# Urangan Point State School
# Queensland State School Reporting
# 2013 School Annual Report

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|---|---|
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## Principal's foreword - Introduction

Urangan Point is a Band 8 school located at the tourist end of Hervey Bay. Urangan Point is a primary school providing quality education for all students from Prep through to Grade 7. Our school serves a diverse community which is made up of families who have made educated choices to transport their children to school, families who reside in a range of living situations; and families from various cultural and religious backgrounds. Our school draws its enrolments predominantly from the local area; however, there are children who travel from Booral, River Heads, Torquay, Pialba, Dundowran and Toogoom.

At Urangan Point State School we:
- Encourage our children to strive to be active citizens in a learning community;
- Aim to provide quality education in a safe, tolerant and disciplined environment, where everyone is encouraged to take responsibility for their own behaviour;
- Prepare our students for an active role in our democratic society. There is a strong focus on high expectations, equity, inclusiveness and the building of social responsibility.

We have a cohesive community where we work together to achieve the best for the children. We celebrate success, recognise that different people learn in different ways and we strive to provide an environment which nurtures this belief. We endeavour to build relationships with all students and their families, so that we can maximise the child's learning outcomes.

We value:
- ✓ Respect;
- ✓ Responsibility;
- ✓ Honesty;
- ✓ Tolerance;
- ✓ Courtesy;
- ✓ Peace and caring;
- ✓ Effort and learning.

We believe:
- ✓ Every child is unique and deserves the right to be treated with respect, understanding and courtesy;
- ✓ That children are individuals and each should be provided the opportunity to reach their full potential;
- ✓ By fostering relationships through open communication within the community we work as partners to provide quality education;

All students have the right to be educated in a safe and nurturing environment.

## School progress towards its goals in 2013

At Urangan Point State School, we have 6 Strategic School Priorities. Listed below are the Directions, Goals and Strategies we implemented in 2012;

*Literacy and Numeracy Improvement* **– Through a range of projects which aim to provide consistency in teaching delivery, additional support personnel, reduction in bottom two bands and increase in upper two bands across all year levels (NAPLAN).**

1. Implementation of C2C Units for Prep-Grade 7 in English, Maths, Science & History.
2. Employment of extra Learning Support teacher for Grades 4-7, an extra teacher for Prep and Teacher Aides to cover Literacy and Numeracy sessions for Prep and Grades 1-3.
3. Support Professional Development activities designed to improve Literacy outcomes for all students (2013 focus is explicitly revision of reading best practice).
4. Providing priority time allocations to English, Mathematics, Science and History.
5. Enhance and elaborate the current improvement agenda by including clear targets and accompanying timelines for action by staff.
6. Embedding of whole school focus strategies (and assessment tools) aimed at improving NAPLAN achievement – emphasis on improving Upper 2 Band results and increasing National Minimum Standards to 100%.
7. Provide opportunities for staff to engage in professional dialogue with their peers about data and planning (ie. each term all year levels will spend 0.5 of a day with the year level above and beneath them every term).
8. Embedding of Oral Language Program (Letterland) as the foundation for Reading and Writing (Prep-Grade 2 in 2013).
9. Resource all Literacy and Numeracy sectors to effect immediate and sustainable results eg. Purchase Phonetics Program for P-3, more Guided Readers and more Interactive Whiteboards (1 per class teacher in 2013, including specialist staff).
10. Investigate a Gifted and Talented Policy and implement into school structures.
11. Formalisation of School Specific Targets for Reading, Spelling, Maths & Science.
12. Improved Learning outcomes for all students by continuing to address the guiding principles of the *Inclusive Education Statement*.
13. Embedding of the *Education Adjustment Program* by identifying the Learning Adjustment needs of students with disabilities both in the ECDP and SEP sectors.
14. Support children and young people in care of the State through the development of Educational Support Plans with a Literacy and Numeracy focus.
15. Develop working relationships with Urangan State High School, CSIRO and USQ to provide support in implementing C2C Science Units.
16. Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback.
17. Ensure early processes are in place to identify possible U2B students (Processes to commence in Prep). Put in place strategies to cater for these students e.g. differentiated processes to explicit teaching.
18. With PEAAC support and cluster opportunities (Networking with small and larger schools), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics.

*Closing The Gap* **– Introduction of Individual Learning Plans for all ATSI students, enhancement of links to Indigenous Community Groups and improve capacity of Indigenous staff to provide cultural and academic support for our whole school community.**

1. Close the educational gap for all Indigenous students and develop a culture of high expectation for these students.
2. Revise and review Individual Learning plans for all Indigenous students (Initial plans completed 2011 & 2012).

