

Deception Bay State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Deception Bay State School** from **21 to 23 May 2018**.

The report presents 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 report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) and Principal Professional Advisor (PPA) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Mona Anau	Internal reviewer, SIU (review chair)
Craig Hazen	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	King Street, Deception Bay
Education region:	North Coast Region
Year opened:	1929
Year levels:	Prep to Year 6
Enrolment:	334
Indigenous enrolment percentage:	23.8 per cent
Students with disability enrolment percentage:	5.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	890
Year principal appointed:	2016
Full-time equivalent staff:	31
Significant partner schools:	Deception Bay State High School, Deception Bay Flexible Learning Centre, Deception Bay North State School, Peninsula Positive Learning Centre
Significant community partnerships:	Deception Bay Community Youth Program, Red Cross, Young Minds, Mindle Bygul Aboriginal Corporation, Language Learning Outreach Program, Police-Citizens Youth Club (PCYC), YourTown, Deception Bay Neighbourhood Centre, Scripture Union, Deception Bay Lighthouse Church - Food bank
Significant school programs:	Engine Chill Program, two Playgroups



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, curriculum coordinator, two literacy co-teachers, Head of Special Education Services (HOSES), two Business Managers (BM), 21 teachers, six teacher aides, facilities and grounds officer, Parents and Citizens' Association (P&C) president, Speech Language Pathologist (SLP), guidance officer, attendance officer, 16 parents and 18 students.

Community and business groups:

- Representatives from Mindle Bygul, PCYC, Deception Bay Flexible Learning Centre, Deception Bay Community Youth Program, Language Learning Outreach Program, Red Cross, and Young Minds.

Partner schools and other educational providers:

- Principal of Deception Bay State High School.

Government and departmental representatives:

- State Member for Bancroft, PPA and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2014-2017
Headline Indicators (Semester 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview 2018
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The leadership team and staff are united and highly committed towards improving outcomes for all students.

Staff members are passionate about the school and the students. Staff members articulate the belief that every student can achieve through the ongoing support and explicit teaching in the classroom. Parents comment on the staff's dedication to their students.

The tone of the school reflects a school-wide commitment to purposeful, successful learning.

Staff display strong levels of collegiality and mutual support and are clearly focused on student learning improvement. School leaders and staff prioritise the establishment and maintenance of positive, caring relationships with parents, carers and students. Conversations with parents and students highlight this positive and respectful relationship.

The Annual Implementation Plan (AIP) reflects the school priorities for 2018.

The AIP articulates school-wide strategies to implement the Explicit Improvement Agenda (EIA) within a set time frame. There are explicit targets for reading, writing and number. These targets are apparent on the school's data wall and in the school data plan. Most teachers are able to articulate the EIA agenda and the expectations of priority areas. The depth of teachers' understanding of priority areas is still developing.

The school leadership team articulates a belief that reliable and timely data regarding student outcomes is crucial to the school's improvement agenda.

Data is utilised to inform a range of school processes including strategic decision making, classroom teaching practices, intervention strategies and reporting. Data walls are developed and utilised to establish high expectations for teachers regarding student improvement and achievement in targeted areas of reading, writing and number. Professional Development (PD) is ongoing to support teachers in their use and analysis of data to improve teaching and learning outcomes.

The school has an explicit sequenced plan for curriculum delivery across Prep to Year 6.

Curriculum leaders have embedded a rigorous process for curriculum development and implementation through a defined teaching and learning cycle. All class teachers talk positively regarding having consistent and supportive processes for mathematics and English. A number of teachers express the need to continue to write comprehensive planning for the other key learning areas.



The school enjoys a reputation of being a significant partner in the local community.

The school has positive relationships with local early learning centres and kindergartens to support the transition into Prep. The school hopes to further develop relationships with early learning providers to improve the starting points of Prep year learning for a large cohort of students. Local community groups are supporting families and centres in this transition process.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, other education institutions and community organisations.

Parents and families are recognised as integral members of the school community. The efforts made by staff members to keep parents informed of student learning programs and student progress are appreciated.



2.2 Key improvement strategies

Refine the current improvement agenda to ensure a sharp, narrow and deep focus that is accompanied with aspirational and measurable targets.

Continue to develop teacher capacity in the collection and analysis of data to improve student learning outcomes.

Continue collaborative processes to support curriculum development of all key learning areas.

Strengthen processes to support the transition into school with family and community partners.