

Urangan State High School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Urangan State High School** from **9 to 12 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

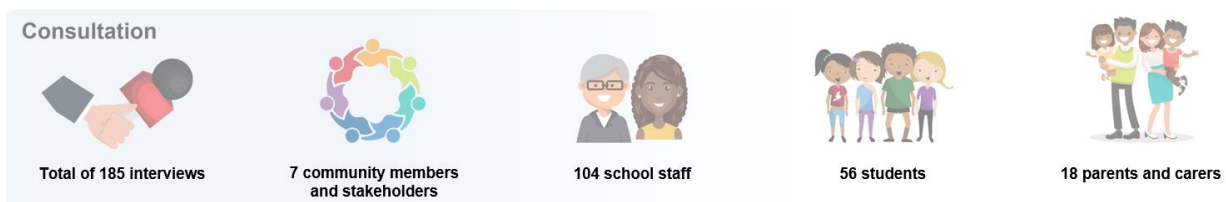
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal Reviewer, SRR (review chair)
Kim Kelly	Internal Reviewer, SRR
Joy Craig	Peer Reviewer
David Munn	Peer Reviewer
Tim Moes	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Butchella
Education region:	North Coast Region
Year levels:	Years 7 to 12
Enrolment:	1596
Indigenous enrolment percentage:	12.5%
Students with disability percentage:	25.24%
Index of Community Socio-Educational Advantage (ICSEA) value:	955

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **18 to 21 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 956 and the school enrolment was 1689.2 with an Indigenous enrolment of 11.6% and a student with disability enrolment of 9.5%.

The key improvement strategies recommended in the review are listed below.

- 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 Explicit Improvement Agenda (EIA). (Domain 1)
- 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. (Domain 1)
- 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. (Domain 6)
- 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. (Domain 3)
- Develop a strategic approach to the professional growth of staff members, identifying and harnessing in-house expertise and opportunities for learning beyond the school. (Domain 5)

2. Executive summary

2.1 Key affirmations

Staff members are committed to providing a quality education for all students.

Leaders recognise the importance of a culture of high expectations, a responsive curriculum, and an expert teaching team. Industry placements, school-based apprenticeships, certificate courses, university information and Senior Education and Training (SET) planning provide authentic transitions beyond school. Students identify the support, pathways, and opportunities afforded them as particular features of the school.

The school has a professional team of highly capable teachers.

Teachers' expertise is highly regarded by students, parents and the leadership team. Teachers express a desire to build their capability and work together to provide the best possible learning experiences for all students. They indicate their colleagues support each other to unpack units of work, share resources and teaching ideas, and in aspects of the moderation process.

Teaching staff are committed to continuous improvement in teaching, learning and assessment of the Australian Curriculum (AC).

Teachers utilise a collaborative inquiry approach to planning for curriculum delivery in Years 7 to 10 that is implemented through the school-developed Curriculum and Pedagogy Implementation Process (CAPIP). Leaders view alignment processes, precision in planning and monitoring achievement, and intentional collaboration of staff as central for improving outcomes for all students. Students and parents speak positively of the array of curriculum programs available across all year levels.

The principal and staff understand the importance of positive relationships for successful learning.

In addition to the principal, staff work actively to build partnerships with students, parents and the community. Many staff members describe strong collegial approaches to teaching and learning within their faculty areas. Parents and community members comment that the school has a significant profile in the community due to students' achievements, the activities they are involved in, and connections forged by staff members through their involvement in a range of community events.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Further develop the capabilities of all members of the leadership team to affect coordinated, consistent, consultative and precise actions to realise the attainment of published school targets.

Domain 3: A culture that promotes learning

Refine communication strategies so that all staff and students receive consistent messages regarding operational and strategic issues, including Positive Behaviour for Learning (PBL), structural changes, and school improvement priorities.

Domain 8: Effective pedagogical practices

Collaboratively establish agreed discipline-specific, evidence-informed pedagogical practices to support student engagement and optimal learning outcomes.

Domain 7: Differentiated teaching and learning

Collaboratively develop a whole-school inclusive education framework and an associated implementation plan, aligned to the Department of Education's (DoE) policy to ensure all students access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers.

Domain 8: Effective pedagogical practices

Develop a process of observation and feedback where leaders actively work with teachers to supportively evaluate pedagogical practices to enhance student outcomes.

Domain 7: Differentiated teaching and learning

Review the model of service delivery for the provision of education for students with diverse learning needs to ensure alignment with evidence-based inclusive practices and the DoE's Inclusive Education policy.