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3. Implement the *Embedding Aboriginal and Torres Strait Islander Perspectives* in Schools through regular in-service and networking opportunities.
4. Maintain existing Indigenous Education Worker employment to facilitate liaison opportunities with families and cultural bodies.
5. Continue to facilitate Yurangan Indigenous Playgroup one day a week.
6. Further enhance community links with Wide Bay Women's Health, North Coast ISSU, PaCE Management Committee (Hervey Bay) and Wandinny to ensure all Indigenous programs continue.
7. All Staff will revise Modules 1-3 of the Crossing Cultures package.
8. The Aboriginal and Torres Strait Islander working party will meet once per term (two of these meetings in 2013 will include ATSI Community members).

*Recognition of 2013 Key Dates:*

National Apology: February 13th.

National Sorry Day: May 26th .

Reconciliation Week: May 27th – June 3rd .

NAIDOC Week: July 6th – 13th . Display in Library on July 8th-12th .

National Aboriginal and Islander Children's Day: August 4th .

The International Day of the World's Indigenous People: August 9th .

***Improve Social Emotional Learning of Students* – Extension of Chaplaincy Program, implementation of the 'You Can Do It' program, revise and update Responsible Behaviour Plan and enhancement of Merit Card System (Positive Reward Scheme)**.
1. Implement the *Responsible Behaviour Plan and Code of School Behaviour.*
2. Full utilisation of the resources from the *National Safe Schools Framework*.
3. Employ teacher to act in Student Welfare role; with specific targets on reducing SDA's and behaviour referrals, increasing positive play options in playground, developing whole school behaviour plan and mentor Student Leadership Team.
4. Enhance relationships with Positive Learning Centre and SMST staff to utilise their expertise and provide Professional Development opportunities for staff on best practice and referral processes.
5. Enhance the Positive Reward Program across all year levels and increase communication of program to parents and staff (individual pupil results).
6. Student Leadership Team activities (ie. care and support to the school environment and wider community) enhanced through interaction with mentor teacher and opportunities to develop their skills.
7. Investigate *'Skills For Growing'* program and provision of Professional Development opportunity to upskill staff in this program (Term 3 PFD, 2013).
8. Continue access to Bay Connect programs for students who have students who have a history with domestic and physical abuse.
9. Seek funding, organise and implement a Grade 5-7 Boys Camp and Grade 5-7 Girls Activities Days (Term 2, 2013).
10. Enhance Chaplaincy position to include provision to support all the above initiatives (increase to fulltime).

***Improve Family and Community Engagement and School Image* – Provision of community programs to access educational facilities and programs, marketing and explore strategies to promote parental involvement in assisting student learning/behaviour**.
1. Extend and enhance a whole school approach to Individual Student Work Portfolios (Prep-Grade 4 in 2013), with the Principal and Deputy Principal setting the agenda for included materials.
2. Embed whole school approach for parent reporting which involves the teacher, student and parent engaging in conversation about student progress in Terms 1&3 with formal reports sent home in Terms 2&4.

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3. Promote open, transparent and regular communication between school and home including posting all notes on the school website and development of School Application for Smart Phones.
4. Survey parents in relation to school successes, concerns and ideas for future improvements.
5. School Admin Team to actively promote school/community strengths, achievements and events across all media sources.
6. Provision of resources to further enhance the Annual Celebration Night.
7. Enhance and embed 2012 Homework Policy that engages the whole family in learning and has direct linkage to school-based initiatives.
8. Liaise with feeder Secondary Schools.
9. Develop protocols around leadership arrangements re: 2014 (School Leaders, House Leaders, Camps and Graduation ceremonies).
10. Commence the development of strategies concerning staffing and resource allocations to assist Grade 7 transition to Secondary schooling.

*Staff Wellbeing* – **Improve staff performance, resilience and morale by significantly increasing support structures and celebrate/reward staff excellence and achievements**.
1. Facilitate CCT time to allow for Collegial meetings with staff, Deputy Principal and Principal to develop and revise Developing Performance Framework.
2. Implement mentoring and coaching structures to enable staff to share best practice teaching (ie. a flexible timetable where opportunities are available for staff to engage in this process).
3. Actively promote social opportunities for staff, in and out of school, to engage in team building activities.
4. Implement updated Staff Induction Program to include greater emphasis on National Partnerships agenda and collegial interaction.
5. Survey staff in relation to school successes, concerns and ideas for future improvements.
6. Develop and implement an overarching Curriculum Framework based on ASOT (Principal and Deputy Principal to undertake training (April, May and September). Engage in best practice network using ASOT as a reflective framework.

*Improve Student Attendance* – **Enhancement of parent/teacher connections, electronic tracking and rapid responses to inconsistent attendance and provide incentives to attend school**.
1. Increase A02 allocation to establish succinct processes in identifying and managing consistent absenteeism (ie. rolls collected twice daily and phone class home after two consecutive days absent).
2. Increase Chaplaincy employment to establish positive relationships with 'at risk' parents in effort to reduce chronic absenteeism through proactive measures; including home visits and incentives.
3. Utilise Indigenous Education Worker time to liaise with Aboriginal and Torres Strait Islander families.

## Future outlook

**Successful Learners;**
- Implement the Australian Curriculum
- Key literacy and numeracy improvement strategies
- Differentiation strategies

**Great people;**
- Implement performance reviews for all staff (eg. Developing Performance Framework)
- Learning and Wellbeing Framework

**Empowerment;**
- Develop and enact a pedagogical framework based on ASOT or other approved framework

**Engaged Partners;**
- Getting Ready For Secondary School
- Parent and Community Engagement Framework

**High Standards;**

- Teaching & Learning Audit priorities
- Discipline Audit priorities
- Internal Audit priorities
- Opinion Survey priorities

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# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

|  | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|---|---|---|---|---|
| 2011 | 299 | 167 | 132 | 86% |
| 2012 | 335 | 177 | 158 | 86% |
| 2013 | 379 | 200 | 179 | 84% |

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

The school has higher ratio of female students, particularly in the Prep - Grade 3 area but the Grade 4-7 students are almost 1:1. There are over 130 students in the school that receive some level of support (ESL, Intervention or Extension). Within the school populations we have 13% Indigenous students, 7% Special Needs Students and 1% of students are Children in Care of the State. Our community fall primarily in the Low Socio-economic class, with a multicultural component (Thailand, Philippines and Spain) and approximately 25% of families being single parent in nature. Additionally, the school has a high transient rate in our enrolments with over 25% of our students leaving in the period of a school year.

### Average Class sizes

| Phase | Average Class Size | | |
|---|---|---|---|
|  | 2011 | 2012 | 2013 |
| Prep – Year 3 | 23 | 15 | 23 |
| Year 4 – Year 7 Primary | 27 | 22 | 23 |
| Year 7 Secondary – Year 10 |  |  |  |
| Year 11 – Year 12 |  |  |  |

### School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---|---|---|---|
|  | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 76 | 38 | 31 |
| Long Suspensions - 6 to 20 days | 5 | 4 | 1 |
| Exclusions | 1 | 0 | 0 |

| Cancellations of Enrolment | 0 | 0 | 0 |
|---|---|---|---|

## Curriculum offerings

Our distinctive curriculum offerings
- ICT inclusion across all key learning areas
- Dedicated Literacy and Numeracy times across the school
- Support and Extension Programs
- ICI's – Intercultural Investigations (China) for Grade 5 & LOTE (Mandarin Chinese) for Grades 6&7
- Year 4 – 7 Sport Gala Days
- Lunch Time activities – Supervised Sport, skipping, dance, games, drawing
- Instrumental Music – Strings Programs
- Chaplaincy Service
- Drumbeat Emotional/Social Skills Program
- Prep to Year 5 Learn to Swim
- Year 6 and 7 Recreational Swimming
- EATSIPS Support Aide
- Indigenous Education Programs
- Caring Crusaders Group (Environmental Protection)
- Whole School Positive Rewards System (Merit Cards)

Extra curricula activities
- ANZAC and Remembrance Day Celebrations
- Arts Council
- School Discos
- Under 8's Day
- Rewards Days
- Choir
- Student Council
- Games Room
- Healthy Lives, Deadly Gundhus after school program
- Afterschool Sport Programs
- Breakfast Club
- School Camps and Excursions

How Information and Communication Technologies are used to assist learning

ICT's are integrated across all curriculum areas by both students and staff, in particular in the areas of literacy and numeracy. Urangan Point has a dedicated ICT room which houses 30 computers, an interactive whiteboard and space for students to explore ICT opportunities. Every classroom has an interactive whiteboard and at least 4 computers for use by students to assist their learning. Our library also offers 2 interactive whiteboards to give greater access for staff and students when needed. Teaching staff make use of their C4T laptops to assist them to plan for, implement and assess student learning. Students and staff utilize a range of computer based programs and internet options to enhance learning. Staff members work towards having their ICT skills improved and recognised through continual attendance at professional development opportunities throughout the year. Urangan Point also has 2 pods of 8 IPADS, as well as 5 IPads dedicated to Prep, which are used by staff and students to provide greater pathways for students to access new learning or reinforce skills and concepts. Our school is well supported in the area of ICT hardware by an active and enthusiastic P&C.

