



Urandangi State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Urandangi State School is a supportive school environment based in a small Indigenous community catering for students from Prep to Year 6. The school is focused on individualised teaching and learning for all students. It is part of a Border School Network which focuses on assessment and moderation of student work, leadership development and integrated curriculum units of work for use in multi-aged classes. Breakfast, morning tea and lunch are provided to the students. This healthy food provides students with nutritious food, and keeps them focused. The school also provides incentives for students to attend school. Examples are the 90% attendance awards, the 100% a month attendance dinners, rewards charts and extra-curricular activities.

Principal's Foreword

Introduction

At Urandangi State School, students, staff and community work collaboratively to provide a safe and caring environment. Each year, this school sets specific goals and targets as part of the strategic planning process. These align with Education Queensland's Strategic Plan and are critical to the achievement of our school's major priority of encouraging student success in every possible way. The school works closely with a range of agencies and local organisations to enhance our curriculum and ensure every child is learning every day. This report provides an overview of our school and the results, as well as outlining our strategic goals for the future.

School Progress towards its goals in 2017

The strategic direction for 2017, outlined in the AIP (Annual implementation plan), concentrated on the areas of improving level of achievement in the area of English, as well as, NAPLAN reading scores. We have had a great year with all the stakeholders working together to improve outcomes for the children in this community. Professional development was focused and aligned with the AIP, in particular, the consolidation of best practices for early years reading strategies within the school.

The key School Improvement Priorities for 2017:

- Leadership and School Capability.
- Staff professional development.
- Ongoing engagement with NAPLAN testing.
- School attendance at a record high.
- Community engagement.

Future Outlook

Urandangi will maintain a focus on improving reading and Levels of Achievement in English, continually working towards improving results in NAPLAN and curriculum assessments. We will continue to have literacy blocks of teaching time when focused and explicit teaching will take place.

Some of the specific tasks outlined for Urandangi State School includes:

- Embedding Closing the Gap initiative by implementing strategies to improve literacy, specifically, around reading levels. Students to have an understanding of the decoding strategies and comprehension strategies that make a good reader.
- Developing ways to work smarter and more purposefully in collaboration with Western Alliance cluster schools and Principal Learning Communities.
- Continued purchase of levelled books for the home reader program and maintain the community / student library to ensure all students are reading every day in and out of school.
- Continued implementation and refinement of targeted reading intervention program to further bring students in line with regional targets.
- Implementation of a collaborative inquiry approach, which focuses on individual student outcomes.
- Ensuring the school maintains up to date computer and IT equipment at the school to enhance student learning.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	8	2	6	8	50%
2016	12	3	9	12	79%
2017	12	4	8	12	45%

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

Urandangi State School has a predominantly Indigenous population. Most students come from a low socioeconomic background. Students are proud of their cultural heritage and the school reflects this with artworks around the school and the general ownership that the students and community have for their school. The indigenous community have a strong tie to their land. Most students are learning English as a second language. Enrolment continuity varies as families sometimes move between communities for cultural/social reasons.

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	3	14	13
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Students are engaged in a P-6 multi-age classroom with prep to year six students.

- Our school curriculum is aligned to the Australian Curriculum
- We use C2C for curriculum planning, delivery and assessment.

Co-curricular Activities

Students participate in the following local and regional programs:

- Western Alliance Athletics Carnival.
- School Nutritional Program.
- Learn to swim program.

How Information and Communication Technologies are used to Assist Learning

The school uses a range of ICT devices and technologies including the use of IPADS, digital cameras, computers with internet access and XO laptops. Both classrooms have interactive whiteboards which staff utilise to deliver engaging and effective lessons. The school is going through a renewal process to ensure ICT technologies remain current and adaptive to student needs.

Social Climate

Overview

Due to the remoteness of the school and surrounding community, social engagement programs are limited and the climate of the school reflects that of the community. Due to the small nature of the school, it has a very close family feel. As behavioural issues arise, they are dealt with using the school's behaviour management program and established management procedures are enacted. The school promotes a positive behaviour program and with community and student consultation, has adopted a set of rules by which students, staff and community work together for positive learning outcomes for all students.

