

Deception Bay State High School Queensland State School Reporting 2014 School Annual Report



DECEPTION BAY
STATE HIGH SCHOOL
EXCELLENCE IN LEADERSHIP

Postal address	PO Box 92 Deception Bay 4508
Phone	(07) 3897 2222
Fax	(07) 3897 2200
Email	the.principal@decebayshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Principal Mr David Friis

Principal's foreword

Introduction

Deception Bay State High School is a vibrant educational institution committed to improving the academic, vocational and social outcomes for all its students. To achieve this we acknowledge that students require varying levels of support and so we provide a safe and challenging learning environment where students are able to achieve their goals.

Our curriculum caters for the diversity of student abilities, interests and needs and our teaching practices ensure all learning styles are catered for. We believe in and promote our school motto

"We Care We Learn We Lead"

This motto reflects the ethos of the school, our ongoing commitment to the education of all our students and to their social and emotional development.

At Deception Bay State High School parents/caregivers, staff and students are valued and we promote genuine involvement of the school community in the learning process.

In 2014 this was evidenced by further improvement in our year 12 results, with more students gaining certificate 1, 2 and 3 qualifications, a higher percentage of students gaining an Overall Position of 1 to 15, 100% of year 12 graduates receiving a QCE, and an improvement in our NAPLAN results.

This report offers a summary of our school profile and of its achievements for 2014. For more information about our school please visit our new website at www.decebayshs.eq.edu.au/wcmss or contact the principal at Deception Bay State High.

School progress towards its goals in 2014

The school's primary goals for 2014 were the continued implementation of our 4-year National Partnership strategic plan. The key priorities of our Strategic plan are:-

- Cultural change moving from a welfare culture to an educational culture.
- Attendance/ Achievement/ Engagement.
- Whole school Literacy and Numeracy Development.
- Whole school Pedagogical Development (Dimensions of Learning).
- Curriculum Development aligned with the implementation of the Australian curriculum..
- Lifting standards and expectations of the entire school community

A teaching & Learning Audit was conducted with positive comments around the clear line of sight between our strategic planning and teaching practise in the classroom. The audit gave us 6 highs and 2 mediums across the 8 domains, with 4 domains bordering on outstanding. This was a clear indication that our Pedagogical Framework (Dimensions of Learning) and our unrelenting focus on educational support and outcomes is certainly making a difference. Our Senior School options continued to grow with over 260 Certificate I, II and III qualifications awarded to exiting year 12 students. Our percentage of students achieving an OP 1 to 15 continued to increase.

Increasing numbers of parents and carers became actively involved in the school through their participation in parent/teacher evenings, our annual Awards Night and in attendance at our Parents and Citizens Association meetings. This increased parent/carer involvement contributed to a positive percentage of parents/caregivers satisfied that their child is getting a good education at the school. Continued contact with parents through SMS and home visits has seen an increase in student attendance.

In 2014 as part of our 4 year strategic plan we continued our three year senior to enhance outcomes for senior students; enhanced our education programs to support disengaged students, FUTURES & ASPIRE; continued to raise the profile of our students in the wider community through pride in our formal uniform and continued involvement in interschool sport; Multi media technology in every classroom as standard teaching facilities; extensive staff professional development in Generational poverty, information communication technology, Dimensions of Learning and Junior Secondary.

Future outlook

Our school will continue to ensure that all students gain an education that will allow them to maximize their talents and potential post school. In 2015 we will continue to develop the curriculum in both the Junior School and the Senior Phase of Learning, with Learning for Life, Immersion support programs, and increased VET offerings in the Senior School. In particular, we will embed the Australian Curriculum Assessment and Reporting Framework in years 8 English, Maths, Science, and Geography/History to ensure that all students in these year levels receive the best possible education.

The school will continue to place great emphasis on the development of literacy and numeracy skills for all students including the provision of intervention strategies to address particular student needs and further improve NAPLAN outcomes.

2015 will see continued development of a learning culture engaging all students through a consistent implementation of schoolwide positive behaviour (SWPB) at tier I, II, and III levels. Furthermore, we will continue a targeted focus on developing/implementing our pedagogical framework (DOL) to effectively engage students utilizing staff capacity in faculties for DOL mentors/induction. This year will also see the continuation of the LEAP program and Learning for Life for all year levels to enhance leadership capacity and capability within our students.

Our year 10 curriculum will be the students' first opportunity to experience the rigor of senior curriculum. Year 9 will also partake in the Senior Education and Training Plan process (SETP) to prepare for year 10 subject selection.

In years 11 and 12 our curriculum will continue to cater for students seeking entry into University with a wide range of OP eligible subjects, while also catering for students wishing to attend TAFE or gain direct entry into employment or work in the trade industries through our 7 Cert III VET offerings. We aim to ensure that all students who exit our school are thoroughly prepared for the workforce and future learning.

2015 will also see the continuation of: School facility refurbishment and development; The integration of technology into the school's curriculum; Positive support for 'at risk' students; The development of core values which underpin all school interactions; The implementation of our Junior school action plan to ensure a smooth transition of year 7 into high school in 2015.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	644	338	306	85%
2013	665	335	330	84%
2014	686	353	333	86%

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

Characteristics of the student body:

Deception Bay State High School is located at the southern end of the Sunshine Coast region. It services Deception Bay, Rothwell and Mango Hill with a small number of students travelling from the Redcliffe Peninsula, Burpengary and Kallangur areas. The school, which opened in 1992 with 200 Year 8 students, offers co-educational schooling for years 8 to 12.

The current enrolment fluctuates around is approximately 700 of which 50% are girls and 50% are boys. This includes 65 students who are enrolled in the Special Education Unit and a good Samoan and Indigenous population, 14% and 11% respectively of the school population.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	21	21
Year 11 – Year 12	17	17	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	534	450	374
Long Suspensions - 6 to 20 days	46	26	13
Exclusions [#]	4	3	4
Cancellations of Enrolment	7	7	5

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

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

Curriculum offerings

Our distinctive curriculum offerings

At Deception Bay State High School we offer curriculum programs that cater for the academic, cultural, physical and social needs of all our students. Our teaching strategies enable us to identify individual student needs, implement support programs and engage all students in our curriculum.

In the middle phase of learning the school offers a broad based core curriculum which includes the 8 Key Learning Areas, namely English, Mathematics, Science, Study of Society and the Environment, Health and Physical Education, The Arts, Technology and Japanese. In years 8, 9 there are also specialist programs in Music Extension and Soccer. A central focus for our year 8 students is a whole of year literacy and numeracy program, which ensures all students receive development which targets their individual abilities.

A comprehensive Senior Education and Training Plan (SETP) process, completed in year 9, ensures that all students are able to plan appropriate individual pathways for the future. This is supported by year 10,11 and 12 academic reviews for all students to monitor that they are on course with their study.

The Senior school curriculum accommodates all students through the provision of a full range of Queensland Study Authority subjects for students wishing to complete an Overall Position (OP) and an extensive selection of VET courses including many Certificate II and III courses.

A significant number of students are engaged in school based apprenticeships and traineeships that are conducted over years 10,11 and 12 and a group of high performing students have been accelerated in their learning and have commenced studies as part of the Smart QUT program in year 12. Students are able to apply for entry into the QUTeach program where students in year 11 commence university study in a course.

The integration of information and communication technologies into classrooms has occurred in all subjects and across all year levels and the school is adopting many practices that ensure that our classrooms are smart classrooms.

Extra curricula activities

The school has a strong commitment to the overall development of all students and provides an extensive range of extra curricular activities to ensure that all students are actively involved and enjoy their time at Deception Bay State High School.

A strong Performing Arts Department provides students with opportunities in Music, Drama and Dance. Our instrumental program, which includes a Concert Band and a Marching Drum Band, caters for our musically talented students. This year the Marching Drum Band was involved in the community ANZAC Day ceremony and several District and Regional activities while the Concert Band also performed at the community ANZAC Day ceremony and at various other community events.

To cater for our multicultural population, the school held various multicultural activities including Harmony Day and Pasifika Cultural celebrations sponsored by QUT. The school continued to support its diverse population through the efforts of our Indigenous Liaison Officer and a Pacific Islander Liaison Officer.

To build a sense of year level spirit, an extensive orientation program is offered to incoming year 8 students. Camping programs are also offered for students in years 9 and 11 as well as camps for different cultural groups.

Opportunities are provided for students wishing to participate in sport. All students have access to a variety of School, District, Regional and State sporting teams including swimming, cross country and athletics, soccer and futsal, to name a few. Interschool sport was introduced in 2011 and has been extremely successful throughout 2014.

For our gifted and talented students, entrance into Science, Mathematics, English and other competitions including debating and public speaking is encouraged.

Various leadership opportunities including a Student Representative Council where students from all year levels have representation and a powerful voice in school issues. The school has a school leadership structure that consists of school leaders in the Senior and Junior schools and House captains. This structure is supported by numerous opportunities to develop leadership skills.

How Information and Communication Technologies are used to assist learning

At Deception Bay State High School the use of Information and Communication Technologies is a powerful tool that assists all our students in the learning process. The school has a network that provides ICT access for all buildings, plus a fully supported mobile platform where every student has access to a 'take-home' device, being either an iPad or a Laptop to assist their learning. All classrooms have wireless capability.

Furthermore, ICTs are integrated into all Key Learning Areas in the Junior and Senior School to assist learning where appropriate. ICT is a major initiative of our National Partnership journey; all classrooms now have multimedia capacity.

