



Urangan Point State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Welcome to Urangan Point State School, a Prep to Year 6 Primary School at Urangan, Hervey Bay. Being a smaller school, we enjoy close connections with all our students and their families. Our school values the active involvement and participation of parents, and we trust that teachers, students and parents will live up to the school motto ; 'Success Crowns Effort'. It is only through a spirit of cooperation and open communication that this important goal of our school will be achieved. We believe in providing a happy, safe and caring environment in which all children can learn and succeed every day. Students are important contributors to this culture and we expect that each child will give their best and demonstrate the school expectations of being respectful, responsible, caring and safe.

Principal's Foreword

Introduction

Urangan Point State School has undergone considerable renewal over the last year. During this time, the goal has been to maintain high expectations and realistic targets for success which prioritise ongoing improvements to the school and student outcomes.

School Progress towards its goals in 2017

The school improvement agenda priorities from 2017 targeted Investing for Success Funding to support a whole-of-school approach to reading through the purchase of resources, additional teacher aide time, collaborative teacher planning and professional development.

A schedule of collaborative planning, peer observations and collegial feedback has embedded a shared understanding of the Australian Curriculum and reading pedagogy along with opportunities to improve teaching practices.

The analysis of student data at individual and cohort level through moderation and at teacher planning meetings has prioritised monitoring student performance. This way of working informs teaching practice and prompts early intervention to ensure that differentiation occurs for all students.

Successful practices are shared across classrooms and at staff meetings and success is celebrated with the school community in newsletters, social media and on weekly parades.

Future Outlook

Our explicit improvement agenda for 2018 maintains the focus on reading established in 2017 and the strategic plan from 2016. Our ongoing focus is to continue to improve reading outcomes across the whole school. The teaching of literacy will be strengthened through a continuing emphasis on knowing what to teach, knowing our students and explicit teaching practices.



The Reading Links program was introduced with the goal of increasing the number of students performing in the upper two bands of NAPLAN and best practice established in 2017 to monitor student performance data has continued.

Our priority focus is on the teaching of reading and this is supported by the allocation of Teacher Aides to facilitate reading rotations. The Head of Curriculum and Master Teacher support the implementation of our pedagogical framework through mentoring, modelling and coaching of staff. I4S funding has provided resources and time for collaborative planning.

Our other priority in 2018 has been to introduce a school-wide Positive Behaviour for Learning (PBL) framework. The leadership team attended professional development and a staff team has been established which is driving this agenda.

Our attendance rates have improved in 2018 to 90.2% up from 89.6% in 2017. This was achieved by repeatedly communicating the Every Day Counts message to students and families. Weekly attendance data is collected for all classes and shared with students at every parade to bring the importance of attendance to the fore and acknowledge students who attend every day.

The Speech Sounds Pics (SSP) program has been extended from prep to year one and year two. This consolidates our focus on reading in the early years. The explicit teaching of phonemic awareness, phonics and oral language is prioritised through a sequential and scaffolded approach where students build their knowledge and understanding of the letter/sound relationships and apply this to spelling. Comprehension strategies are taught through explicit instruction in the four phases of reading. Onset screening in prep in language and phonological awareness allows early intervention to occur. Ongoing formative assessment provides diagnostic information to set targets and inform planning. A sharp and narrow focus on early reading skills lays a solid foundation for our students to build further skills.

Students with Disability are included in regular classrooms, learning alongside their peers. Inclusion teachers work collaboratively with classroom teachers to provide adjustments which promote access and participation on the same basis for all students. Intensive teaching and in-class support is provided by Inclusion teachers focusing on English and social skills to meet individual learning needs.

A team of leadership and teaching staff attended PD in explicit instruction based on the Archer and Hughes model in term 2. The goal is to establish best practice in explicit instruction which is shared across teaching teams. These teams have continued to meet each term to engage in collaborative planning and analysis of student data in order to improve student outcomes.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	436	231	205	83	89%
2016	475	239	236	98	88%
2017	476	233	243	99	88%

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

Approximately 20% of our students are indigenous, 10% have a disability and ASD is the major disability category within the school.

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	21	23	21
Year 4 – Year 6	26	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

We deliver the Australian Curriculum across all year levels. Student achievement is assessed against the Standards of Achievement for each learning area and this is monitored through regular pre and post moderation of assessment. We offer English, Math, Science, Health, Physical Education, HASS, The Arts and Design and Digital Technology from Prep to Year 6 and LOTE (Chinese) is taught to Years 5 and 6. Curriculum is complemented by an instrumental music (strings) program offered to students in years 3 and above. Selected students also participate in a reading support program (LIFT) where specialist staff provide intensive support one day per week.

Co-curricular Activities

- Swimming program
- Sports days

- Instrumental music
- Camps and excursions

How Information and Communication Technologies are used to Assist Learning

All teachers from grade 2 onwards teach at least one digital technology unit per year in line with the expectation of full implementation of the curriculum by 2020. ICT are integrated into the P-6 curriculum to ensure that skill development continues to grow to meet the requirements of other learning areas. A focus of the Digital Technology subject is the development of higher order and algorithmic thinking.

Every classroom has a high definition television screen or an interactive white board used to engage students in learning in addition to our computer lab and ipads which are used as an integral part of key programs including phonics (SSP), spelling and reading.

Social Climate

Overview

Positive Behaviour for Learning (PBL) introduced in 2018 is our school-wide approach used to create and maintain a safe, supportive and disciplined learning environment which actively responds to bullying and ensuring inclusive approaches are implemented to support the diverse range of students. Strategies used to respond to bullying include the teaching of explicit lessons using our 'Take 5' approach on parade and in class as a way of supporting students to resolve conflict and other issues appropriately.

