Background:
Deception Bay SHS is located 23 kilometres north of the Brisbane CBD in the suburb of Deception Bay. The school’s motto of Learning in Excellence is reflected in its aims to provide a learning environment which enables students to achieve personal, academic and vocational pathways. The school was opened in 1992 and has a current enrolment of approximately 715 students. Current Principal, David Friis, was appointed in 2007.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has a small number of positively stated school wide expectations and appropriate behaviours, Safety, Respect, Learning and Cooperation. These expectations are highly visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- Schoolwide Positive Behaviour Support (SWPBS) provides a foundation and framework for positive relationships, knowing students, collegial student management, data analysis at a cohort and individual level, direct teacher-parent contact, SWPBS lessons and enhanced interactions.
- The school leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- School community members speak with pride about the school’s improvement over time, cultural diversity, sense of community and quality programs.

Affirmations:
- The Parents and Citizens’ (P&C) Association endorse the school Responsible Behaviour Plan for Students (RBPS).
- Expectations about students’ behaviour is enhanced through explicit teaching in classrooms and the playground and is supported by presentations at school assemblies, year level assemblies, staff meetings and in the school’s newsletters.
- The school has a well balanced approach to quality teaching and learning and to the development of the students social and emotional needs.
- The school has strong and consistent processes when dealing with the formal aspects of communicating with students and parents, for example, suspensions and attendance.

Recommendations:
- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices that enhance student learning outcomes.
- Review the school suspension data to identify trends and specify school behaviour responses.
- Research new methods for improving attendance in school’s challenged by social settings.
- Consider developing a set of whole school consistent reporting standards for effort and behaviour.
- Continue to develop teacher understanding of cultures and methods of communication to enhance student engagement and whole school morale.
- Consider developing a consistent method of electronically recording return from suspension interviews, demonstrating the support programs and student support plans.
- Explore strategic ways to further engage the wider school community enhancing relationships and the school’s positive profile.
- Continue planning for the entry of Year 7 into Junior Secondary in 2015. Include planning on specific areas for seating and play, engagement strategies and involvement in the wider school context.