

DECEPTION BAY STATE SCHOOL

TRIENNIAL SCHOOL REVIEW 2011 - 2013 4 YEAR SCHOOL STRATEGIC PLAN 2014 - 2017



At Deception Bay State School, we are committed to the development of the full potential of each and every child. We strive to provide educationally engaging and challenging learning experiences within a safe supportive environment to enable our children to be literate, numerate, ICT capable, to constructively contribute to our society and to aspire to “be their best” now and in the future.

APPROVAL/ENDORSEMENT PROCESS

The Triennial School Review is verified. The 4 Year School Strategic Plan is a meaningful statement of school achievement and strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

.....
Lorna R Cogle

PRINCIPAL

...../...../.....

.....
Darlene Jasch

P&C PRESIDENT/COUNCIL CHAIR

...../...../.....

.....
John Enright

ARD (SCHOOL IMPROVEMENT)
NORTH COAST REGION

...../...../.....

TABLE OF CONTENTS

SECTION 1	PAGE
Statement of Purpose	3
 SECTION 2	
Triennial School Review 2011-2013	5
a) Process	
b) Review of School Strategic Plan 2011-2013	
c) Major Findings – achievements / areas for improvement	
 SECTION 3	
The School Context.....	14
 SECTION 4	
School Strategic Plan 2014-2017	23
 SECTION 5	
Appendices.....	26

SECTION 1**STATEMENT OF PURPOSE**

Deception Bay State School has proudly and steadfastly served the local community for over eighty five years. Our original motto “*Strive to Excel*” applies equally today as it did many years ago. Whilst our school serves a complex community – characterised by poverty, disadvantage, transience and long term unemployment - we embrace these challenges and commit to striving to excel in all aspects of school life; encouraging all not only to be the “*Best in the Bay*” but to “*Be their Best*” at all times.

Our school community believes:

- Every child can learn;
- Every child will learn;
- Every child will succeed; and
- Every child has the right to an aspirational future.

Our school community is characterised by:

- A strong and resolute commitment to every child;
- A professional, dedicated and stable workforce;
- Positive parent/carer relationships;
- Positive and prosperous community partnerships; and
- The provision of an aspirational future for each and every child.



SECTION 2**TRIENNIAL SCHOOL REVIEW 2011-2013****PROCESS**

The Principal, Deputy Principal and the Vision 18 Committee have led the Quadrennial School Review process at Deception Bay State School. The key contributing participants included staff (teaching and non-teaching), students, parents and carers, the Parents & Citizens Association and our school community partners. The process included the following:

- Reviewing the school context and comparing/contrasting with previous years;
- Reviewing the achievements of the previous Strategic Plan against outcomes and targets;
- Utilising a Traffic Lights Survey to determine what school community members liked about our school, what they disliked about our school and their ideas for improvement. This traffic lights survey was issued to staff, student, parents and carers and our school community partners. A scribe assisted community members where literacy was identified as an issue.
- Reviewing and analysing school and systemic data including NAPLAN results, School Opinion Survey results, One School Data, Teaching and Learning Audit results, Discipline Audit, the Curriculum Plan and the Assessment and Reporting Framework;
- Aligning with current DETE strategic planning documents, including the “*Every student succeeding State Schools Strategy 2014-2018*” and the “*School Planning, Reviewing and Reporting Framework*” ;
- Discussing results/information with the Parents & Citizens Association and gaining feedback;
- Discussing and prioritising future goals;
- Drafting and refining a draft Deception Bay State School Strategic Plan and
- Presenting the 2014 – 2017 Deception Bay State School Strategic Plan to Region for endorsement and implementation.



REVIEW OF SCHOOL STRATEGIC PLAN 2011 – 2013		
Major strategic directions identified for 2011 – 2013	Progress to date	Further action (if necessary)
Improving NAPLAN results	Since 2011, Mean Scale Scores (MSS) have improved in 13 of the 15 domains, the % of students reaching NMS has improved in 11 of the 15 domains and the % of students reaching U2B has improved in 10 of the 15 domains. The Teaching and Learning Audit commended our school on its <i>“demonstration of improved academic success in a number of standardised tests over time”</i> . (Commendation)	The ongoing focussed planning involving analysis of data and implementation of appropriate intervention programs will remain a strong focus. We will be specifically addressing Numeracy where there is a downwards trend in Mean Scale Score, % of students reaching NMS and U2B.
Improving Science Performance	The introduction of “Science Spark” professional development increased teacher confidence in the explicit teaching of Science. The C2C units, written for the National Curriculum, have also increased teacher confidence in the teaching of Science.	Continued implementation of C2C units with relevant Professional Development opportunities will be our focus. The Staff Traffic Lights Survey revealed that teachers <i>“identified the need for additional Science resources in the school”</i> .
Developing Teachers’ capacity to teach Literacy Numeracy and Science	Developing the staff’s capacity to teach literacy and numeracy has been and will continue to be major focus. Professional Growth Plans have been implemented for all staff for the past four years. These growth plans form the basis of the school’s Professional Development Agenda which is enacted throughout the year.	The continued and refined implementation of the school’s Literacy Strategy will remain a strong focus. In 2014, we engaged in the NCR Maths Success Strategy. This strategy has energised teachers and will continue to influence teacher capacity in the explicit teaching of Numeracy to ensure engagement of students.

