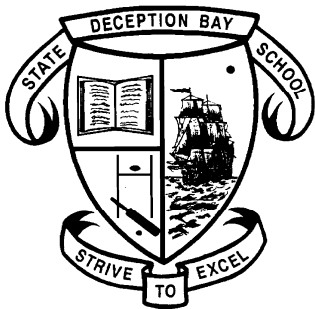


Deception Bay State School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Lorna Cogle

Principal's foreword

Introduction

I warmly welcome all to the 2013 Deception Bay State School Annual Report. This report outlines the many significant achievements of 2013 and also details our very strong commitment to the provision of a quality school environment where all students are encouraged to not only be the "Best in the Bay" but to "Be their Best" at all times. Some of the highlights of the 2013 school year include:

- Improved NAPLAN results with increasing percentage of students meeting NMS, an improving mean in all fifteen domains and an increasing percentage of students in the U2Bs;
- Improved overall student attendance of 0.2%, improved indigenous student attendance of 1.9% and an improved 2.8% student attendance attending over 90% of the school year ;
- Introduction of the National Curriculum in English, Maths, Science and History in all year levels;
- Outstanding Staff Morale School Survey results with:
 - 100% of staff feel this is a good school;
 - 100% of staff would recommend this school to others;
 - 100% of staff feel that students receive a good education;
 - 100% of staff feel students are encouraged to do their best;
 - 100% of staff feel confident engaging all of my students in learning at this school;
 - 100% of staff feel confident using student assessment data to improve student achievement at this school;
 - 100% of staff have access to quality Professional Development; and
 - 100% of staff feel that staff morale is positive at this school.
- Outstanding Parent School Opinion Survey results with:
 - 100% of parents feel that this is a good school;
 - 100% of parents would recommend this school to others;
 - 100% of parents feel their child is getting a good education at this school;
 - 100% of parents feel teachers at this school are interested in my child's well-being;

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- 100% of parents feel their child's Literacy skills are being developed;
 - 100% of parents feel their child's Numeracy skills are being developed;
 - 100% of parents feel teachers provide my child with useful feedback about his or her work and
 - 100% of parents feel the school provided me with useful feedback about my child's progress.
- Improved Student School Opinion Survey results with:
 - 100% of students believe their teachers expect them to do their best;
 - 92.0% of students believe they get a good education;
 - 96.1% of students believe their English skills are being developed;
 - 96.1% of students believe their Maths skills are being developed
 - 97.3% of students would recommend this school to others and
 - 98.7% % of students believe this to be a good school.
- Development of the school's pedagogical framework (based on the Art and Science of Teaching) with intensive Professional Development embraced by all staff.
- Sustained behaviour standards with 90.5% of students accessing Celebration Choice Activities.
- Increasing participation and success in a wide variety of sports at District and Regional levels.
- Continued and enhanced school community partnerships with a variety of government, non-government organisations and community organisations to better address student needs; for example the Deception Bay Neighbourhood Centre, Murriajabree, Boystown, the Early Years Centre, the Deception Bay State High School, the Deception Bay Baptist Church, the Deception Bay Alliance...

For further highlights of the 2013 school year, please connect to our website, www.decebays.qld.edu.au , call us on (07) 38972444 or pop in and visit us at school.

Warm Regards

Lorna Cogle

PRINCIPAL

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School progress towards its goals in 2013

Many 2013 school goals were achieved:

- 1) Sustained enrolments;
- 2) Improving student attendance however we continue to drive this further in 2014;
- 3) Sustained improvement in PM Benchmark Reading Levels of students in Early Phase of Learning (At the end of Term 4, 77% of Year 1 students were reading at or above level, and 70% of Year 2 students were reading at or above level, 74% of Year 3 students reading at or above level...). Reading will always remain a strong priority at this school;
- 4) Implementation of the National Curriculum in English, Maths, Science and History in all year levels through the adaption of C2C units;
- 5) All staff committed to the ongoing implementation of Professional Growth Plans, the continued support of our Teacher Feedback model and the ongoing implementation of the Art and Science of Teaching (ASoT). This will continue to be further embedded in 2014;
- 6) Enhanced implementation of the services of the Student Well Being Centre and associated support programs for students

Future outlook

The future outlook of Deception Bay State School students will always focus on maximising the life opportunities for all students. We continue to resolutely focus on the continued development of Literacy and Numeracy skills, the improvement of student learning outcomes in English, Maths, Science and History and embedding ICTs through the curriculum. The implementation of the National Curriculum in Geography in all year levels will also be a key priority. We will also continue to drive the importance of attendance at every opportunity – “every child to attend school every day”. As a National Partnerships Low SES School, we are fortunate to receive additional funds to employ supplementary staff to support the diverse and transient needs of our students. In addition, we continue to receive extensive community support to address the “disadvantage” of our school community. Federal Government, State Government and community assistance enables the Deception Bay State School community to be most optimistic about addressing the needs of our students and, in turn, maximising the future potential of each and every student. Our goal is “aspirational future” for every child!

