Deception Bay State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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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 activities, 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.

Principal's Foreword

Introduction

On behalf of the school community, I welcome you to Deception Bay State School. The material provided in this report will inform you about our achievements throughout 2016 and outline future plans for 2017.
Deception Bay State School has a long history of offering high quality education for boys and girls from preparatory school through to Year 6. We offer relevant and diverse curriculum delivered through quality teaching practices. We focus on meeting the needs of individual students within a safe and supportive environment. Students at Deception Bay enjoy many opportunities to develop their skills, knowledge and talents within an environment that fosters personal growth and social development.
I hope you find this report informative and if you are a member of our school community, feel proud of our students' and school's accomplishments throughout 2016.

School Progress towards its goals in 2016

In 2016, the school received $263 400 of Australian government funding, known as Investing for Success. Significant achievements that have occurred over the past 12 months are:

- Being named in the top 25 most improved school in SE QLD for student learning gains
- Increased student enrolments
- Implementation of an Attendance Strategy successfully achieving a significant decrease in unexplained absenteeism;
- Targeted improvements in the school's Maths 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 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, History and Geography 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.
- The development of a new Senior playground, made possible through financial support of the Regional funding;
- Installment of wireless internet throughout the school to ensure technology capabilities.

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Future Outlook

The future outlook of 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 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, the Australian 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

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	363	175	188	52	89%
2015*	371	174	197	66	89%
2016	377	175	202	82	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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 375 enrolments comprises of 23% Indigenous students, 32% Pan Pacific Islanders and 11% of students are verified with a disability.

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

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3	21	23	24
Year 4 – Year 7	26	28	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

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

- Early Intervention Programs focussing specifically on Oracy, Reading and Numeracy.
- Reading programs – SRA and "Cars and Stars"
- The Healthy Start Program specifically aims to prepare identified students for a successful school day.
- PBS programming – the explicit teaching of all desired behaviours in the school setting.
- Student Well-Being 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.

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 computers and iPads in both classrooms and computer labs. All Prep to Year 6 classrooms have interactive whiteboards. 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 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. In 2016, we began investing in iPads for use in learning cross the Early Years.

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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 an Indigenous playgroup for our families to access on Fridays.

Our Student Well Being Centre has continued its operations throughout 2016. 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 strive to ensure all children and families believe our school to be safe and happy place to be.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	89%	100%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	94%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	92%
their child is making good progress at this school* (S2004)	100%	100%	92%
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)	100%	100%	92%
teachers at this school motivate their child to learn* (S2007)	100%	100%	92%
teachers at this school treat students fairly* (S2008)	100%	89%	85%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	92%
this school takes parents' opinions seriously* (S2011)	100%	89%	85%
student behaviour is well managed at this school* (S2012)	94%	67%	92%
this school looks for ways to improve* (S2013)	100%	100%	83%
this school is well maintained* (S2014)	100%	89%	92%

Student opinion survey

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	97%	97%
they like being at their school* (S2036)	83%	95%	94%
they feel safe at their school* (S2037)	84%	97%	96%
their teachers motivate them to learn* (S2038)	96%	95%	97%
their teachers expect them to do their best* (S2039)	96%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	98%
teachers treat students fairly at their school* (S2041)	86%	100%	95%
they can talk to their teachers about their concerns* (S2042)	84%	95%	91%
their school takes students' opinions seriously* (S2043)	81%	94%	92%
student behaviour is well managed at their school* (S2044)	67%	86%	87%
their school looks for ways to improve* (S2045)	90%	98%	99%
their school is well maintained* (S2046)	83%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	89%	94%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	100%	95%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	98%	95%
student behaviour is well managed at their school (S2074)	97%	93%	95%
staff are well supported at their school (S2075)	100%	98%	100%
their school takes staff opinions seriously (S2076)	100%	97%	100%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	100%	95%	100%
their school gives them opportunities to do interesting things (S2079)	100%	95%	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:

- Meet the Teacher Information Sessions are held at the start of every year;
- Class Volunteers – Parents and carers are invited to participate in day to day classroom activities, sports activities and cultural activities;

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- 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 programs

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

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	77	66	43
Long Suspensions – 6 to 20 days	1	2	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

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 and water consumption has decreased significantly in the last year.

Our school community have identified the need to reduce its environmental footprint and will continue to devise appropriate strategies to trial in 2017.

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	65,352	15,285
2014-2015	22,505	743
2015-2016	104,183	342

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.

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School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

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.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	25	<5

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	27	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	31
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development
The total funds expended on teacher professional development in 2016 was $25,477.45.

The major professional development initiatives are as follows:

- Curriculum, specifically the implementation of the National Curriculum in English, Mathematics, Science, History and Geography;
- The explicit teaching of Mathematics
- 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 and coaching 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.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

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 2016.

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	88%	86%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	86%	88%	87%	87%	91%	86%	85%					
2015	88%	90%	90%	90%	91%	89%	90%	DW					
2016	90%	87%	90%	89%	88%	91%	88%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
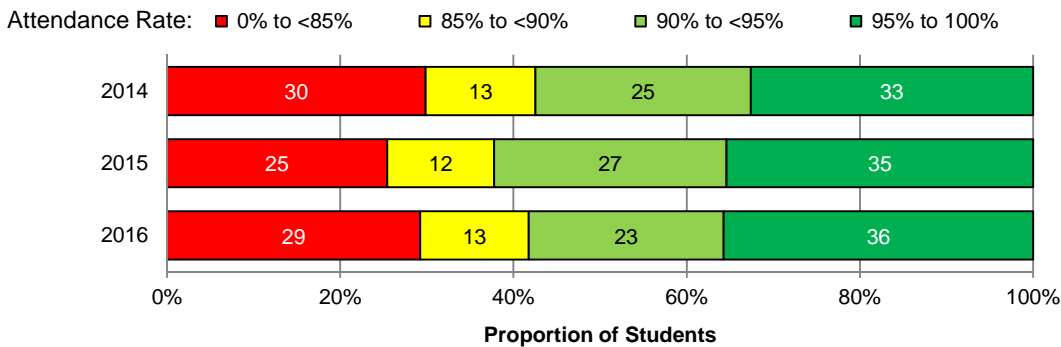
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 2015, 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 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

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.