



Urangan Point State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mr Matt Winter - Principal

# From the Principal

## School overview

Welcome to Urangan Point State School, a small Prep to Year 6 Primary School at Urangan, Hervey Bay. Being a smaller school, we enjoy knowing all our children, their families and siblings. Our school greatly 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 strongly believe in providing a happy, caring environment in which children can learn. Naturally, children are important contributors to this environment and we expect that each child will give their best, will obey the school rules, will be well-groomed and neatly dressed, will show respect for authority and will be considerate and tolerant of others. Our commitment to you is to allow individuals to achieve to their maximum potential in a supportive, caring and resource-rich environment. At Urangan Point State School, we think it is important that the school has a clear set of goals and that these goals guide the efforts of all within our school.

## School progress towards its goals in 2018

Throughout 2018, Urangan Point underwent a positive transformation and made considerable progress in school improvement with tremendous developments noted in the key focus areas of culture and pedagogy.

The school improvement agenda priorities from 2018 were:

- A culture that promotes learning
- Effective Pedagogy and
- Oral phonics and phonemics

All areas of the school Annual Implementation Plan were rigorously actioned. A key focus for 2019, will be on building upon this foundational work and ensuring better and further enhanced practices become systematically embedded at Urangan Point.

Targeted funding was allocated and utilised to support these key areas.

The key success from 2018, was the successful implementation of Positive Behaviour for Learning (PBL) in the school. While the work remains ongoing into 2019, 2018 provided the school with a successful start along the PBL journey.

The continued focus upon student engagement and achievement data, also highlighted an ongoing need to be focusing upon and engaging staff in professional development around consistent, effective pedagogy. Work was undertaken in this area, however it remains ongoing and will form a key focus into 2019.

## Future outlook

In 2019, Urangan Point State School will be focussing on improving student outcomes in the area of **Reading**. The school budget, the Investing For Success (IFS) Plan and AIP are all structured around this sharp and narrow focus for 2019. In order to achieve this, Urangan Point State School will consciously audit already existing data and then refine and construct practice accordingly.

In order to improve our reading outcomes, specific pedagogical actions will be fore fronted with a key focus on:

- Deliberate professional development and training in explicit instruction, direct instruction and evidence based practice
- Whole school, uninterrupted literacy blocks
- Purchasing of resources to support the teaching of reading
- Clear and explicit parameters around the teaching of reading and associated pedagogy which underpins practice
- Building and enhancing staff capability through both external and internal professional development
- Deliberate and systematic use of student data

Additionally a focus on improving student engagement, community relationships and the continuation of PBL, form the 2019 key focus areas.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	475	476	400
Girls	239	233	191
Boys	236	243	209
Indigenous	98	99	77
Enrolment continuity (Feb. – Nov.)	88%	88%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Urangan Point State School is situated in Hervey Bay. The socio-economic characteristics of the community are mixed. An Index of Community Socio-Educational Advantage (ICSEA) places Urangan Point at 917, below the average of 1000. (Further details on this index can be found at <http://www.myschool.edu.au/>). Approximately 20% of students identify as Indigenous; a very low number of students have an EAL/D background and we have a modest percentage of students with a verified disability. Urangan Point State School has a culture of inclusion and valuing diversity within the school.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	21	22
Year 4 – Year 6	27	27	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Students engage in learning within the subject areas of English, Mathematics, Science, Humanities and Social Science, The Arts and Health and Physical Education in the Australian Curriculum; as well as Languages – Chinese (Years 5-6) and Digital Technologies. Students are also engaged in programs to support their social and emotional development which instil skills for life and quality citizenship. The school has continued to develop its Science, Technology, Engineering and Mathematics (STEM) programs through the continued focus on improving school infrastructure and updating to modern and relevant technology. Work has continued to ensure the provision of learning environments that maximise outcomes for all students. Human resources, teacher aides and specialist teachers are deployed to maximise in-class support for all classrooms. This mechanism allows support for students with disabilities, learning difficulties and Indigenous students.

### Co-curricular activities

Urangan Point State School has an abundance of co-curricular opportunities. These include:

- Student Leadership Programs
- Aboriginal cultural activities – boys and girls specific
- Aboriginal dance troupe
- Excursions
- Lunchtime activities including sport, games and talent quests at different times throughout the year
- School Camps
- Vast Cultural Pursuits - Choir, Instrumental Music, Dance classes and drama club
- Swimming Programs
- Intra-school Sport Program including inter-house competition and Inter-school Sport including representative sporting opportunities for students
- An active Student Council working for the student body – organising school based and charitable events
- Students participating in a range of competitions – academic and sporting.
- A non-denominational Christian Religious Instruction program
- Targeted presentations and performances from external providers featuring anti-bullying, positive attitudes, relationships and indigenous perspectives.
- Participation in ANZAC Day school and community based events.
- Harmony Day, Day for Daniel and NAIDOC Day celebrations