	<p>The 2014 Teaching and Learning Audit found <i>“There is a professional learning plan and the school has arrangements in place for mentoring and coaching (with teachers’ agreement. Teachers visit each other’s classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them”</i>. (High)</p> <p>The T & L Audit also found that <i>“attention is paid to strengths and weaknesses in the school wide team with strategies in place in conjunction with Regional Office, to recruit staff with particular expertise to train staff to address particular needs and to support staff that find it difficult to commit to the school’s improvement agenda.”</i> (High)</p>	<p>The Teaching and Learning Audit recommends <i>“create a school policy and procedure for ensuring that teacher curriculum planning meets the requirements of the Australian Curriculum, assessment and Reporting Authority (ACARA) and to ensure school procedures allow for quality assurance by school leaders”</i>.</p> <p>The ongoing implementation of our pedagogical framework based on ASoT will also further enhance teacher capacity to teach not only Literacy, Numeracy and Science but all curriculum areas.</p>
<p>Developing staff capacity to understand and use data and personalise learning</p>	<p>Data informed decision making has been a major focus throughout 2011- 2013. The 2014 Teaching and Learning Audit found that <i>“there is evidence that the principal and school leaders view reliable timely data as essential to their effective leadership of the school, that there is a documented school plan for the annual collection of data, and that time is set aside for the discussion of data and the implication of data for school policies and classroom practices. These discussions occur at whole school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data has been use to identify priorities, take action and monitor progress”</i>. (High)</p>	<p>A high priority will continue to be the school wide analysis and discussion of systemic and school collected data on student outcomes, including academic, attendance and behavioural outcomes.</p>

<p>Closing the Gap</p>	<p>Indigenous enrolment at Deception Bay State School has increased by 3% since 2011. Attendance of Indigenous students has increased by 7.1%. The “gap” has been narrowed in Year 3 Reading, Writing and Numeracy, and Year 7 Numeracy however it has not been narrowed in Year 5 Reading, Writing and Numeracy not Year 7 Reading and Writing.</p>	<p>In 2014, we will continue to implement targeted implementation plans to address this “gap” between indigenous and non-indigenous students. In Semester 2, 2014, we have employed a part time Indigenous Support Worker assist us with this.</p>
<p>Attendance</p>	<p>Attendance remained static in 2011 – 2013 despite considerable strategies to improve it. It needs to be noted however that the 2014 Teaching and Learning Audit found that <i>“the Leadership team has a deliberate intent and process to increase attendance. This process is very clear and is actioned in every classroom”</i>. (Commendation)</p> <p>The Staff and Parent Traffic lights Survey <i>“identified the current Attendance rewards as being very positive”</i>.</p>	<p>In 2014, an Attendance Strategy has been implemented – described by the T & L Auditor as <i>“one of the best he has ever seen in the state”</i>. We are now witnessing a small and ongoing increase in attendance and are continuing to analyse all factors influencing attendance and determine appropriate action. It is pleasing to note that there has been a 17% increase in the explanation of absences since the introduction of the Attendance Strategy in 2014.</p>
<p>SWPBS</p>	<p>SWPBS is embedded in all aspects of our school community. The Discipline Audit profile stated that <i>“The Principal and school leadership team are driving an explicit, detailed and positive approach to managing student behaviour within the school community. The agenda is couched in terms of high standards and clear excitations of student behaviour and outcomes. The agenda is widely communicated...there is a strong and optimistic commitment by all staff to the school wide approach to managing student behaviour”</i> (Outstanding)</p>	<p>In 2014, we seek to continue to further embed SWPBS in all aspects of school operations, focussing specifically on <i>“further developing the weekly lesson plan to ensure consistency of practice, continuing to build teachers’ data literacy, developing criteria for making judgements about A-E behaviour and Effort Standards and ensuring that there is a clear process for entering minor, major and positive data in OneSchool for a balanced data capture set”</i>. (2014 Teacher and Learning Audit Recommendation)</p>