Our staff profile

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	335	169	166	87%
2012	374	186	188	88%
2013	366	184	182	88%

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

Characteristics of the student body:

Characteristics of the student body:

Deception Bay State School is a Band 8 School servicing a low SES disadvantaged community. The ICSEA score for our school is 899. Its population is diverse with approximately 32% Pacific Islander students, 11% Indigenous students, and 10% students born outside of Australia. Approximately 20% of students have special needs. In addition, approximately 25% - 30% of students are transient, moving in and out of the school community within the school year. Student needs are addressed in both single year level and composite classes with additional support provided by Learning Co-Teachers, Special Education teachers and Teacher Aides. An array of non-government and community organisations also support students and their parents each school year.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	23	23
Year 4 – Year 7 Primary	24	27	25
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	83	73	85

Our staff profile

Long Suspensions - 6 to 20 days	2	4	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings:

The curriculum of Deception Bay State School focuses on the “whole child”, with a very strong emphasis on preparing our students to be literate and numerate, ICT capable and able to maximise life's opportunities.

Our distinctive curriculum offerings include:

- 1) Early Intervention Programs focussing specifically on Oracy and Reading;
- 2) Reading programs – SRA, “Accelerated Reader” and “Cars and Stars”;
- 3) Ability Groupings in Years 3, 4, 5, 6 & 7 to specifically target the individual learning needs of our students
- 4) The Healthy Start Program specifically aims to prepare students for a successful school day.
- 5) SWPBS programming – the explicit teaching of all desired behaviours in the school setting.
- 6) Student Well-Being Initiatives including “KIDS HOPE” Mentoring, CARE intervention, Maisie the Therapy Dog, Active-After School Sports Activities and others.
- 7) Class Incursions and Excursions specifically designed to “broaden the experiences” of our students, including our Year 7 camping program, secondary school transition program and university visits to create an aspirational future for our students.

Extra curricula activities include:

- 1) Instrumental Music and Choir;
- 2) Lunchtime Activities and Games;
- 3) Interschool Sport, District and Regional Sporting opportunities;
- 5) Active After School Sports offered two afternoons per week and

6) Kids HOPE Mentoring

How Information and Communication Technologies are used to assist learning

The ICTs are a critical curriculum at Deception Bay State School. In addition to classroom computers (four in each classroom), students access two computer labs to further their learning and skill development of computers and various software programs; and to also use as a valuable tool in all curriculum areas. All teachers have access to Interactive Whiteboards to further embed the ICTs in all curriculum areas. Class teachers are also using iPads as learning tools for students for example the “Coaches Eye” assists students in PE to refine their skills to better perform different

sports. In addition, students also access a bank of Ipads for curriculum use.

School survey data reveals that while approximately two – thirds of students have computers in the home setting, many do not have Internet access. We are most committed to ensuring our students do not “miss out” on these tools of the 21st century.

In the Early Phase, students accessed computer programs to further enhance classroom learnings, specifically literacy and numeracy. Students used MicroSoft Word, PowerPoint, Publisher, Kidspix, and Kidspiration. In the Middle Phase, students continued to develop their skills, emailing, using Quiktype and learning more of Word. Computers continued to be used as a key strategy in the school's Reading Program using Accelerated Reader to further develop comprehension skills. The Internet was used extensively to support student research and inquiry skills. Specific software programs used in the Middle Phase include Inspiration, Photostory and Google Sketch-Up. Teachers also introduced “Virtual Classrooms” to their students and are embracing Ed Studios as an essential teaching tool.

Teachers are also using various “apps” on mobile phones to enhance activities within the classroom, for example the DoJo reinforcement program.

Social climate

Deception Bay State School is a small school servicing a disadvantaged community. Our school staff “reach out” to all children, providing a holistic education to each and every child. In addition to the extensive support offered to children and their families by administration, teaching and non-teaching staff, the school also provides the services of a very skilled Guidance Officer (5 days per fortnight), a committed School Chaplain (2 ½ days per week) and numerous Kids Hope Mentors. Services from the local Deception Bay Neighbourhood Centre, the Deception Bay Alliance and the Early Years Satellite (operating on school grounds for three days per week) are also offered and readily accepted by many families. The Early Years Satellite now offers three playgroups per week for our families to access. In 2013, we continued our CARE project, a partnership with Boystown where families in need were able to access the additional support services of the CARE Co-ordinator. Specialist Education Queensland personnel are also accessed wherever and whenever possible.