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)	96%	97%	86%
this is a good school (S2035)	92%	97%	93%
their child likes being at this school* (S2001)	88%	100%	93%
their child feels safe at this school* (S2002)	92%	97%	90%
their child's learning needs are being met at this school* (S2003)	88%	97%	89%
their child is making good progress at this school* (S2004)	88%	94%	86%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
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)	88%	97%	93%
teachers at this school treat students fairly* (S2008)	80%	94%	79%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%	97%
this school works with them to support their child's learning* (S2010)	88%	94%	93%
this school takes parents' opinions seriously* (S2011)	88%	89%	75%
student behaviour is well managed at this school* (S2012)	81%	86%	66%
this school looks for ways to improve* (S2013)	92%	100%	93%
this school is well maintained* (S2014)	96%	100%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	97%	91%
they like being at their school* (S2036)	96%	90%	86%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they feel safe at their school* (S2037)	92%	92%	88%
their teachers motivate them to learn* (S2038)	97%	92%	91%
their teachers expect them to do their best* (S2039)	95%	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	91%	92%
teachers treat students fairly at their school* (S2041)	88%	92%	87%
they can talk to their teachers about their concerns* (S2042)	94%	89%	82%
their school takes students' opinions seriously* (S2043)	89%	93%	84%
student behaviour is well managed at their school* (S2044)	89%	88%	73%
their school looks for ways to improve* (S2045)	100%	97%	92%
their school is well maintained* (S2046)	97%	97%	93%
their school gives them opportunities to do interesting things* (S2047)	96%	92%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	98%	94%
they feel that their school is a safe place in which to work (S2070)	100%	98%	94%
they receive useful feedback about their work at their school (S2071)	89%	93%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	93%	97%
students are encouraged to do their best at their school (S2072)	98%	98%	94%
students are treated fairly at their school (S2073)	96%	98%	90%
student behaviour is well managed at their school (S2074)	98%	93%	76%
staff are well supported at their school (S2075)	96%	93%	82%
their school takes staff opinions seriously (S2076)	87%	93%	78%
their school looks for ways to improve (S2077)	100%	96%	90%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	93%	96%	80%

* 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

Fortnightly newsletters, parades, parent teacher evenings and parent information sessions are all strategies which we use to involve parents in their child's education.

Stakeholder meetings are held to ensure consultation regarding the adjustments made to assist students with diverse needs to access and participate fully at school. Inclusion Teachers case manage students to ensure a universal approach to teaching to meet the diverse needs of our learners. Our intervention team consists of the Head of Special Education, our Guidance Officer, Speech Language Therapist and referring teachers. The purpose of this team is to identify students requiring support early and put appropriate interventions in place.

Respectful relationships programs

We have implemented a whole school approach to respectful relationships education through our Positive Behaviour for Learning Program, that uses the curriculum and school practices to build a culture that seeks to prevent violence, through the building of appropriate, respectful, equitable and healthy relationships.

Our programs focus on personal safety and awareness, including identifying and responding to abuse and violence, gender equality and developing students' knowledge and skills to be able to resolve conflict without violence and to report when they, or others, are unsafe.

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	60	39	38
Long Suspensions – 11 to 20 days	1	1	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	84,716	2,827
2015-2016	7,200	1,353
2016-2017	7,664	2,487

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

GO

Sector:

Government

Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40	34	<5
Full-time Equivalents	34	20	<5

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	5
Bachelor degree	22
Diploma	3
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 \$23855.00

The major professional development initiatives are as follows:

Reading

Speech Sounds Pics (SSP)

Explicit Instruction

Positive Behaviour for Learning

Collaborative Planning for teaching teams in the Australian Curriculum

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.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% 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).	91%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	84%	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 Primary schools was 93%.

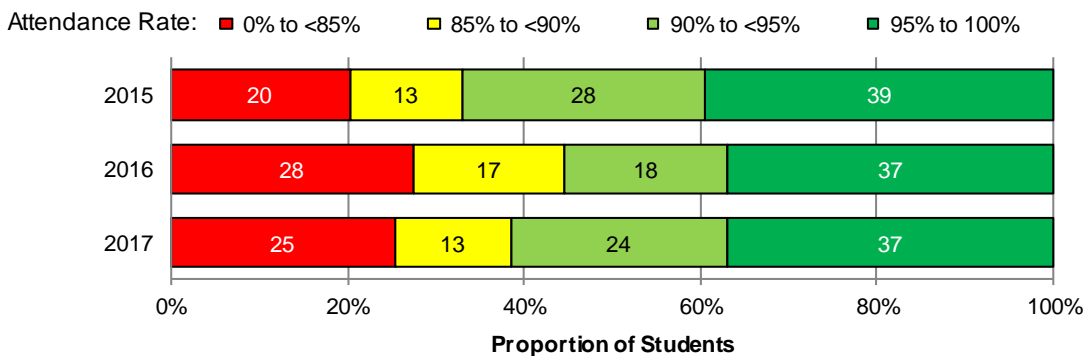
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	91%	89%	92%	91%	89%	92%						
2016	90%	88%	90%	89%	88%	89%	86%						
2017	89%	90%	90%	91%	88%	89%	90%						

*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.

When the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for a part of a day or for longer periods parents are notified by SMS shortly after rolls are marked in the morning. Follow up phone calls and letters are also used until an explanation for an absence is received and then documented in the One School system. Failing this a warning letter is sent to parents.

To increase attendance at UPSS we collect weekly class data and share this, along with the Everyday Counts message with staff, students and parents on parade and on social media. .

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

Sector:

Government

Non-government

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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