	<p>The Discipline Audit also stated that <i>“parents speak highly about how the Principal and other staff members manage and respond to behaviour”</i> (Affirmation)</p>	<p>Following a review of OneSchool Behaviour data and school observations, staff identified that <i>“Social skilling needs to become a major goal for the future Strategic Plan. Students need to be specifically taught how to resolve conflict and to let the past be in the past”</i>.</p> <p>We will develop and implement a comprehensive P - 6 Social Skills program.</p>
<p>Student Well-Being and Support</p>	<p>The 2013 Parent SOS Survey revealed:</p> <ul style="list-style-type: none"> • <i>100% of parents identified their child likes being at school;</i> • <i>100% of parents identified that their child feels safe at this school” and</i> • <i>100% of parents identified teachers are interested in my child’s well-being.</i> <p>The 2014 Discipline Audit found that <i>“there is a strong sense of well-being at the school among staff members and students.”</i> (Commendation)</p> <p>The Student Well Being Centre became fully operational in 2011 and is now embedded at Deception Bay SS. All students have access to food, clothing and a “safe place” to be, should they need it. Counselling services are on offer, as are supportive play programs and “fun” programs conducted by the Chaplain.</p> <p>The Parent Traffic Light survey revealed:</p> <ul style="list-style-type: none"> • <i>“a very high level of support for Centre operations”</i>, • <i>“Children’s well-being and safety is important and comes first at all times”</i>, 	<p>In 2014, we seek to further embed and expand “Centre” operations within the school, including the development of a comprehensive social skilling program and the implementation of the <i>Kids Matters</i> approach to student health and well-being.</p>

	<ul style="list-style-type: none"> • <i>“Children are very happy and safe at school”.</i> <p>The Community Traffic Light survey:</p> <ul style="list-style-type: none"> • <i>“applauded the provision of food for students who go without and will continue to support the school as much as possible.”.</i> 	
<p>Improving Parent Reporting</p>	<p>Communication with parents and involvement of parents became a significant focus in 2011. To facilitate this, parent were required to collect their children’s Report Cards via a Parent Teacher Meeting. This has proved very successful with approximately 75% of parents now attending Parent Teacher Sessions as opposed to approximately 30-40% previously. The 2014 Teaching and Learning Audit found <i>“Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children’s learning”.</i> (High)</p> <p>The Parents Traffic Lights Survey revealed the following comments:</p> <ul style="list-style-type: none"> • <i>“Great communication”</i>, • <i>“High level of communication with parents”</i>, • <i>“Love the teachers’ term newsletter – we know exactly what is going on”</i>, • <i>“Fantastic education”</i>, 	<p>Following a review of school based and systemic data, staff identified that <i>“we need to continue to reach out to parents and involve them in all aspects of their children’s education. Parent and carer involvement will become a priority for the Strategic Plan”.</i> There will be deliberate strategies developed and implemented to involve parents and carers more specifically in <i>“learning”</i>.</p>

	<ul style="list-style-type: none"> • <i>“Education in general – my child has jumped 8 reading levels in 5 weeks”</i> • <i>“I know I am always welcome to ask if I have any questions”</i> • <i>“I like the way you have Parent Teacher Interviews and you explain the report card to us”</i> 	
<p>Parent and Community Engagement</p>	<p>Parent and community engagement has improved significantly throughout 2011-2013. The 2014 Discipline Audit found <i>“the school leadership team makes deliberate and strategic use of partnerships with families, local businesses, government agencies and community organisations to access other resources to ensure a safe, supportive and disciplined learning environment. These are carefully designed to enhance student engagement”</i>. (Outstanding)</p> <p>The 2013 Staff SOS Survey revealed</p> <ul style="list-style-type: none"> • <i>100% of staff identified that the school had a strong sense of community”</i>. • <i>100% of parents identified that the school had a strong sense of community.”</i> <p>The 2013 Student SOS Survey revealed</p> <ul style="list-style-type: none"> • <i>“91% of students identified that the school helped them to become a good community member”</i>. 	<p>Following a review of school based and systemic data, staff identified that <i>“Parent and Community engagement as a continued priority for the upcoming Strategic Plan”</i>. Staff identified that <i>“parents are very involved in extra curricula aspects of school life but they would like to extend their involvement in the “learning” aspects of school life”</i>.</p>

