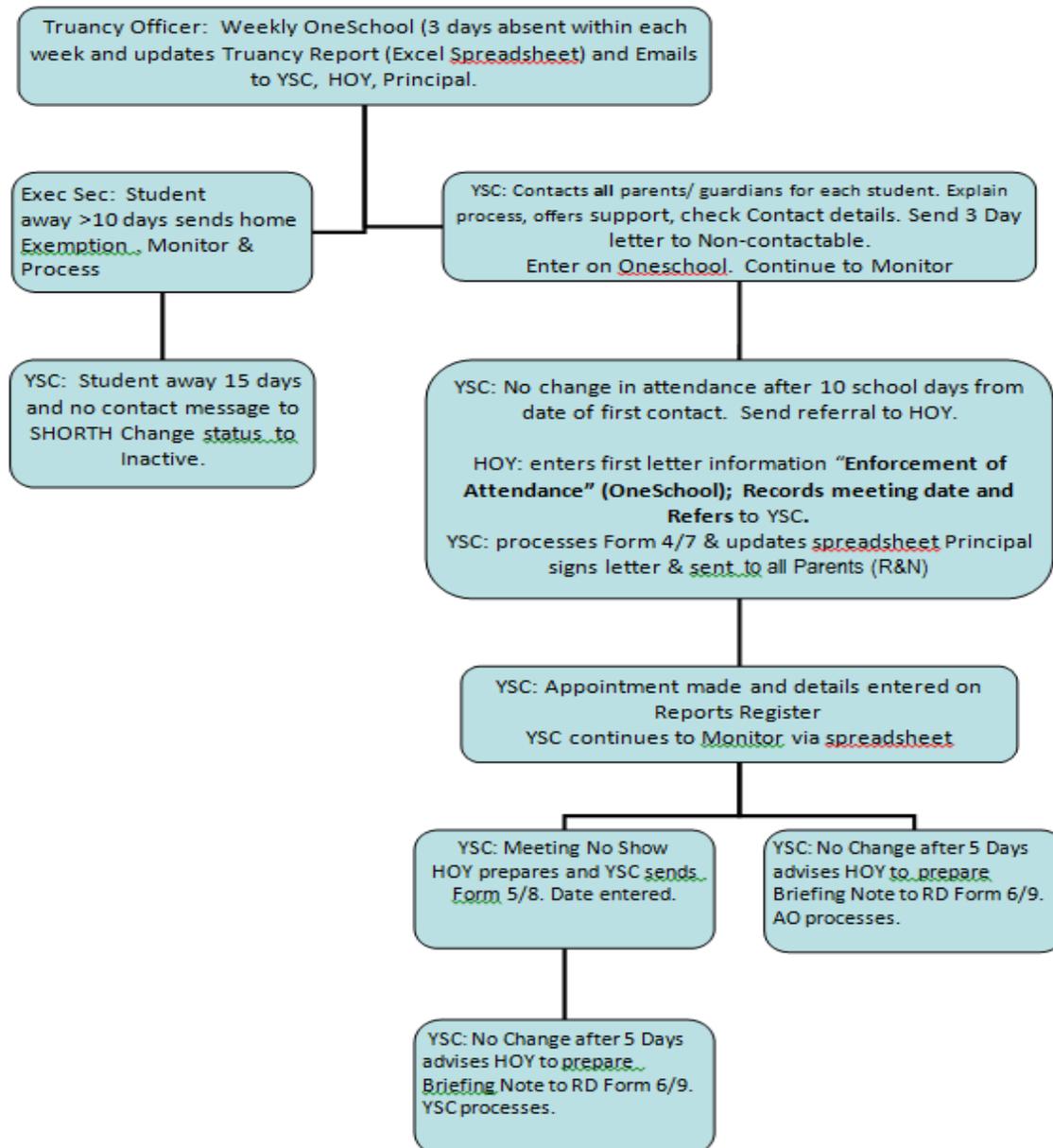Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

EXTENDED ABSENTEE PROCESS

Truancy Officer: Weekly OneSchool (3 days absent within each week and updates Truancy Report (Excel Spreadsheet) and Emails to YSC, HOY, Principal.

Exec Sec: Student away >10 days sends home Exemption. Monitor & Process

YSC: Contacts all parents/ guardians for each student. Explain process, offers support, check Contact details. Send 3 Day letter to Non-contactable. Enter on Oneschool. Continue to Monitor

YSC: Student away 15 days and no contact message to SHORTH Change status to Inactive.

YSC: No change in attendance after 10 school days from date of first contact. Send referral to HOY.

HOY: enters first letter information "Enforcement of Attendance" (OneSchool); Records meeting date and Refers to YSC.
YSC: processes Form 4/7 & updates spreadsheet Principal signs letter & sent to all Parents (R&N)

YSC: Appointment made and details entered on Reports Register
YSC continues to Monitor via spreadsheet

YSC: Meeting No Show HOY prepares and YSC sends Form 5/8. Date entered.

YSC: No Change after 5 Days advises HOY to prepare Briefing Note to RD Form 6/9. AO processes.

YSC: No Change after 5 Days advises HOY to prepare Briefing Note to RD Form 6/9. YSC processes.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

1. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ∨	School type ∨	State ∨

2. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

3. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	234	252	244
Number of students awarded a QCIA	11	8	10
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	217	227	226
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	83%	87%
Number of students who received an OP	99	98	73
Percentage of Indigenous students who received an OP	0%	17%	16%
Number of students awarded one or more VET qualifications (including SAT)	140	137	133
Number of students awarded a VET Certificate II or above	119	119	99

Description	2016	2017	2018
Number of students who were completing/continuing a SAT	26	26	30
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	76%	70%	82%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	97%	97%
Percentage of QTAC applicants who received a tertiary offer.	93%	97%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	14	9	14
6-10	29	30	25
11-15	32	30	21
16-20	23	28	13
21-25	1	1	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	40	35	44
Certificate II	101	100	88
Certificate III or above	23	26	24

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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 an external provider

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	75%	77%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	42%	78%	106%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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 works to close the gap for Indigenous students through a range of programs. The Girls Academy has been successful in increasing engagement and the Rites of Passage program is addressing the engagement of boys, while the QATSIF scholarships support eligible senior students. The school had a total enrolment of 1710 students in 2018, of which 209 students identified as being Indigenous. Indigenous student attendance for 2018 was 81%, a figure slightly lower than total student attendance of 87.6%. Retention rates were high with over 100% retention for Indigenous students, higher than both Queensland and North Coast Region, and higher than non-Indigenous stu dents.

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 2018 – with over 160 verified students, comprising approximately 9.5% of the student population. 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 18% of students requiring adjustments to address disability.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at:

https://uranganshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf