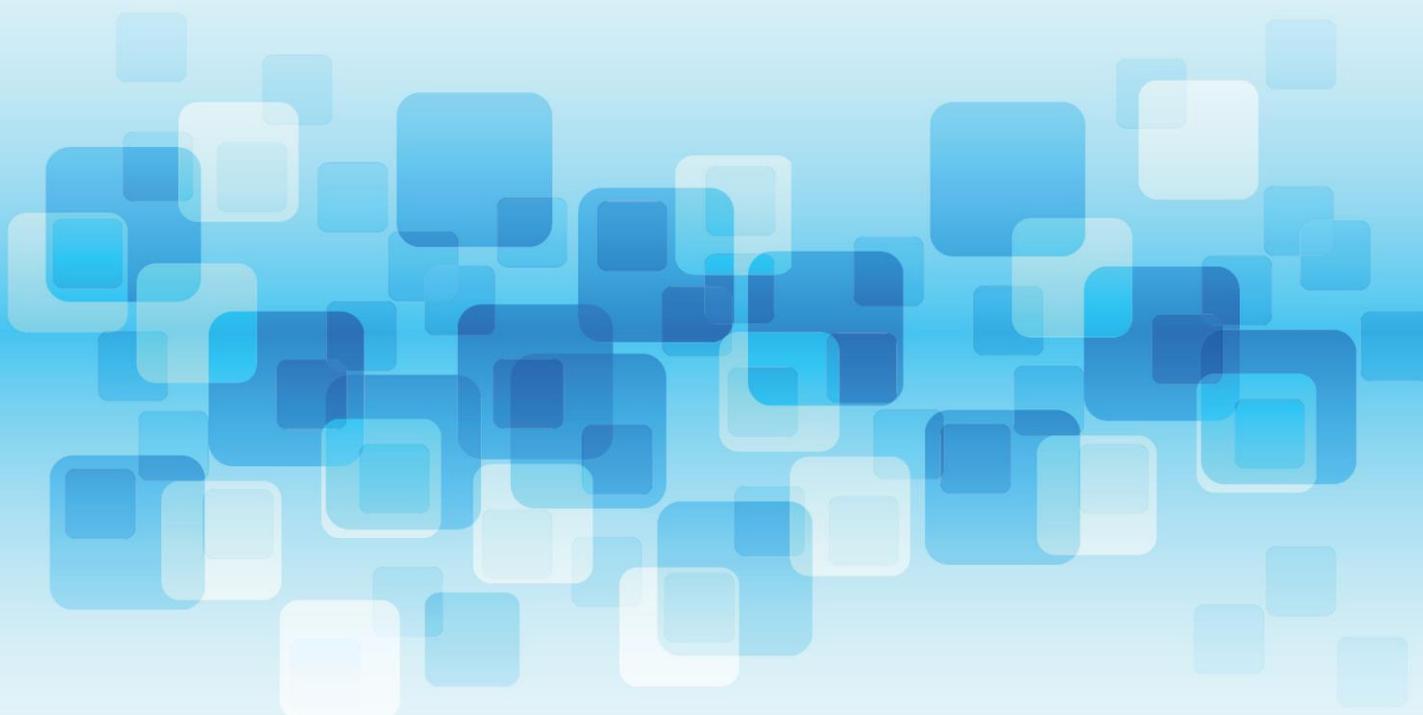




School Improvement Unit Report

Urangan Point State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Urangan Point State School from 15 to 17 September 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Miller Street, Urangan
Education region:	North Coast
The school opened in:	1916
Year levels:	Prep to Year 6
Current school enrolment:	441
Indigenous enrolments:	19 per cent
Students with disability enrolments:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	924
Year principal appointed:	2009
Number of teachers:	18
Nearby schools:	Urangan State High School, Sandy Straits State School, Torquay State School
Significant community partnerships:	PACE Indigenous Playgroup
Unique school programs:	Second Bite, Drumbeat



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and Deputy Principal
 - Business Services Manager (BSM)
 - Head of Special Education Services (HOSES), Literacy Coach and Master Teacher
 - 19 classroom and special education teachers
 - Physical education teacher, music teacher, drama and science teachers
 - Guidance officer, student welfare officer, speech language pathologist and chaplain
 - Eight teacher aides
 - Administration support staff including office staff and groundsman
 - More than 30 students
 - Nine parents including members of the Parents and Citizens' Association (P&C) executive
 - Tuckshop coordinator
 - Year level coordinator at Urangan State High School
 - Indigenous Elder, Aunty Joyce Smith
 - Councillor George Seymour, Fraser Coast Regional Council
 - The Hon. Keith Pitt MP, Member for Hinkler
 - Marj Speedy, Wide Bay Women's Health Centre
 - Lesa Stagg, Parent and Community Engagement (PACE) team leader



1.4 Review team

Peter Tanzer	Internal reviewer, SIU (review chair)
Tony McGruther	External reviewer
Hugh Goodfellow	Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- The school presents as a well-cared for and orderly, displaying pride in and focused on creating classroom environments in which all students feel safe and are supported to learn.

The tone of the school reflects a school-wide commitment to purposeful, successful learning. A clear plan charts the process for managing student behaviour.

- The leadership team have identified three explicit improvement priorities for this year.

Reading, social and emotional wellbeing and numeracy were referenced by the leadership team as the current priorities. This was difficult to identify in school Annual Implementation Plan due to the number of other stated priorities. Targets and timelines for improvement were not stated in documentation.

- The school's assessment overview outlines the frequency and type of assessment being used for each year level.

It was not clear that all assessment for each key learning area has been identified in the overview. It was also unclear that the data being collected is being used by classroom teachers to inform their instructional programs or by the leadership team to monitor the effectiveness of the improvement strategies.

- Teachers report that they are well supported in resources and time to undertake planning, assessment and moderation.

The coordination of class timetables to allow year level meetings to occur with the literacy coach are well used and valued by staff as integral to their planning, assessment and moderation needs. Teachers receive class, year level and curriculum area funding. Key learning area specific reference groups meet regularly to allocate resources according to both teacher request and school priorities.

- The school leadership team has actively sought to attract teachers whose personal teaching philosophies align with that of the school and some structures have been developed to support teachers' professional development.

Some work has commenced to establish instructional rounds and year level team discussions are promoted as valuable professional learning. A professional development plan exists although this currently provides minimum strategic direction.

- The school leadership team understands that improvement in pedagogy is a key component in the school's improvement agenda.

The school pedagogical framework references some of the ten design questions of the Art and Science of Teaching. It is not used as a reference or support document for the improvement of teaching within the school.



- The school has an extensive range of external agencies that it connects with to access support for students and families.

Parents, community members, Indigenous staff and Elders commented on the inclusive and culturally rich nature of the school. There are some established connections that facilitate transition with early childhood centres and the cluster secondary school.



2.2 Key improvement strategies

- Develop collaboratively a revised improvement agenda, focused on continual academic improvement that has explicit and clear school-wide targets and timelines.
- Refine the school's data sets that will best inform the school improvement priorities.
- Use data conversations to develop a more sophisticated understanding of student assessment to better inform differentiation strategies.
- Undertake effective, structured and regular observation and feedback of class teaching to reflect on the effectiveness of targeted teaching strategies within the school improvement strategies.
- Redevelop the school's pedagogical framework to create a research and practice based reference of highly effective teaching strategies to be used in the school to support school improvement priorities.
- Engage in dialogue to strengthen partnerships to support student transition between key junctures.