	<p>The Community Traffic Light Survey revealed the following:</p> <ul style="list-style-type: none"> • <i>“Our partnership with DBSS has positive outcomes for all – open communication, warm and nurturing ways, fantastic leadership and teachers being very receptive to students and working hard to get results”</i> Deception Bay Neighbourhood Centre. • <i>“We love working with DBSS. You always welcome us and we work well together for our kids”</i> Murrijabree. 	
<p>Improving Teacher Quality</p>	<p>Throughout 2011-2013, all staff developed Professional Growth Plans from which a school’s Professional Growth Plan Agenda was developed. Deception Bay SS embraced ASoT as its pedagogical framework to further drive improving teacher capacity. The 2014 Teaching and Learning Audit found <i>“Teaching Staff have undertaken a Developing Performance Framework plan that is linked to the school’s explicit improvement agenda and which also informs the purpose of coaching, mentoring and instructional visits”</i> and furthermore <i>“the Art and Science of Teaching whole school approach to consistency of teaching practice, standards and expectations are being implemented in the school”</i> (Affirmation)</p> <p>The 2013 Staff SOS Survey revealed:</p> <ul style="list-style-type: none"> • <i>“100% of staff identified they had access to quality professional development”,</i> and 	<p>Following a review of school based and systemic data, staff identified the <i>“Art and Science of Teaching as a key priority for the upcoming Strategic Plan”</i>.</p>

	<ul style="list-style-type: none"> • <i>“100% of staff identified the Developing Performance Framework helps me to improve my work at this school”.</i> 	
<p>Teaching and Learning Audit Results Improvement</p>	<p>The 2014 Audit Report stated that <i>“the school had substantially improved in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, Targeted Use of Resources, An Expert Teaching Team and Effective Teaching Practice”.</i></p>	<p>2014 - 2015 will see the implementation of the most recent Teaching and Learning Audit recommendations. These are listed in Areas for Improvement below.</p>

Major findings from the review:

- **Significant Achievements**

- **A Culture of High Expectation**

The most significant achievement at Deception Bay State School has been the development and sustained growth of a school culture of high expectation and achievement. This is evidenced by the following data:

- *“Parents, staff members and students clearly articulate that the school culture has improved over time with all members of the school community engaging in the educational development of children in a trusting, respectful and responsible way. The perception of cultural improvement is substantiated by improved and very high results in the Department’s school opinion survey. (Commendation - 2014 T & L Audit)*
- *The school has creatively aligned its resources to achieve the explicit improvement agenda with a view to short term gains and long term cultural improvement. (Commendation – 2014 T & L Audit)*
- *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. (Commendation – 2014 T&L Audit)*
- *“ There is a happy , optimistic feel to the school” (Outstanding 2014 T & L Audit)*

The staff, student, parent and community Traffic Lights Survey results revealed the following comments:

- *“DBSS never stagnates – we are always pushing to further improve”,*
- *The sheer effort that staff put into to running individual learning programs for students is great!*
- *Everyone always works so hard for the students – please don’t burn yourselves out.”*
- *“The stimulation of the education!”*
- *“So many opportunities for students”*
- *“The acceptance of all students/children no matter the background”*

- **School Opinion Survey results**

School Opinion Survey results for Staff, Parents and Students are very high as evidenced by the following:

- 100% of staff enjoy working at the school;
- 100% of staff would recommend this school to others;
- 100% of staff believe this school to be a good school;
- 100% of staff believe that working in this school is rewarding;
- 100% of parents state their child likes being at school;
- 100% of parents state that their child's learning needs are met at this school;
- 100% of parents state that teachers expect my child to do their best;
- 100% of parents would recommend this school to others;
- 98.7% of students like being at school;
- 98.7% of students believe their teachers expect them to do their best;
- 98.7% of students believe their teachers encourage them to do their best and
- 98.7% believe the school to be a good school.

- **Community Partnerships**

We have worked diligently to build and sustain very positive and productive community partnerships. In the past three years, we have worked with more than forty local organisations/businesses/private providers to address student needs. Examples of such partnerships include the following:

- Deception Bay Neighbourhood Centre has provided counselling and emergency relief funds for clothing for students;
- The Baptist Church has trained and provided KIDS HOPE mentors to support our most disadvantaged students;
- The Edmund Rice Flexi Centre for Adolescents has adolescent buddy readers for our senior students;
- The Lighthouse Barn Church has provided milk and other foods for the Breakfast program;
- Local bakeries provide bread very day to ensure all students have lunch every day;
- Boystown has funded a CARE worker to assist our most disadvantaged families connect with relevant agencies;
- The Early Years Centre, funded through the Department of Communities, has provided playgroups for families with younger students to assist with their readiness to school;
- QUT Caboolture has enabled University visits for Year 6 and Year 7 students to promote an aspirational future;
- The Hope Centre (Mimi's House) provides a program for Year 3, 4 & 5 students to assist with social skilling; and
- Ruth Smith attends school with her Therapy dog "Maisie" to enable students with Intellectual Disability or suffering from trauma.

Our school community celebrates we connect so strongly with so many community organisations/agencies to further our students' education.

- **Areas for improvement**

- **Attendance**

- Despite a small increase in Attendance, we need to continue to work hard increasing fulltime regular attendance of all students and the explanation of all absences.

- **NAPLAN**

- Despite an increase in NAPLAN Year 3 and Year 7 MSS and Year 3 trending upwards in 10 of the 15 domains, we need to continue to develop appropriate intervention strategies to improve NMS, MSS and U2B in all year levels.

- **Curriculum Alignment**

- As per the recommendations of the 2014 Teaching and Learning Audit, we need to create a school policy and procedure for ensuring that teacher curriculum planning meets the requirements of ACARA and to ensure school procedures allow for quality assurance by school leaders. This policy would specify vertical and horizontal alignment and would also specify all moderation requirements for academic achievement, and effort and moderation.

- **Differentiation**

- As per the recommendation of the 2014 Teaching and Learning Audit, we need to design and implement a whole school approach for the consistent recording of differentiation strategies to be used in teacher planning.

- **Continued implementation of ASoT**

- We have commenced the ASoT journey to define and improve our pedagogical practice and need to continue to prioritise this to further enhance our day-to-day teaching skills to in turn maximise student learning outcomes.

- **Ongoing implementation of SWPBS with a school wide social skilling program and in turn a reduction in short and long term suspension**

- As per the Teaching and Learning Audit and Discipline Audit recommendations, we need to further embed the consistency of school wide processes – the explicit teaching of the weekly lesson plans for behaviour foci, the acknowledgement of student behaviour choices, One School entry processes for positive, major and minor behaviours and the development of criteria for A-E behaviour and Effort reporting to parents. We also need to implement a P-6 Social Skills program aimed at developing social skills, building resilience, letting the past be in the past, and building concept of an aspirational future.

SECTION 3**THE SCHOOL CONTEXT**

Description of the School Community

Deception Bay State School was gazetted in 1892, and opened on its current site in 1929 with an enrolment of 12 students. The school grew in numbers and peaked in enrolments in the late 1970s with 700 students. Due to population growth within the suburb, two further state schools and a private Catholic school were built. Enrolment numbers fell at Deception Bay SS to 300 in 2007 but are now slowly increasing again. The current population is 370? (Check this). We do not have an enrolment management plan due to site capacity; however we do have enrolment protocols with our neighbouring schools. The Flying Start initiative with Year 7's going to secondary school in 2015 will not dramatically affect student enrolments as the senior cohorts tend to be smaller than the junior cohorts.

The current school community is diverse with 15% of students with verified needs, 11% students identifying as indigenous and 15% students having English as their second language. In addition, over 30% of students are of Pan Pacific Islander descent. A large number of students are from single or blended families. There is also a high degree of transience within the school community. Transience is generally caused by family breakdown, eviction leading to homelessness or other family issues.

Annual average attendance is at 89%. We are working diligently to improve this percentage with an explicit attendance strategy. However, external factors continue to impede student attendance – for example many of our families do not drive and do not come to school when it is raining, students return to New Zealand and Samoa for extended periods of time for cultural reasons – “an unveiling”, circumcisions etc.

Transience is also a feature of our school community. Students enrol and may only stay for short periods of time due to family upheaval and housing issues. We do however find that a significant number of students re-enrol at a later date. The 2011 continuity rate was 87% and the 2012 rate was 88%. The 2013 rate is not yet available.

AEDI data informs us that many of the PREP students attending our school are lacking in their “readiness” to school. In 2009, 46% of PREP students were developmentally vulnerable in one or more areas; however this rose to 48% in 2012. In 2009, 27% of PREP students were developmentally vulnerable in two or more areas however this rose to 40% in 2012.

School staff are very dedicated and commit to each and every student and offer a wealth of emotional support. Students identify very strongly with our school, feeling safe and valued. Many express dislike of school holidays.

An extensive array of support services operate within our school community to ensure barriers to student learning are minimised as much as possible – the provision of food to those without food, clothing and book packs to those without the requisite needs, counselling from both school and outside personnel if required.

Curriculum

The Principal, in collaboration with the Vision 18 Committee, drives the curriculum at Deception Bay State School. We are committed to the provision of a curriculum which caters to the learning needs and learning styles of all students and will enable all students to experience an aspirational future. Our school enacts the ACARA curriculum utilising the Curriculum to Classroom (C2C) resources. We adapt C2C resources to ensure student needs are addressed and learning outcomes maximised. In addition, we enact an informal school-based curriculum designed for the development of the whole child – providing an array of social, sporting and cultural pursuits.

Our core curriculum documents include:

- The Deception Bay SS Literacy Strategy
- The Deception Bay SS Numeracy Strategy
- The Deception Bay Assessment Tools/Year level Expectations and Reporting Framework
- The Deception Bay Scope and Sequence for English, Maths, Science, History and Geography...
- KLA documents

Teachers enact their curriculum each term by working in collaboration with their colleague sector teachers. Teachers met regularly to “adapt” the ACARA curriculum, plan, assess and moderate student learnings.

School and systemic data drive the development of learning goals for students and explicit teaching of students. Such data includes AEDI, NAPLAN, PM Benchmark, SA Spelling, Pat Maths, Diagnostic Maths Testing, Attendance, and more.

We are currently further developing our curriculum implementation policy to ensure curriculum planning meets the requirements of ACARA, has embedded quality assurance processes, and contains horizontal moderation processes to include vertical alignment across all year levels. Furthermore, a policy for the consistent documentation of differentiation practices is also being developed. This curriculum implementation policy is to be operational in 2015.

Our pedagogical framework is informed by Marzano’s “Art and Science of Teaching”. All staff undertake ongoing professional development to ensure our pedagogical practice continues to improve and in turn further engages students in their learning.

Learning Environment

A culture that promotes learning

Deception Bay State School is committed to the provision of a safe, supportive and respectful learning environment for students, staff and our community. Students have an array of opportunities to engage in quality academic learning experiences, in addition to sporting and cultural pursuits and an environment promoting the skills for an aspirational future. The original motto “*Strive to Excel*” now modernised to “*Be Your Best*” underpins the learning environment. All staff are strongly committed to inclusivity whilst also respecting diversity.

Deception Bay State School has built and sustained extensive and prosperous partnerships with a vast range of community services, local businesses and government and non-government organisations. This has enabled us to provide many basic needs (food, clothing, shoes,) and critical services (individual and family counselling, networking with support agencies etc) to our children and their families. This has, in turn, enabled our children to focus on their learning and maximise their learning outcomes.

Our Responsible Behaviour Plan specifies our philosophy, policy and practices for facilitating the desired behaviours, preventing undesired behaviours and responding to unacceptable behaviours. We believe a safe, supportive and respectful learning environment is one in which:

- all members feel safe, supported and valued;
- social and academic learning outcomes are maximised and
- acceptable behaviour is defined, modelled and reinforced by all members of the school community.

The Deception Bay school community is committed to positive, proactive processes for managing behaviour that leads students towards the ownership of, and responsibility for their own behaviour. Explicit teaching and modelling is provided through our School Wide Positive Behaviour Support (SWPBS) implementation.

Our school rules (commonly known as the D Bay 3) are CARE for yourself and others; DO the right thing; and SPEAK kindly.



Targeted use of school resources

At Deception Bay State School, we strive to maximise the allocation of school and other resources to improve student learning outcomes. Resource allocation is creative and targeted directly at student learning needs.

Literacy (specifically reading) and Numeracy are prioritised to enable student access to all curriculum areas. Specialist support staff – Learning Co-teachers, SWD teachers, Teacher Aides, Indigenous Support workers- work collaboratively with class teachers with a strong clarity of purpose to ensure student learning needs are addressed. Teacher practice is deprivatised with all staff working collegially together.

School facilities are utilised fully with all available space flexibly used – for example, the Science room doubles as the Music room. Where possible, teachers have double teaching spaces for single classes. Our small school hall is rented out to different churches throughout weekday evenings and on the weekend. This rental provides additional revenue for the school in addition to assisting with security arrangements. We are fortunate to access the neighbouring Edmund Rice Deception Bay FlexiCentre Hall (capable of seating 700) for school events free of charge.

Information and Communication Technologies

All classrooms have access to Interactive whiteboards and desktop computers. Staff access a variety of interactive curriculum tools and sites to support the implementation of ACARA using C2C resources. Students have access to not only their classroom computers but also a computer Lab comprising 30 computers and a smaller computer hub of 13 computers. There is a small suite of I pads (9) available for student use.

We are mindful that many of our students have no access to computers and/or the internet at home and enable students to access computers through designated class time and lunch hour use. In the 2011 census, it was found that only 50% of Deception Bay homes had computer access so we enable computer access wherever we can.



