Deception Bay State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Deception Bay State School has been proudly serving the local community of Deception Bay since 1929. Our school community is dedicated to the provision of a quality education within a supportive school environment where all students are encouraged to maximise their potential. The school's formal curriculum is underpinned by the Australian Curriculum and is augmented by an intensive Early Intervention program and Middle Years Intervention program. Students are involved in a wide variety of activities including interschool sport, instrumental music, cultural and multi-cultural activites, to name but a few. Students are nurtured by a very caring staff and are also able to access support from local services. Our school community has very close partnerships with the local community and greatly values their support in addressing the needs of our children and best preparing them for a meaningful optimistic future.

School progress towards its goals in 2018

In 2018, the school received $271 733 of Australian government funding, known as Investing for Success.

Significant achievements that have occurred over the past 12 months are:

- Targeted improvements in the school's English program with the creation of planning documents aligned to the Australian Curriculum and consistency of teacher pedagogy;
- Enhanced and refined implementation of the school's Literacy and Numeracy Strategy, including the consolidation of a whole school spelling program and the CARS & STARS PROGRAM, leading to the sustained improvement of PM Benchmark Reading for all students;
- Sustained implementation of the ACARA curriculum in English, Maths, Science, Humanities and Social Sciences to all year levels;
- Continued commitment to the implementation of our pedagogical framework based on the Art and Science of Teaching (ASoT)
- Sporting success in the areas of AFL, Cross Country and Athletics.
- Continued implementation of an Attendance Strategy successfully achieving a significant decrease in unexplained absenteeism.
  - ✓ Increased attendance to 39.4% (2018) compared to 39% (2017) of students are tracking at >95%
  - ✓ Further work is required by the school community to improve our overall attendance rate.

Key findings from our 2018 School Improvement Review were:
- 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.

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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.

Future outlook

The future outlook for Deception Bay State School students will always focus on maximising the life opportunities for all students. The core priorities, goals and strategies for the upcoming years include the following:

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

Other goals include the continuation of the implementation of social skilling for resilience, Inclusivity for all, implementing the Australian Curriculum in all key learning areas 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 needs 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
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	377	390	348
Girls	175	189	181
Boys	202	201	167
Indigenous	82	90	76
Enrolment continuity (Feb. – Nov.)	90%	90%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Deception Bay State School comprises of single year classes. We embrace and celebrate the many cultural backgrounds of our students. The student population of 348 enrolments comprises of 23.4% Indigenous students, 32% Pan Pacific Islanders and 8.9% of students are verified with a disability.

The school is continuing to focus on lifting the attendance rate of students to assist in student academic achievement.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	25	22
Year 4 – Year 6	25	26	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery

Deception Bay Sate School recognises the importance of both academic achievement and positive wellbeing for every child. Our distinctive curriculum offerings include:

- Early Intervention Programs focussing specifically on Oracy, Reading, Writing and Numeracy.
- Reading programs – SRA and "Cars and Stars"
- The Healthy Start Program specifically aims to prepare identified students for a successful school day.
- Schoolwide positive behaviour programming – the explicit teaching of all desired behaviours in the school setting.
- Student Wellbeing initiatives including CARE intervention, Expressive Therapy, Active-After School Sports Activities and others.
- Class Incursions and Excursions specifically designed to "broaden the experiences" of our students, including our Year 6 camping program, secondary school transition program and university visits to create an aspirational future for our students.

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Co-curricula activities

- Instrumental Music and Choir;
- Lunchtime Activities and Games;
- Interschool Sport, District and Regional Sporting opportunities;
- Active After School Sports offered two afternoons per week;
- Table tennis club and
- Leadership activities for Year 6

How Information and Communication Technologies are used to improve learning

Students have the opportunity to use desktop computers and iPads in both classrooms and computer labs. All Prep to Year 6 classrooms have interactive whiteboards and 7 classrooms have been fitted with modern interactive TV screens. All classroom teachers are supplied with laptop computers and all of the shared learning spaces have wireless connectivity installed to support ready access to the internet.

Teachers are continuing to use "Virtual Classrooms" with their students and are embracing Ed Studios as a teaching tool.

In 2018, Deception Bay State School staff collaborated with Clontarf Beach State School, participating in professional development to learn new ways to use modern technology in the classroom.

An ICT specialist teacher has been employed to build teacher capacity to deliver the Technology curriculum. She is also teaching students to use technology to support their learning.

Social climate

Overview

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 (3 days per week), and a committed School Chaplain (2 days per week). Services from the local Deception Bay Neighbourhood Centre, the Deception Bay Alliance and the Red Cross (operating on school grounds for two days per week) are also offered and readily accepted by many families. Deception Bay SS operates two playgroups for our families to access on Wednesdays and Fridays.