Social Climate

While the continued development of our school learning culture is our central focus, we are also well aware of the critical need of a supportive and safe environment for all students. This environment is provided and supported through a number of school structures.

The school's Responsible Behaviour Plan for Students promotes safe and responsible behaviour for all students. The school has a strong anti-bullying policy and all students are aware of the procedures to

address bullying. A specially trained teacher is timetabled to deal with student conflict and successfully mediates the vast majority of these conflicts. All students are involved in our LEAP program where they learn and develop a wide a wide range of social, work, communication and life skills, including proactive anti-bullying practices.

ANY ACTION HAVING A POSITIVE IMPACT ON OTHERS IS LEADERSHIP.

The school has an extensive student support structure that caters for the varying social and emotional needs of all our students. Our Student Support Services team consists of the guidance officer, the school chaplains, the school nurse, and the various liaison officers, including the Youth Support Officer and our Pacific Islander Liaison Officer and Indigenous Liaison Officer.

While the demographic mix of the school is predominantly white Caucasian, the school is fortunate to have a rich multicultural presence with approximately 11% indigenous and 14% Pan Pacific Islander students. Cultural Liaison Officers from these cultural backgrounds support these groups.

There are very close links with our feeder schools for we realise the importance of a smooth transition for all year 7 students into our school.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	97%	100%
this is a good school (S2035)	91%	100%	95%
their child likes being at this school* (S2001)	100%	97%	95%
their child feels safe at this school* (S2002)	100%	97%	100%
their child's learning needs are being met at this school* (S2003)	100%	93%	95%
their child is making good progress at this school* (S2004)	100%	97%	100%
teachers at this school expect their child to do his or her best* (S2005)	91%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	95%
teachers at this school motivate their child to learn* (S2007)	100%	90%	91%
teachers at this school treat students fairly* (S2008)	100%	97%	95%
they can talk to their child's teachers about their concerns* (S2009)	70%	100%	100%
this school works with them to support their child's learning* (S2010)	89%	100%	91%
this school takes parents' opinions seriously* (S2011)	89%	96%	95%
student behaviour is well managed at this school* (S2012)	80%	93%	82%
this school looks for ways to improve* (S2013)	100%	96%	100%
this school is well maintained* (S2014)	100%	97%	95%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	89%	94%	93%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they like being at their school* (S2036)	78%	89%	86%
they feel safe at their school* (S2037)	84%	90%	84%
their teachers motivate them to learn* (S2038)	83%	89%	82%
their teachers expect them to do their best* (S2039)	95%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	81%	84%	87%
teachers treat students fairly at their school* (S2041)	70%	84%	74%
they can talk to their teachers about their concerns* (S2042)	67%	72%	69%
their school takes students' opinions seriously* (S2043)	69%	79%	69%
student behaviour is well managed at their school* (S2044)	49%	66%	75%
their school looks for ways to improve* (S2045)	83%	94%	93%
their school is well maintained* (S2046)	74%	83%	81%
their school gives them opportunities to do interesting things* (S2047)	80%	91%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	98%
they feel that their school is a safe place in which to work (S2070)		100%	98%
they receive useful feedback about their work at their school (S2071)		85%	93%
students are encouraged to do their best at their school (S2072)		97%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		94%	93%
staff are well supported at their school (S2075)		97%	98%
their school takes staff opinions seriously (S2076)		91%	94%
their school looks for ways to improve (S2077)		100%	98%
their school is well maintained (S2078)		97%	98%
their school gives them opportunities to do interesting things (S2079)		94%	94%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Deception Bay State High School recognizes that student outcomes are greatly enhanced through effective partnerships among students, staff, parents and caregivers and the wider community and as a result parent and caregiver involvement is encouraged in the school.

The school has a strong Parents and Citizens Association that supports the school in providing resource support and applying for grants. This association meets the third Tuesday of every month. The school has Parent and Citizen Association endorsed school uniform policy and a Responsible Behaviour Plan for Students in place, which enable many emerging issues to be resolved with students and parents/caregivers at the earliest possible juncture.

The school reports student progress to parents four times a year through the issue of student reports and conducts two parent /teacher interview evenings each year. School newsletters are emailed home, sent via Skoolbag app and also posted on the school website. The school policy is for early contact with parents/caregivers by teachers and school administration to ensure the best possible learning outcomes for all students.

Our various parent/carer information evenings provide an excellent opportunity for parents to gain information on the curriculum offerings of the school and for parents and community members to talk to teachers and the school administration about the functioning of the school.

The school provides an extensive range of publications for parents including the school newsletters, Middle Phase and Senior Phase curriculum booklets and assessment planners. School policies on responsible behaviour for students, school uniform requirements, assessment practices, mobile phone use and harassment procedures are provided for parents on enrolment and upon request.

Finally, parents are encouraged to contact the school about any issues of concern and to make contact with teachers or seek interviews throughout the year.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

At Deception Bay SHS we have installed Solar panels and energy efficient fluro bulb throughout the school. We recycle paper and have reduced the amount of water usage across the school even though new Unity Water meters and fees would not indicate such a savings.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	361,856	19,495
2012-2013	370,184	2,141
2013-2014	362,926	8,266

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

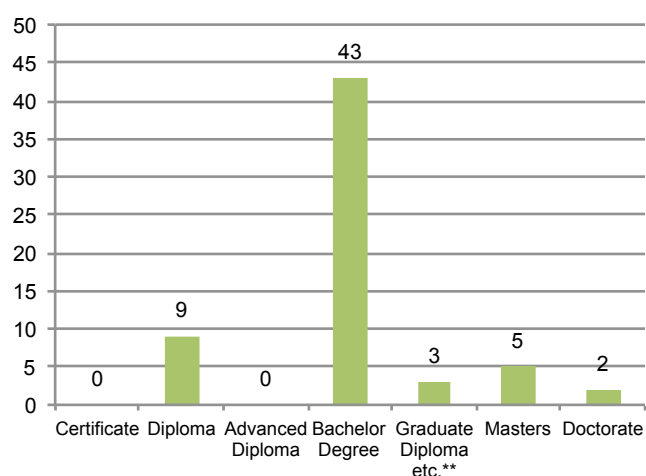
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	62	45	<5
Full-time equivalents	60	29	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.**	3
Masters	5
Doctorate	2
Total	62



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$85,000.

The major professional development initiatives are as follows:

Behaviour, Leadership development, Curriculum enhancement, Dimension of Learning, Essential skills. The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

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

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 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	80%	80%	83%

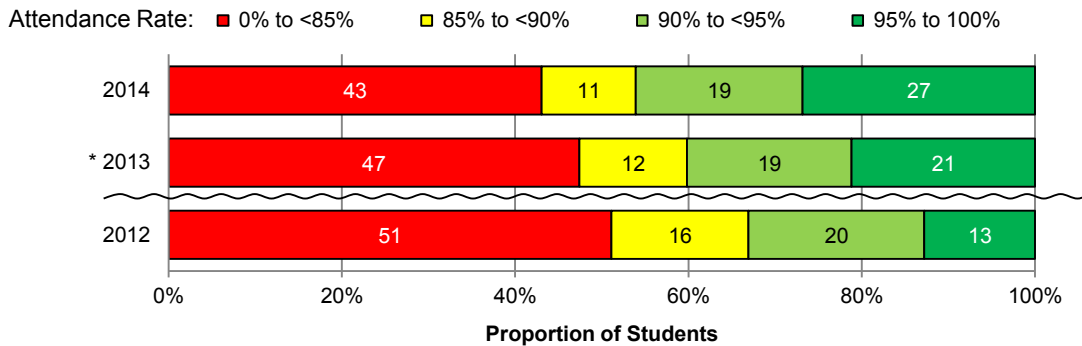
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								79%	80%	78%	82%	83%
2013								85%	76%	80%	80%	77%
2014								87%	85%	81%	83%	81%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

During 2014 the school employed a part time attendance officer and with the use of ID Attend monitored student attendance. Rolls are taken and marked every lesson and attendance recorded. The parents/carers of any students who are identified as unexplained absences are contacted on the day regarding their absences. For compulsory schooling students and compulsory participation phase students who have frequent or prolonged absences, parent/carer support is sought and intervention strategies enacted to promote regular attendance. When this fails to improve the school follows the DET policy and procedures. Non-attendance is managed in state schools 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Our closing the gap data for 2014 is very pleasing showing a definite closing of the gap between Indigenous and non- Indigenous students. Deception Bay SHS is well above both State and Regional targets in all areas of Reading, Spelling, Writing, Grammar and Punctuation and Numeracy. Our target is to move our entire cohort of students closer to the National mean.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	96%	91%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	106	99	131
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	22	22	25
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	9	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	100	96	129
Number of students awarded an Australian Qualification Framework Certificate II or above.	90	92	122
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	87	98	128
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	73%	68%	76%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	95%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	97%	97%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	4	12	5	1
2013	3	4	8	7	0
2014	2	6	11	6	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	85	88	27
2013	69	81	46
2014	97	94	76

As at 19 February 2015. The above values exclude VISA students.

The schools 7 Cert III offerings in our curriculum have seen a massive jump in the completion of these certificates. We are very proud of our students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2014 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Early school leavers are tracked through our Youth Support coordinator to assist in ascertaining successful transition to the work force. The large majority of our students leave for fulltime employment/apprenticeships. In 2014 we have an off- site campus FUTURES running to re-engage students into learning.