Our Community

Partnerships with community, industry, government departments and other educational institutions

We have worked diligently to partner and prosper with an array of community, industry, government and other educational institutions and have very positive relationships with the following:

Deception Bay Neighbourhood Centre, The Early Years Centre, Boystown, Deception Bay Community Youth program, the Deception Bay Alliance, The Edmund Rice FlexiCentre, Murriajabree, Deception Bay Police Citizens Youth Club, The Lighthouse Barn, the Deception Bay Baptist Church, the Deception Bay Library, QUT Caboolture, DE TE staff including AVTs for low incidence disabilities, ASoT facilitators, Maths PEACs, the local Deadly Choices Program, Deception Bay State High School, the Hope Centre Mimi's House, Lifeline, TRAAC, and many more

Alliances with other government and non-government agencies

We actively seek out alliances with government and non-government agencies as demonstrated by:

- *Early Years Centre (EYC) Satellite* operates on school grounds providing quality parenting advice to those within the community. In addition, they operate three weekly playgroups – Poli Coffee (for Pan Pacific Islanders), and Indigenous and a non indigenous playgroup.
- The local Indigenous organisation - *Murriajabree* - operates from the school grounds one day per week.
- Our school holds Emergency Relief funds from the local *Deception Bay Neighbourhood Centre* to ensure students have access to uniforms and warm clothing in winter.

Social, economic and cultural opportunities, and employment patterns

The Deception Bay community has been long characterised by poverty and disadvantage. ISCEA details are as follows:

School ICSEA – 917. It is important to note that prior to 2013, the ICSEA was always below 900. The average ICSEA value is 1000.

The distribution of students is:

	Bottom Quarter	Middle Quarter	Middle Quarter	Top Quarter
DBSS Distribution	57%	28%	13%	3%
Australian Distribution	25%	25%	25%	25%

Source: MySchool Website

Deception Bay is often abbreviated to “DBay”. The suburb has been plagued by crime and high unemployment however extensive community development and population growth is addressing these issues to some degree.

The population of Deception Bay as per the 2011 Census was 19,672 with 79.67% being born in Australia. Many new residents in Deception Bay are born in New Zealand, Samoa and other Pacific Islands. The median age is 34 years.

Deception Bay’s median total weekly personal income is \$487.00 in comparison to the State’s median total income of \$587.00. The mean total weekly family’s income is \$ 1094.00 in comparison to the State’s mean total family income of \$1,453.00.

This could be attributed to educational attainment levels where as many as 52% of the suburb’s population completed Year 10 or less.

Geographical spread and special features of the community that the school serves

Deception Bay State School is situated in Deception Bay, located 32 kilometres north of Brisbane in the south eastern corner of the bay of the same name which separates the Redcliffe Peninsula and Bribie Island. Deception Bay was originally a seaside village overlooking shallow mud flats. The suburb extends inland to the Bruce Highway and neighbouring suburbs include Rothwell and North Lakes.

Local community priorities and expectations of the school

There are extensive support services for families within Deception Bay – Boystown offering family support, Deception Bay Neighbourhood Centre offering employment support. Many of these services have already been listed.

In addition to three state primary schools, a state secondary school, a primary Catholic school, there are three secondary schools offering disengaged adolescents the opportunity to reconnect with their schooling. Education is valued and is perceived as essential if the poverty trap of so many of the residents is to be broken.

Resources

DETE provides the majority of school's revenue and it comprises core and targeted funds. Throughout 2010 – 2014, Deception Bay State School also gained funds from the Federal Government through the Low Socio-Economic Schools National Partnership. School resourcing is always prioritised according to student need. The Parent & Citizens Association (P&C) generously contribute where they can – for example paying for student bus fares for all school excursions.

Staff – an expert teaching team

The Deception Bay State School Staff comprises: Principal, Deputy Principal, 0.5FTE Guidance Officer, 17 class teachers (4 part time) 2.2 FTE Learning Co-teachers, 3 SWD teachers, Teacher Librarian/ICT Co-ordinator, PE teacher, Music Teacher, LOTE teacher, Instrumental Music Teacher, Chaplain, Business Service Manager, 2 Administration Officer, 9 Teacher Aides (some part time), IT technician and a 1.0FTE School's Officer.

Due to the significant growth in the numbers of verified students, a Head of Special Education Services (HOSES) will be appointed for the 2015 school year.

We also access the specialist personnel services attached to Regional Office – Advisory Visiting Teachers, EALD teacher, SWPBS coach, Senior Guidance Officer.

All staff are encouraged to be active participants on a school committee of their choice and to enable them to pursue their particular expertise. These committees are:

- Vision 18 Leadership Committee – this was previously referred to as Vision 14 Leadership Committee;
- Health & Safety Committee;
- Student Support Services Committee – referred to as the SSS Committee;
- SWPBS Committee; and the
- LCC Committee

Professional development

All staff complete an annual Professional Growth Plan (based on the Developing Performance Framework) which informs the school's annual Professional Growth Agenda. This Professional Development Agenda is also informed by school priorities, departmental priorities and mandated annual priorities – Workplace Health and Safety, Asbestos Management Training, First Aid, Code of Conduct, Student Protection etc. A comprehensive Professional Development program is offered to all staff throughout each year. Staff are also able to access other Professional Development activities in their personal time.