### How information and communication technologies are used to assist learning

Urangan Point State School values the modern and technological age in which students live and will work in. Hence, efficient and functioning Information and Communication Technologies (ICT) are an integral part of the curriculum. The school has a main computer lab which has 25 laptop computers, allowing for one-on-one access to working technologies for our students. With an interactive whiteboard/television in every classroom and learning space, various mobile devices such as laptops and iPads and a number of other technology aides, the school has the capacity for daily interaction and learning with an integrated ICT focus. Professional support for teachers is provided in a number of ways. Peer support at school based sharing sessions is the most common form of professional support. Staff also engage with online courses through 'The Learning Place' which support teachers and para-professionals in development of e-learning capability. The school engages a technician with an orange card for two days a week to maintain hardware and assist teachers with operational queries, whilst particular staff members are assigned the day to day management of technology and acts as a central point for all IT issues. Network and connectivity is in place throughout the school and a wireless network supports the use of mobile learning devices.

## Social climate

### Overview

Urangan Point State School is a relatively small but very well established school that can offer families a friendly and supportive atmosphere, keenly focused on academics. The close knit nature of the school ensures that a personalised approach to education and social skills is evident. The school encourages positive solution focused language among all stakeholders and a willing recognition and acknowledgement of behaviours which build strong relationships among school community members. The Positive Behaviour for Learning program has become the cornerstone for promoting Safe, Respectful, Caring and Responsible learners. At Urangan Point, bullying in all its forms is not accepted. A clear set of expectations focus strongly upon prevention through positive behaviour choices, role modelling and the encouragement of shared responsible behaviour. Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students. Urangan Point State School has a focus on the teaching of values and social and emotional development; connectedness within the school community; and linking to the community at large. Parents, carers and relatives form a supportive network of volunteers including an active P & C team who organise school events, provide services and raise funds to augment school resources.

### 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)	97%	86%	85%
• this is a good school (S2035)	97%	93%	82%
• their child likes being at this school* (S2001)	100%	93%	85%
• their child feels safe at this school* (S2002)	97%	90%	88%
• their child's learning needs are being met at this school* (S2003)	97%	89%	79%
• their child is making good progress at this school* (S2004)	94%	86%	88%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	85%	88%
• teachers at this school motivate their child to learn* (S2007)	97%	93%	91%
• teachers at this school treat students fairly* (S2008)	94%	79%	84%
• they can talk to their child's teachers about their concerns* (S2009)	94%	97%	94%
• this school works with them to support their child's learning* (S2010)	94%	93%	84%
• this school takes parents' opinions seriously* (S2011)	89%	75%	77%
• student behaviour is well managed at this school* (S2012)	86%	66%	59%
• this school looks for ways to improve* (S2013)	100%	93%	84%
• this school is well maintained* (S2014)	100%	93%	91%

\* 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)	97%	91%	93%
• they like being at their school* (S2036)	90%	86%	89%
• they feel safe at their school* (S2037)	92%	88%	81%
• their teachers motivate them to learn* (S2038)	92%	91%	97%
• their teachers expect them to do their best* (S2039)	95%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	92%	92%
• teachers treat students fairly at their school* (S2041)	92%	87%	84%
• they can talk to their teachers about their concerns* (S2042)	89%	82%	79%
• their school takes students' opinions seriously* (S2043)	93%	84%	74%
• student behaviour is well managed at their school* (S2044)	88%	73%	79%
• their school looks for ways to improve* (S2045)	97%	92%	94%
• their school is well maintained* (S2046)	97%	93%	88%
• their school gives them opportunities to do interesting things* (S2047)	92%	90%	89%

\* 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)	98%	94%	95%
• they feel that their school is a safe place in which to work (S2070)	98%	94%	95%
• they receive useful feedback about their work at their school (S2071)	93%	75%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	97%	100%
• students are encouraged to do their best at their school (S2072)	98%	94%	95%
• students are treated fairly at their school (S2073)	98%	90%	95%
• student behaviour is well managed at their school (S2074)	93%	76%	66%
• staff are well supported at their school (S2075)	93%	82%	77%
• their school takes staff opinions seriously (S2076)	93%	78%	84%
• their school looks for ways to improve (S2077)	96%	90%	93%
• their school is well maintained (S2078)	98%	98%	100%
• their school gives them opportunities to do interesting things (S2079)	96%	80%	91%

\* 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

A fortnightly school newsletter is published and provided to parents and the wider community as one of our key drivers for information sharing. Similarly, the school has a Facebook page which has been a pivotal element in our relationships and information sharing. As such, Facebook is one of our key methods of communication. The Parents and Citizens' Association at Urangan Point State School, is very active and dedicated and is a fundamental component of our school. The support and initiative shown from our P&C has led to some excellent outcomes for our school.

Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school are also well embedded practices within our school. The Special Education Program staff, work with all staff and students to ensure individual goals are achieved. Our school Guidance Officer provides a high level of support when testing and diagnosing various student needs. Parents are engaged regularly throughout the process and work alongside the school to ensure that the student's best interests are met.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Complimenting this is our schools Positive Behaviour for Learning approach whereby specific behaviours are taught and encouraged. Urangan Point State School has extensive support from a wide range of resources including a school chaplain for two days per week and a guidance officer for two days per week. Our Guidance Officer provides formal support to students and families in relation to counselling, and educational assessments. Our school Chaplaincy service affords the opportunity for students to confide with a trusted adult in a neutral and safe manner. Specific programs are run by the Chaplain to promote self-awareness and responses to difficult situations.

Additional to this, is external providers who are available to support students within our school on an as needs basis

## 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	39	38	135
Long suspensions – 11 to 20 days	1	2	2
Exclusions	0	0	2
Cancellations of enrolment	0	0	0

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

Urangan Point State School is committed to reducing its carbon footprint. The school actively participates in recycling, composting, use of worm farms and gardening programs where produce is grown by the school, for the school tuckshop.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	7,200	7,664	97,682
Water (kL)	1,353	2,487	1,467

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.



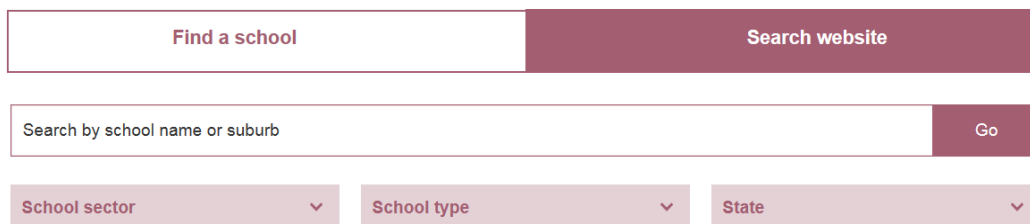
## School funding

### 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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	25	25	<5
Full-time equivalents	19	14	<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	
Masters	3
Graduate Diploma etc.*	5
Bachelor degree	16
Diploma	1
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 \$27,693.

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Teaching of reading
- Anita Archer's Explicit Instruction
- Essential Skills for Classroom Management

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%	94%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 77% 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 Primary schools was 92%.

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%	90%	89%
Attendance rate for Indigenous** students at this school	84%	86%	86%

\* 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

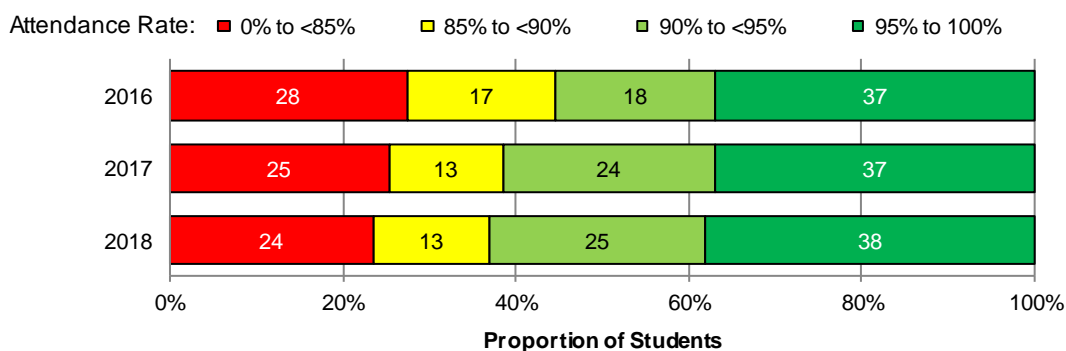
Year level	2016	2017	2018
Prep	90%	89%	91%
Year 1	88%	90%	90%
Year 2	90%	90%	92%
Year 3	89%	91%	91%
Year 4	88%	88%	91%
Year 5	89%	89%	85%
Year 6	86%	90%	87%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

#### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## 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.

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.

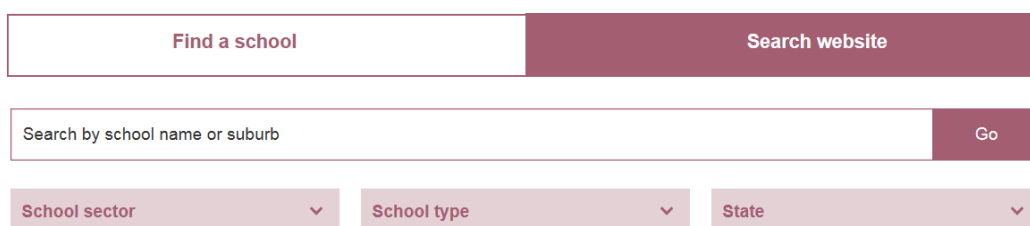
To increase attendance at UPSS we collect weekly class data and share this, along with the Everyday Counts message with staff, students and parents on parade and on social media. .

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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/>.
2. Enter the school name or suburb of the school you wish to search.



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



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



#### 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.