Our Student Well Being Centre has continued its operations throughout 2013. Students in need have provision of food and clothing where necessary. Supportive play programs, the Healthy Start program, counselling and other support services for students are also provided through the “The Centre”.

Our Responsible Behaviour Plan continued to evolve, with a very strong emphasis on the explicit teaching of desired behaviours and the positive acknowledgement and reinforcement of these positive behaviours. This has been found to be most beneficial in improving student behaviour and student engagement in learning.

We are proud of our School Opinion Surveys results. Student data reveals they like being at this school (98.7%), they believe their teacher helps them to do their best (98.7%), they believe they are treated fairly (93.4%) and that our school is a good school (98.7%). Parents data reveals their children like being at our school (100%), their children are safe at school (100%) and their children are treated fairly (100%). Staff data reveals 100% of staff believe students are treated fairly and are encouraged to do their best.

We strive to ensure all children and families believe our school to be safe and happy place to be.

Our staff profile

Parent, student and staff satisfaction with the school

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%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	100%
their child is making good progress at this school* (S2004)	97%	100%
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%	100%
teachers at this school motivate their child to learn* (S2007)	93%	100%
teachers at this school treat students fairly* (S2008)	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	93%	86%
this school looks for ways to improve* (S2013)	100%	96%
this school is well maintained* (S2014)	100%	96%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	92%
they like being at their school* (S2036)	97%	99%
they feel safe at their school* (S2037)	93%	95%
their teachers motivate them to learn* (S2038)	92%	96%
their teachers expect them to do their best* (S2039)	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%
teachers treat students fairly at their school* (S2041)	95%	93%
they can talk to their teachers about their concerns* (S2042)	92%	95%
their school takes students' opinions seriously* (S2043)	93%	95%
student behaviour is well managed at their school* (S2044)	73%	91%
their school looks for ways to improve* (S2045)	98%	96%
their school is well maintained* (S2046)	98%	94%

Our staff profile

their school gives them opportunities to do interesting things* (S2047) 95% 97%

Performance measure

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

* 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

Parent and carer involvement is, and will always be, warmly welcomed at Deception Bay State School. We firmly believe that when we work in partnership with parents, we will enable all students to achieve their very best. Our school uses the following strategies to actively encourage parental and carer involvement:

- 1) Meet the Teacher Information Sessions are held at the start of every year;
- 2) Class Volunteers – Parents and carers are invited to participate in day to day classroom activities, sports activities and cultural activities;
- 3) A fortnightly newsletter is distributed to all families outlining school events and informing parents of important issues affecting their child's education;
- 4) Class newsletters are issued each term to enable all parents and carers to know what their children will be studying throughout the term;
- 5) Parent Teacher Interviews are formally offered twice yearly and are available upon request;
- 6) School activities; for example sporting events, dance parties, music recitals etc. where parent attendance and support is actively encouraged;
- 7) The School website is updated;
- 8) The Parents and Citizens Association meet regularly and contribute meaningfully to all aspects of school life;
- 9) An "open door" policy with Administrators to ensure any problem arising can be quickly resolved and
- 10) Parent Forums are held to ensure all parents have the opportunity to raise questions and be involved in their child's education.

Our staff profile

Reducing the school's environmental footprint

The school community work hard to be environmentally friendly. All staff turn off power (lights and fans) when not in the room, air conditioning is set at 24C, and students are explicitly taught to be environmentally friendly in SOSE and Health lessons. It is pleasing to report that our water consumption has decreased in the last year however unfortunately our electricity consumption has not. The fully air conditioned Resource Centre has continued to contribute to increased electricity costs. Our school community have identified the need to reduce its environmental footprint and will continue to devise appropriate strategies to trial in 2014.

It is important to note that Deception Bay State School's utilities return also show water usage for the Deception Bay Flexi Centre (funded through Edmund Rice) which was constructed on the grounds of our school. Water kL is therefore not representative of water usage at the school itself.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	81,413	1,230
2011-2012	83,888	1,296
2012-2013	85,470	1,164

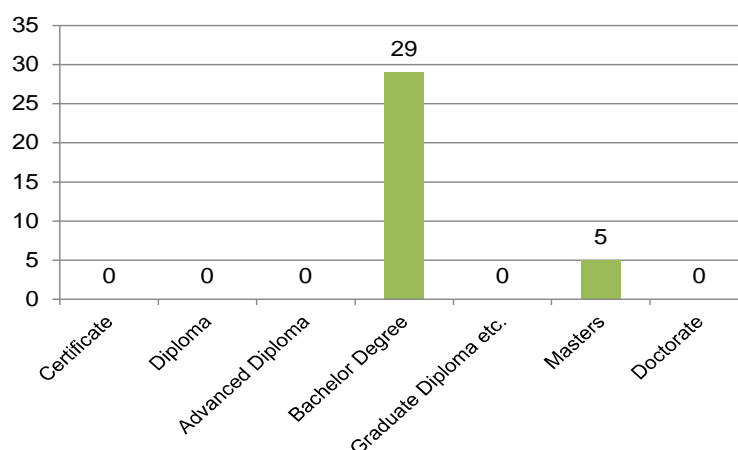
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint. Staff composition, including Indigenous staff

