

Deception Bay State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

I warmly welcome all to the 2014 Deception Bay State School Annual Report. This report outlines the many significant achievements of 2014 and also outlines our very strong commitment to the provision of a quality school environment where all students are encouraged to "Be their Best at all times in all their academic, cultural and sporting pursuits. Highlights of the 2014 school year include:

- The 2014 Teaching and Learning Audit commending the school *"An inherent belief by all staff members that student improvement will occur for every student, through effective teaching and learning practices is being facilitated by a dynamic, positive and enthusiastic Leadership Team"*.
- The 2014 Discipline Audit commending the school *"The Principal and the Leadership team are driving a positive approach to managing students' behaviour. The agenda is couched in terms of high standards and expectations of student behavior and learning outcomes"*.
- The collaborative development and publication of the Quadrennial School Strategic Plan identifying the 2014 -2017 core school goals for "Every Student Succeeding": Attendance, Literacy and Numeracy, Social Skilling for all, Inclusivity of all, the implementation of the National Curriculum, the continued implementation of the ASoT pedagogical framework, and strong, sustained parent and community involvement;
- Outstanding Staff Morale School Survey results identifying:
 - 100% staff are satisfied that the school is a good school and
 - 100% staff feel staff morale is positive at this school;
- Outstanding Parent School Survey results identifying that
 - 100% parents are satisfied that their child is getting a good education at this school and

- 100% of parents are satisfied that the school is a good school;
- The introduction of an annual School Concert highlighting the many cultural skills and abilities of our students;
- Sporting successes including winning the Queensland Schools 2014 Table Tennis Championship (Primary Division), District Primary School Athletics Champion School Aggregate Points Cup, Interschool District Sports Champions in Junior Softball, Senior Cricket and Senior Girls AFL and Interschool District Sports Runners Up in Year 6 Rugby League;
- Increasing student representation at District and Regional sporting events;
- Sustained behaviour standards with 92.5% of students accessing Celebration Choice Activities in 2014; and
- 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, Boystown, the Early Years Centre, the Deception Bay State High School, the Deception Bay Baptist Church, the Deception Bay Alliance and more.

For further highlights of the 2014 school year, please connect to our website, www.decebayss.qld.edu.au , call us on (07) 38972444 or pop in and visit us at school.

Warm Regards

Lorna Cogle

PRINCIPAL

School progress towards its goals in 2014

Many 2014 school goals were achieved:

- Sustained enrolments;
- Sustained implementation of the ACARA curriculum in English, Maths, Science and History and the introduction of Geography to all year levels;
- Implementation of an Attendance Strategy successfully achieving a significant decrease in unexplained absenteeism;
- Enhanced and refined implementation of the school's Literacy Strategy leading to the sustained improvement of PM Benchmark Reading for all students;
- Continued commitment to the implementation of our pedagogical framework based on the Art and Science of Teaching (ASoT);
- Successful transition of Year 6 and Year 7 students to secondary school for the GRFSS initiative;

Future outlook

The future outlook of Deception Bay State School students will always focus on maximising the life opportunities for all students. The development of the 2014 – 2017 School Strategic Plan clearly identifies the core priorities, goals and strategies for upcoming years. Core priorities include the following:

- Improving attendance to 95% for all students;
- Every child will be reading at or above their level; and
- Every child will be numerate at or above their level.

Other goals include the introduction of social skilling for resilience, Inclusivity for all, the continued implementation of the National Curriculum in English, Maths, Science, History, Geography and embedding ICTs through the curriculum. We will also continue to further develop our pedagogical framework based on ASoT, engage the parent body and community in meaningful ways and striving to further embed a culture of ongoing professional growth and leadership for all staff.

We will further develop and embed strategies and processes to support the diverse and transient needs of our students. In addition, we continue to seek out and receive extensive community and business 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 an “aspirational future” for every child!