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## Social climate

A whole–school supportive environment monitored by the Principal, Deputy Principal and the Support Teacher Learning Difficulties through a team approach, supports children's social, emotional and academic needs.

The team includes – Principal, Deputy, Support Teacher Learning Difficulties, Student Welfare Teacher, Guidance Officer, Classroom teachers, AVT and Special Education Teachers, Behaviour Management Staff, School Chaplain, Indigenous Education Officers and teacher aides. This group works in liaison with other agencies where necessary.

In 2013, the following responses were received from the School Opinion Surveys:

- 100% of parents were satisfied that this was a good school.
- 100% of parents felt their child feels safe at school.
- 100% of parents felt the teachers expected their child to do their best.
- 100% of parents felt they could talk to their child's teachers about their concerns and that the school works with them to support their child's learning.
- 93% of students were satisfied they were getting a good education at this school.
- 100% of students felt their teachers expected them to do their best.
- 95% of students felt the school gives them opportunities to do interesting things
- 91% of students felt they were safe at school

The student welfare officer, in conjunction with the school chaplain, started the implementation of the LionsQuest Social Skills Program to support students and families. A clear and comprehensive approach to school behaviour is enacted and visible through the school. All stakeholders are aware of what is acceptable and avenues they have to combat perceived bullying, safety issues and fair treatment.

As a school community we have invested time into forming strong community relationships. Our parent community is aware of school decisions, can discuss future directions and have an input into the teaching and learning process. Our children can then develop skills for lifelong learning to enable them to contribute to society as a whole.

## Parent, student and staff satisfaction with the school

The 2013 School Opinion Surveys for parents, students and staff demonstrate that they have an increasing satisfaction with the school across nearly all areas (Staff Average 95.9%, Student Average 90.6% and Parents Average 96.3%). The staff responses indicate that there is a happy, committed and innovative workforce dedicated to providing quality teaching and learning for all of their students. The staff responses indicate that the school has room for improvement in this area.

| **Performance measure** (Nationally agreed items shown*) | | |
|---|---|---|
| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
| their child is getting a good education at school (S2016) | 100% | 93% |
| this is a good school (S2035) | 97% | 100% |
| their child likes being at this school* (S2001) | 97% | 93% |
| their child feels safe at this school* (S2002) | 97% | 100% |
| their child's learning needs are being met at this school* (S2003) | 94% | 97% |
| their child is making good progress at this school* (S2004) | 94% | 90% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 97% | 89% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 94% | 93% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 97% | 100% |
| this school takes parents' opinions seriously* (S2011) | 91% | 93% |
| student behaviour is well managed at this school* (S2012) | 91% | 86% |
| this school looks for ways to improve* (S2013) | 97% | 100% |
| this school is well maintained* (S2014) | 100% | 100% |

| **Performance measure** (Nationally agreed items shown*) | | |
|---|---|---|
| Percentage of students who agree that: | 2012 | 2013 |
| they are getting a good education at school (S2048) | 80% | 93% |
| they like being at their school* (S2036) | 83% | 89% |
| they feel safe at their school* (S2037) | 89% | 91% |
| their teachers motivate them to learn* (S2038) | 82% | 98% |
| their teachers expect them to do their best* (S2039) | 93% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 87% | 84% |
| teachers treat students fairly at their school* (S2041) | 80% | 91% |
| they can talk to their teachers about their concerns* (S2042) | 69% | 80% |
| their school takes students' opinions seriously* (S2043) | 79% | 86% |

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| | | |
|---|---|---|
| student behaviour is well managed at their school* (S2044) | 74% | 80% |
| their school looks for ways to improve* (S2045) | 89% | 96% |
| their school is well maintained* (S2046) | 91% | 95% |
| their school gives them opportunities to do interesting things* (S2047) | 82% | 95% |

| **Performance measure** | |
|---|---|
| Percentage of school staff who agree that: | 2013 |
| they enjoy working at their school (S2069) | 97% |
| they feel that their school is a safe place in which to work (S2070) | 97% |
| they receive useful feedback about their work at their school (S2071) | 87% |
| students are encouraged to do their best at their school (S2072) | 97% |
| students are treated fairly at their school (S2073) | 100% |
| student behaviour is well managed at their school (S2074) | 95% |
| staff are well supported at their school (S2075) | 97% |
| their school takes staff opinions seriously (S2076) | 95% |
| their school looks for ways to improve (S2077) | 100% |
| their school is well maintained (S2078) | 97% |
| their school gives them opportunities to do interesting things (S2079) | 97% |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

**Involving parents in their child's education**

Parents and other community members are encouraged to become involved at Urangan Point State School by:

- Embracing the schools Open Door Policy—parents are always welcome;
- Active P&C including a Parent Helper Group;
- Volunteer work in the school Tuckshop;
- Class meetings at the beginning of each school year;
- Parent training opportunities;
- Involvement in Literacy Blocks and morning reading activities;
- Support in library resourcing;
- Invitations to classroom activities such as culminating activities at the end of units;
- Grade 7 Graduation;
- Local Chaplaincy Committee;
- Excursions and Camps; and
- Track and Field and Swimming Carnivals; and Student Parades.

**Reducing the school's environmental footprint**

Our school has installed solar panels to assist in reducing electricity costs and becoming more environmentally friendly. A group of students called the Caring Crusaders implemented a number of environmental activities. Throughout the year, they conducted an electrical use reduction program. Students checked electrical appliances were switched off when not in use. This group also added recycling of aluminium cans to the recycling of paper and sorting of school waste into recycling and non-recycling bins. The tuckshop food waste was collected each day and composted with the aid of the school worm farm. The Caring Crusaders completed a school wide water check for leaks to further improve the water use in the school. Each term, students from the Caring Crusaders would promote a range of sustainable and environmental topics on assembly. The aim was to improve the environmental footprint of the school and the wider community through this shared learning.

| | Environmental footprint indicators | |
| --- | --- | --- |
| | Electricity kWh | Water kL |
| 2010-2011 | 73,395 | 1,066 |
| 2011-2012 | 76,988 | 1,021 |
| 2012-2013 | 71,082 | 1,779 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
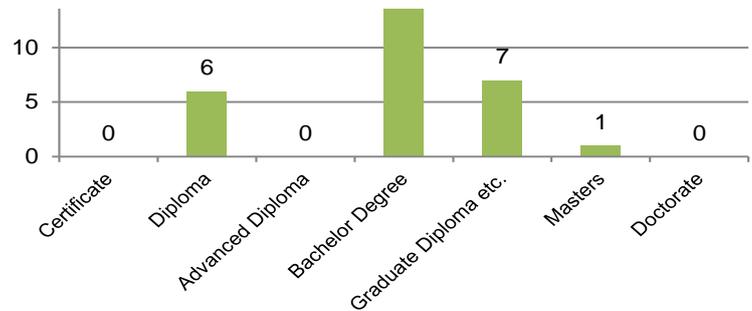
# Our staff profile

## Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|---|---|---|---|
| Headcounts | 36 | 32 | <5 |
| Full-time equivalents | 30 | 19 | <5 |

## Qualifications of all teachers

| | |
|---|---|
| Advanced Diploma | 0 |
| Bachelor Degree | 22 |
| Graduate Diploma etc. | 7 |
| Masters | 1 |
| Doctorate | 0 |
| **Total** | **36** |



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $ $27,704.88.

The major professional development initiatives are as follows:

- The Art of Science and Teaching
- Essential Skills in Classroom Management
- Lions Quest Skills For Growing
- Australian Curriculum
- Pedagogy around Effective Teaching of Literacy and Numeracy
- ICT's
- Mandated EQ PD

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

| Average staff attendance | 2011 | 2012 | 2013 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 95% | 97% |

## Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

School income 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.**



Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**.   Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

# Key student outcomes

| Student attendance | 2011 | 2012 | 2013 |
|---|---|---|---|
| The overall attendance rate for the students at this school (shown as a percentage). | 91% | 92% | 91% |

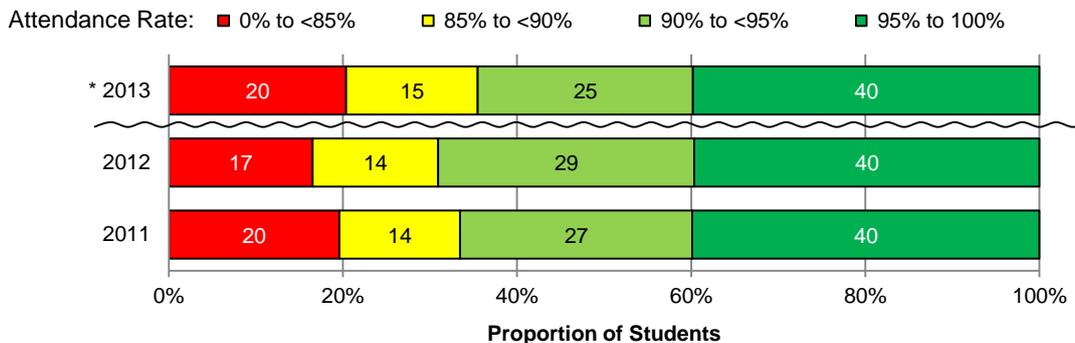The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

## Student attendance rate for each year level (shown as a percentage)

|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011 | 93% | 92% | 94% | 82% | 89% | 90% | 91% | | | | | |
| 2012 | 91% | 92% | 93% | 92% | 94% | 87% | 91% | | | | | |
| 2013 | 91% | 89% | 91% | 91% | 93% | 91% | 88% | | | | | |

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.

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% |
|---|---|---|---|---|
| * 2013 | 20 | 15 | 25 | 40 |
| 2012 | 17 | 14 | 29 | 40 |
| 2011 | 20 | 14 | 27 | 40 |

**Proportion of Students**

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice a day by the classroom teacher and the class rolls sent to the office each afternoon. All student absences are reviewed daily (by the Administration Team) and entered onto the school database. When a student has been absent for 3 consecutive days, parental contact is made to discuss the absences. If a student has been absent for longer than 10 consecutive days without reason, then the school implements procedures outlined in the 'Enforcement of Compulsory Schooling and Compulsory Participation' policy.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9**

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.**



Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

**Achievement – Closing the Gap**

**"Every day, in every classroom, every student is learning and achieving" the priority for all Indigenous students as stated in Indigenous Education Strategic Directions 2008-2011.**

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As part of this strategy at Urangan Point State School, we have strengthened our relationship with Women's Health and an indigenous Education Worker on staff (who is also a member of our Indigenous community) and the EATSIPS support group, in focussing on cultural identity, awareness and friendships. The aim is to provide a safe and supportive environment in which to establish positive relationships with significant role models for all Indigenous students in P-7. It is planned that this will be achieved through the Healthy Eating Days (each Thursday) where the P-7 students are provided with a healthy lunch and provision of shirt, hat and travel bag to each Indigenous student. This has developed a sense of community and pride among the Indigenous students. We have also established an Indigenous Centre within the school where students can have access to an Indigenous member of staff during lunch breaks (and a place they can identify as their own). We currently have 13% of our student population as identified Indigenous from enrolment information (based on 2013 figures).

With this number of students it is possible to identify their strengths/weaknesses and set individual targets for improvement and in order to 'close the gap'.

Support strategies, current and proposed, include:

- Teacher Aide support, funded by ITAS in 2009 and Closing the Gap in 2010-2013, for students to focus on Literacy and Numeracy Prep-Year 7. This involves the teacher aide working in conjunction with the classroom teachers to identify areas where further intensive teaching is needed to consolidate learning and develop deep understanding for each student.
- Literacy support in addition to that provided by the class teacher for our Indigenous students will be provided through the Intensive Teaching program (Years 3/5) in 2011, the Upper Primary Literacy Grant (Years 6/7 until June 2011), and the Support Teachers : Literacy and Numeracy (STLaN).

Based on NAPLAN 2008 data, and with the objective of Closing the Gap by 75% in Year 3 Reading and Numeracy from 2008 to 2012, the following targets for improvement have been identified.

(National Mean – School Mean = x. (75% of x) divided by 4 (yrs) = target no. of points for improvement each year 2008 -2012.)

| | National Mean | School Mean | Target | | | | |
|---|---|---|---|---|---|---|---|
| Year | 2008 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Reading | 401 | 338 | 349 398 (Actual) | 360 404 (Actual) | 371 371 (Actual) | 383 375 (Actual) | 390 372 (Actual) |
| Numeracy | 397 | 359 | 366 360 (Actual) | 373 353 (Actual) | 380 314 (Actual) | 387 352 (Actual) | 390 349 (Actual) |