Workforce leadership, employment and diversity, and health and wellbeing.

Deception Bay State School has predominantly a very stable and experienced staff. Staff turnover is low. Each year, we welcome pre service teachers to our school from several universities and host secondary students and community members completing Certificate 3 in Education Support Services or similar courses. Permanent staff vacancies are infrequent with short and long term contract positions arising out of maternity and parental leave.

Staff health and well-being is prioritised as essential at Deception Bay State School. We have two trained Workplace Health and Safety Officers and two trained Rehabilitation and Return to Work Co-ordinators. We also have a highly skilled Guidance Officer who assists with staff debriefing, following traumatic incidents relating to the poverty/disadvantage of the suburb and/or personal issues.

We also access North Coast Region Health and Wellbeing for other additional services – return to work following surgery etc.

Deception Bay State School has ensured effective and efficient communication practices (staff intranet, staff emails, meetings etc) to ensure all staff are on the “one page”. We also have regular “whole of staff” professional development activities and other activities (Random Acts of Kindness, Secret Santa, Melbourne Cup lunches etc) throughout the year to enhance and further embed staff collegiality and relationships.

The School Strategic Plan is also informed by the following:

- Attendance Strategy
- Responsible Behaviour Plan for Students
- Workplace Health, Safety and Wellbeing including Emergency Management
- The “What you need to know” Booklet
- Asset Replacement
- Facilities Maintenance

SECTION 4

SCHOOL STRATEGIC PLAN 2014 – 2017

FOCUS AREA	MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM	KEY STRATEGIES
<p><i>Successful Learning</i></p>	<ul style="list-style-type: none"> • Attendance • Social Skilling • Literacy and Numeracy 	<ul style="list-style-type: none"> • Enact the Attendance Strategy to achieve the target of 95% regular full time attendance by 2017. To achieve this, attendance will increase by 2% per year. Unexplained absenteeism will also be targeted • Enact a comprehensive P-6 Social Skilling program in 2015 to enable students to develop the required social skills to engage socially with others, resolve conflict and develop resilience. This will also facilitate a reduction of short and long term suspensions. • Embed the Literacy and Numeracy Strategy to ensure students are at or above level in Reading and Numeracy. This will enable students to engage fully and achieve the ACARA standards of achievement relative to their age.

<p><i>Quality Teaching</i></p>	<ul style="list-style-type: none"> • ACARA • Pedagogical Framework 	<ul style="list-style-type: none"> • Develop and implement a curriculum policy for implementation of the ACARA curriculum in all curriculum areas and specifically embed quality assurance processes, containing horizontal moderation processes to include vertical alignment across all year levels. Furthermore, a policy for the consistent documentation of differentiation practices is also being developed. This curriculum implementation policy is to be operational in 2015. Our target is improved A-E results in all curriculum areas. • Initiate Individual Curriculum Plans (ICPs) for all students not completing age/cohort curriculum. • Embed the Art and Science of Teaching as the pedagogical framework. This will occur through ongoing staff professional development activities.
<p><i>Local Decision Making</i></p>	<ul style="list-style-type: none"> • Community Partnerships • Parent Partnerships 	<ul style="list-style-type: none"> • Continue to embed and extend strong community partnerships to facilitate enhanced learning assistance for students and the continued donation of basic provisions and services for our students. • Increased parent participation in school events – assemblies, classroom and school events. • Increased electronic communication to parents and carers using email and the school’s website. • Increased parent and carer participation in Parent and Citizens Association activities.

<p><i>Principal Leadership and Performance</i></p>	<ul style="list-style-type: none"> • School Vision • Developing Performance including Instructional Leadership • Leadership Density 	<ul style="list-style-type: none"> • Further embed the philosophy of “Be your Best” in all aspects of school operations and expectations of students in academic, sporting and cultural pursuits. • Further embed a culture of ongoing professional growth for all staff utilising the Developing Performance framework and the Australian Standards for Teachers. This will be achieved through ongoing professional development activities with a specific emphasis on coaching, mentoring and the provision of feedback. • Further embed leadership density throughout all aspects of curriculum and school operations
---	--	--

<i>School Performance</i>	<ul style="list-style-type: none"> • Data driven Improvement Agenda • Teaching and Learning Audit • Discipline Audit 	<ul style="list-style-type: none"> • Embed the analysis of student data to inform and direct explicit teaching. • Embed short term (5 weeks) data cycle reviews to ensure teaching is directed at student needs. • Implement recommendations of Teaching and Learning Audit by the end of 2015. • Implement recommendations of Discipline Audit by the end of 2015.
----------------------------------	---	---