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 374 | 186 | 188 | 88% |
| 2013 | 366 | 184 | 182 | 88% |
| 2014 | 363 | 175 | 188 | 89% |

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

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 894. Its population is diverse with approximately 32% Pacific Islander students, 14% Indigenous students, and 10% students born outside of Australia. Approximately 25% 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 | | |
|-------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 23 | 23 | 21 |
| Year 4 – Year 7 Primary | 27 | 25 | 26 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 73 | 85 | 77 |
| Long Suspensions - 6 to 20 days | 4 | 2 | 1 |

| | | | |
|----------------------------|---|---|---|
| Exclusions [#] | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive 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) The Healthy Start Program specifically aims to prepare identified students for a successful school day.
- 4) SWPBS programming – the explicit teaching of all desired behaviours in the school setting.
- 5) Student Well-Being Initiatives including “KIDS HOPE” Mentoring, CARE intervention, Maisie the Therapy Dog, Active-After School Sports Activities and others.
- 6) Class Incursions and Excursions specifically designed to “broaden the experiences” of our students, including our Year 6 & 7 camping program, secondary school transition program and university visits to create an aspirational future for our students.

Extra curricula activities

- 1) Instrumental Music and Choir;
- 2) Lunchtime Activities and Games;
- 3) Interschool Sport, District and Regional Sporting opportunities;
- 4) Active After School Sports offered two afternoons per week;
- 5) Kids HOPE Mentoring and
- 6) Leadership Activities for Year 6

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 2014, 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 2014. 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 (83.3%%), they believe their teacher helps them to do their best (96.2%), they believe they are treated fairly (86.1%) and that our school is a good school (86.6%%). 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.

Parent, student and staff satisfaction with the school

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 100% | 100% | 100% |
| this is a good school (S2035) | 100% | 100% | 100% |
| their child likes being at this school* (S2001) | 100% | 100% | 100% |
| their child feels safe at this school* (S2002) | 100% | 100% | 94% |
| their child's learning needs are being met at this school* (S2003) | 93% | 100% | 100% |
| their child is making good progress at this school* (S2004) | 97% | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 97% | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 93% | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 96% | 100% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 96% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 100% | 100% |
| student behaviour is well managed at this school* (S2012) | 93% | 86% | 94% |
| this school looks for ways to improve* (S2013) | 100% | 96% | 100% |
| this school is well maintained* (S2014) | 100% | 96% | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 98% | 92% | 89% |
| they like being at their school* (S2036) | 97% | 99% | 83% |
| they feel safe at their school* (S2037) | 93% | 95% | 84% |
| their teachers motivate them to learn* (S2038) | 92% | 96% | 96% |
| their teachers expect them to do their best* (S2039) | 100% | 99% | 96% |
| their teachers provide them with useful feedback about their school work* (S2040) | 97% | 96% | 91% |
| teachers treat students fairly at their school* (S2041) | 95% | 93% | 86% |
| they can talk to their teachers about their concerns* (S2042) | 92% | 95% | 84% |
| their school takes students' opinions seriously* (S2043) | 93% | 95% | 81% |
| student behaviour is well managed at their school* (S2044) | 73% | 91% | 67% |
| their school looks for ways to improve* (S2045) | 98% | 96% | 90% |
| their school is well maintained* (S2046) | 98% | 94% | 83% |
| their school gives them opportunities to do interesting things* (S2047) | 95% | 97% | 89% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | | 100% | 100% |
| students are encouraged to do their best at their school (S2072) | | 100% | 100% |
| students are treated fairly at their school (S2073) | | 100% | 97% |
| student behaviour is well managed at their school (S2074) | | 100% | 97% |
| staff are well supported at their school (S2075) | | 100% | 100% |
| their school takes staff opinions seriously (S2076) | | 100% | 100% |
| their school looks for ways to improve (S2077) | | 100% | 100% |
| their school is well maintained (S2078) | | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | | 100% | 100% |

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

'Agree' represents the 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.

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 electricity consumption has decreased in the last year however unfortunately our water 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.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2011-2012 | 83,888 | 1,296 |
| 2012-2013 | 85,470 | 1,164 |
| 2013-2014 | 65,352 | 15,285 |

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.

Our staff profile

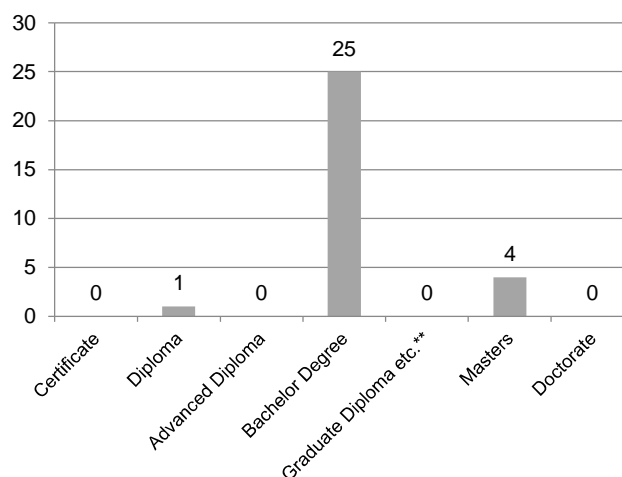
Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 31 | 18 | 0 |
| Full-time equivalents | 27 | 12 | 0 |

It is important to note that Deception Bay State School was fortunate to gain the services of an Indigenous Support Worker in 2014. As this Support Worker was based at another school, he was not included in our staffing allocation listed above.

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 1 |
| Advanced Diploma | 0 |
| Bachelor Degree | 25 |
| Graduate Diploma etc.** | 0 |
| Masters | 4 |
| Doctorate | 0 |
| Total | 30 |



*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 2014 were \$23,720.40.

The major professional development initiatives are as follows:

- *Curriculum, specifically the implementation of the National Curriculum in English, Maths, Science, History and Geography;
- *The Art and Science of Teaching (ASoT)
- *The explicit teaching of Reading
- * Numeracy – Warm Ups and the Effective Maths Lesson
- *Low Incidence Disability – Effective Teaching Strategies;
- *Teacher Observation and Feedback;
- *One School Training;
- *ICT Training specifically IWB training, Ed Studios...;
- *Leadership Skills; and
- *Behaviour Management;

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.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 97% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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 | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 89% | 89% | 88% |

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

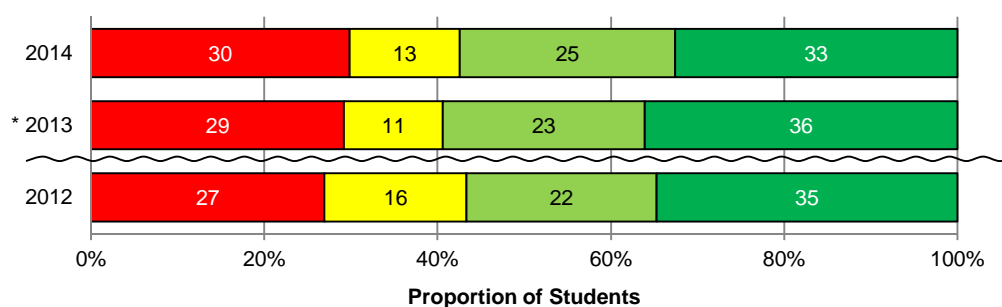
| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2012 | 87% | 89% | 90% | 89% | 89% | 91% | 90% | | | | | |
| 2013 | 89% | 88% | 91% | 91% | 89% | 88% | 90% | | | | | |
| 2014 | 86% | 88% | 87% | 87% | 91% | 86% | 85% | | | | | |

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%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed at Deception Bay SS 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.

In 2014, we implemented a comprehensive Attendance strategy consisting of the following procedures:

- * Class rolls are marked twice daily.
- * All classes calculate their daily percentage and discuss how they can improve it.
- * Teachers have class reinforcement strategies to celebrate attendance.
- * Students with 100% attendance are awarded icypoles on a weekly basis.
- * Class attendance awards are awarded on weekly parades.
- * Parents whose children achieve 100% attendance “postcards” in the mail acknowledging and celebrating the attendance
- * An Attendance Officer is employed to follow up all absences, using DET strategies. The Principal is actively involved in these processes. 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

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

At Deception Bay SS, our indigenous student enrolment is 14%. 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 2014. This proved popular with many families. We also connected with another Indigenous organisation – Cherished – which aims to support Indigenous families living in Deception Bay and preparing their children for school.

Attendance of all students in 2013 was 87.6%%. Indigenous student attendance was 81.6%. The percentage of indigenous students attending school less than 85% of the school year was 26%.

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, Year 3 Writing results and Year 3 Numeracy. Closing the Gap funds were also used to support student learning in literacy.

We were fortunate to access the services of a part –time of Indigenous Support Worker to support an “aspirational future” for our indigenous students.