Our Student Wellbeing Centre has continued its operations throughout 2018. Students in need have provisions 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 strive to ensure all children and families believe our school to be safe and happy place to be.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	91%
• this is a good school (S2035)	92%	88%	91%
• their child likes being at this school* (S2001)	100%	100%	91%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	92%	94%	73%
• their child is making good progress at this school* (S2004)	92%	94%	73%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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)	92%	94%	91%
• teachers at this school motivate their child to learn* (S2007)	92%	94%	91%
• teachers at this school treat students fairly* (S2008)	85%	81%	91%
• they can talk to their child's teachers about their concerns* (S2009)	100%	94%	91%
• this school works with them to support their child's learning* (S2010)	92%	94%	91%
• this school takes parents' opinions seriously* (S2011)	85%	88%	80%
• student behaviour is well managed at this school* (S2012)	92%	81%	82%
• this school looks for ways to improve* (S2013)	83%	88%	80%
• this school is well maintained* (S2014)	92%	100%	91%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	99%	95%
• they like being at their school* (S2036)	94%	95%	100%
• they feel safe at their school* (S2037)	96%	96%	95%
• their teachers motivate them to learn* (S2038)	97%	96%	98%
• their teachers expect them to do their best* (S2039)	98%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	97%
• teachers treat students fairly at their school* (S2041)	95%	95%	94%
• they can talk to their teachers about their concerns* (S2042)	91%	94%	88%
• their school takes students' opinions seriously* (S2043)	92%	96%	89%
• student behaviour is well managed at their school* (S2044)	87%	99%	86%
• their school looks for ways to improve* (S2045)	99%	99%	97%
• their school is well maintained* (S2046)	98%	99%	98%
• their school gives them opportunities to do interesting things* (S2047)	98%	98%	98%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
• they receive useful feedback about their work at their school (S2071)	95%	97%	93%

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Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	97%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	95%	100%	98%
• student behaviour is well managed at their school (S2074)	95%	100%	88%
• staff are well supported at their school (S2075)	100%	100%	93%
• their school takes staff opinions seriously (S2076)	100%	100%	93%
• their school looks for ways to improve (S2077)	100%	100%	98%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	95%	100%	95%

* 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

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 enable all students to achieve their very best. Our school uses the following strategies to actively encourage parental and carer involvement:

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

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The lesson plans have been developed using resources provided by the Queensland Government and the Daniel Morcombe Foundation.

At Deception Bay State School students from Prep to Year 6 children engage in the Positive Behaviour for Learning (PBL) supported practice of the explicit teaching of expected behaviours through weekly focus lessons that have been identified through behaviour data analysis. These lessons are delivered by classroom teachers and are positively reinforced on parade, in the school newsletter and on school signage.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	43	114	69
Long suspensions – 11 to 20 days	1	2	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 HASS and Health lessons.

Our school community has identified the need to reduce its environmental footprint. We will continue to devise appropriate strategies to trial in 2019. This includes the introduction of recycling bins for cans, poppers and bottles.

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 nor representative of water usage at the school itself.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	104,183	9,312	97,633
Water (kL)	342	350	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Our staff comprises of beginning and experienced teachers. We have a large number of permanent and long term contract staff which contributes to the stability of the school. Small staffing changes come through staff accessing periods of leave for long-service leave or maternity leave.

We boast a committed professional teaching staff, with a highly skilled and competent support staff who provide a safe, caring environment and a challenging curriculum program for all students. Our staff is accepting of change and adopts a life-long learning approach to their learning and development. Strong collegial support is evident within our staff, at both personal and professional levels.

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Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	24	<5
Full-time equivalents	26	15	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	3
Bachelor degree	24
Diploma	0
Certificate	0

*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 2018 were $20,830.

The major professional development initiatives are as follows:

- Curriculum, specifically the implementation of the Australian Curriculum in English and Mathematics
- Art and Science of Teaching
- Effective Numeracy Strategies and support resources
- Differentiation in the classroom
- Inclusive Education – Effective Teaching Strategies
- Teacher Observation and Feedback;
- One School Training;
- How Trauma effects the Brain
- Wheel of Wellbeing
- CPR/First Aid Training
- Understanding Poverty refresher training
- Technology for the 21st Century Learner
- Leadership and coaching Skills; and
- Positive 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	88%
Attendance rate for Indigenous** students at this school	86%	88%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

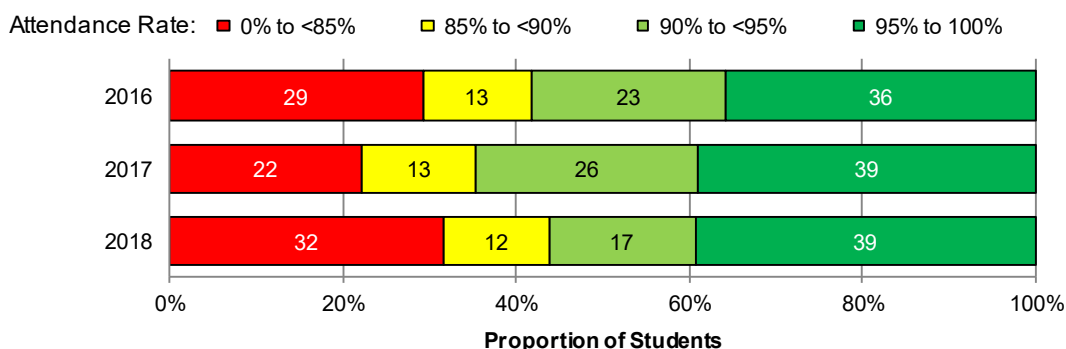| Year level	2016	2017	2018
Prep	90%	89%	89%
Year 1	87%	91%	88%
Year 2	90%	88%	90%
Year 3	89%	93%	88%
Year 4	88%	89%	90%
Year 5	91%	89%	88%
Year 6	88%	91%	86%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

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Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	29	13	23	36
2017	22	13	26	39
2018	32	12	17	39

Proportion of Students (0% – 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

In 2018, 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 an SMS service as well as using DET strategies and
- 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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