Our staff profile

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	34	18	0
Full-time equivalents	28	12	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.	0
Masters	5
Doctorate	0
Total	34



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$43,708.02. The major professional development initiatives are as follows:

- 1) Curriculum, specifically the implementation of the National Curriculum in English, Maths, Science and History;
- 2) The Art and Science of Teaching (ASoT)
- 3) The explicit teaching of Reading
- 4) Low Incidence Disability – Effective Teaching Strategies;
- 5) Teacher Observation and Feedback;
- 6) One School Training;
- 7) ICT Training specifically IWB training, Ed Studios...;
- 8) Leadership Skills;
- 9) Behaviour Management;

Our staff profile

10) Mentoring for Effective Teaching and

11) First Aid

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

Professional Development activities included staff and sector meetings, coaching, peer mentoring, teacher observation feedback, professional readings, on line learning and attendance at formal Professional Development training sessions.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	89%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

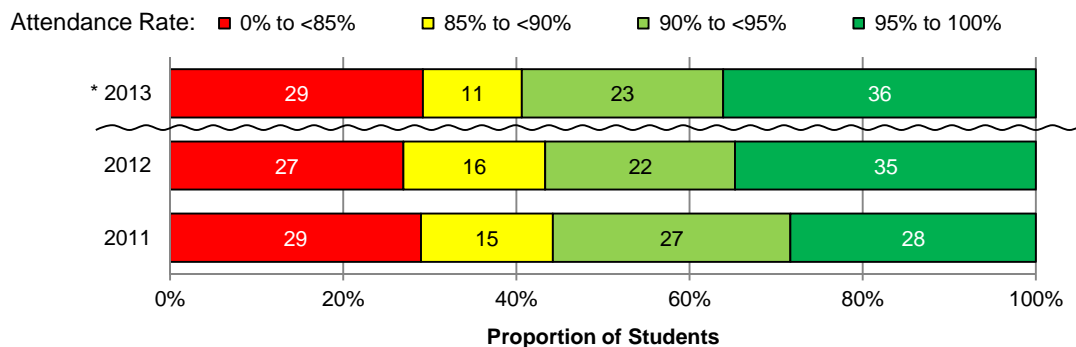
Student attendance rate for each year level (shown as a percentage)

	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	88%	88%	87%	89%	91%	86%	85%					
2012	87%	89%	90%	89%	89%	91%	90%					
2013	89%	88%	91%	91%	89%	88%	90%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Performance of our students

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.

Student Attendance is actively promoted at Deception Bay State School. Class teachers actively engage students on the importance of attendance and mark rolls twice daily. Attendance awards are given at weekly assemblies. In addition, class teachers employ attendance reinforcement strategies to promote punctual full time attendance in their class. These strategies range from Attendance charts to "Teddy A Day" strategies.

Class rolls are forwarded to Administration for scrutiny on a weekly basis. Administrative staff follow up on all unexplained absences by telephone to parent/carers and emergency contacts if unsuccessful. This contact occurs following unexplained absences of 2 days. In addition, an Attendance concern letter is forwarded to parents where non-attendance patterns are observed. All processes are in accordance with SMS-PR-036. In addition, attendance is promoted in enrolment interviews, P & C meetings and in the class and fortnightly newsletter. We also enlist the support of the Police Officer attached to the Deception Bay PCYC to further support families where necessary.

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.

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

Performance of our students

Achievement – Closing the Gap

At Deception Bay SS, our indigenous student enrolment is 11%. There is a much higher Indigenous enrolment in P-3 (64%) than in Years 4-7 (36%). When there are smaller student numbers in a cohort, percentages do not always reflect progress made.

Our Indigenous Playgroup operating through the Early Years Centre continued throughout 2013. This proved popular with many families. We were fortunate to have AIYA students at our school

Attendance of all students in 2013 was 89.1%. Indigenous student attendance was 88%, an increase of 1.9% from 2012. The percentage of indigenous students attending school less than 85% of the school year was 30.3%. We will continue to address issues of non-attendance in the coming year.

Additional staff were employed specifically to address the literacy needs of student, specifically reading comprehension in Years 3 and Year 5. It is pleasing to report that significant progress was made with Year 3 Reading results and Year 3 Writing results. Year 5 Writing results improved significantly however Year 5 Reading did not. Closing the Gap funds were also used to support student learning in literacy.

Funds were also expended to support student access to community events; for example Murriajabree Day.