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

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	DW	
they like being at their school* (S2036)	100%	DW	
they feel safe at their school* (S2037)	100%	DW	
their teachers motivate them to learn* (S2038)	100%	DW	

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers expect them to do their best* (S2039)	100%	DW	
their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	
teachers treat students fairly at their school* (S2041)	100%	DW	
they can talk to their teachers about their concerns* (S2042)	100%	DW	
their school takes students' opinions seriously* (S2043)	100%	DW	
student behaviour is well managed at their school* (S2044)	100%	DW	
their school looks for ways to improve* (S2045)	100%	DW	
their school is well maintained* (S2046)	100%	DW	
their school gives them opportunities to do interesting things* (S2047)	100%	DW	

Staff opinion survey

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

* 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

Parents are welcome to engage with their children's education and an open door policy exists in the classroom. Parents and community members are encouraged to engage with the school's reading program. Student achievement certificates are displayed at the local business and community participants are recognised for their involvement. Parents are also encouraged to engage in the classroom to share their cultural knowledge with students. The school is identifying ways to help parents of Kindy aged students engage more actively in the school community.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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. Urandangi State School fosters positive relationships by engaging in a 'getting to know you' collaborative activity called 'Engoori' at the start of the every year. This is a Practice from Aboriginal culture that helps develop bonds of respect and trust within the school community.



SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Urundangi State School is not connected to a mains electricity grid and runs from two alternating diesel generators. Generators are regularly serviced to ensure optimal efficiency. Urundangi state school uses solar power to operate vital equipment including fridges and computer servers at the school during times when the generators do not run (outside of school hours). Urundangi predominantly uses heat pumps to heat water. The bore water supply is not metred. Urundangi state school uses several water tanks to collect rainwater.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015		
2015-2016		4
2016-2017		

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

Sector:

- Government
- Non-government

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	2	2	0
Full-time Equivalents	2	1	0

Qualification of all

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
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 was \$10,860.

The major professional development initiatives are as follows:

- Early Years Reading
- Curriculum Planning and Delivery
- Principal Learning Community
- Quality Teaching and Learning

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.	96%	99%	100%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 50% 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).	71%	97%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).	71%	97%	85%

*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%.

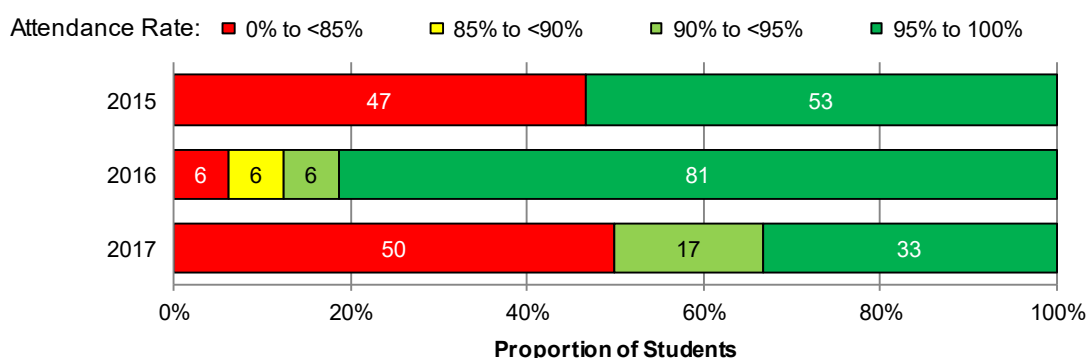
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	99%	77%	75%	DW	DW	11%	63%						
2016	95%	DW	DW	95%	DW	DW	98%						
2017	97%	91%	97%	DW	77%		81%	DW					

*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

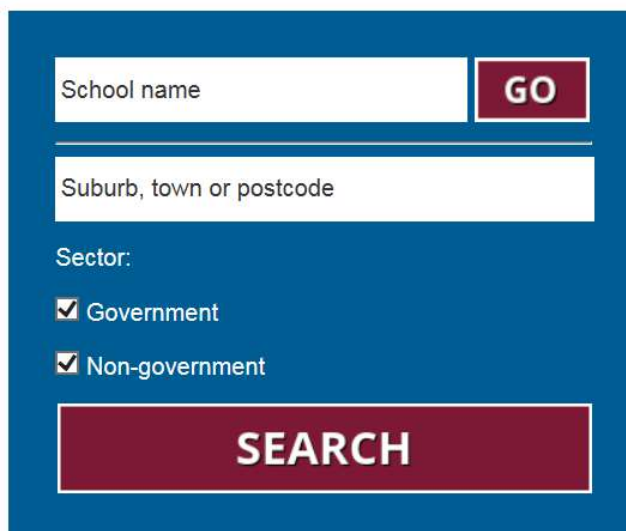
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, it says "Sector:" followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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 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.

Conclusion

Urandangi State School is a great school and has a very strong relationship with the community. Our students are very proud of their school, which is reflected in our high attendance and the hard work they put in every day. Our community is supportive and work alongside the school staff to give our students the best opportunities to excel in life.