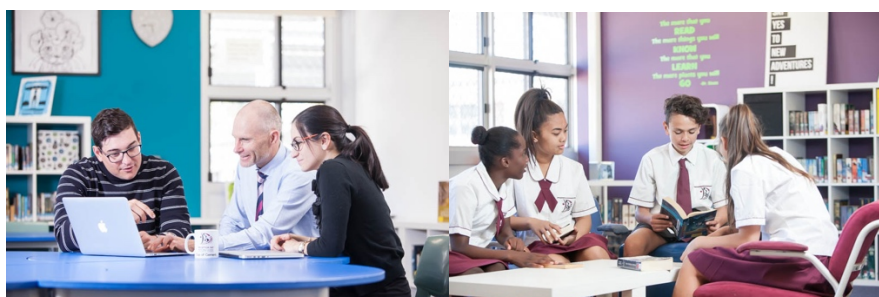# DECEPTION BAY

STATE HIGH SCHOOL
EMPOWERING LEARNERS TO THRIVE

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Queensland Government

Contact information

Postal address	PO Box 92 Deception Bay 4508
Phone	(07) 3897 2222
Fax	(07) 3897 2200
Email	principal@deceptionbayshs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Kyrra Mickelborough | Principal

School overview

Deception Bay State High School, established in 1992, is a co-educational state school situated just north of Brisbane. With approximately 950 students, the school provides a rigorous and comprehensive education that is relevant and future-focussed for our diverse student population. A key vision for the school is empowering all learners to thrive.

Our Junior Secondary programs deliver the Australian curriculum with a focus on WORD (Writing, Oracy and Reading Development) and Positive Education (self-regulation and student wellbeing) to empower our learners to thrive. The Year 6 into Year 7 student transition program has been built on solid primary school partnerships and ensures each student is supported in their transition to high school. We pride ourselves on a Junior Secondary program that inspires learners and builds the skills to be successful in the Senior years.

The unique coaching and support provided extends into the Senior Phase of learning to ensure students' success post-secondary school. The curriculum is tailor made for students to offer flexibility and ensure no student is left behind. Our school provides students with a learning environment where they can achieve their best. We believe that all students have the ability to learn and strive for personal excellence.

School progress towards its goals in 2018

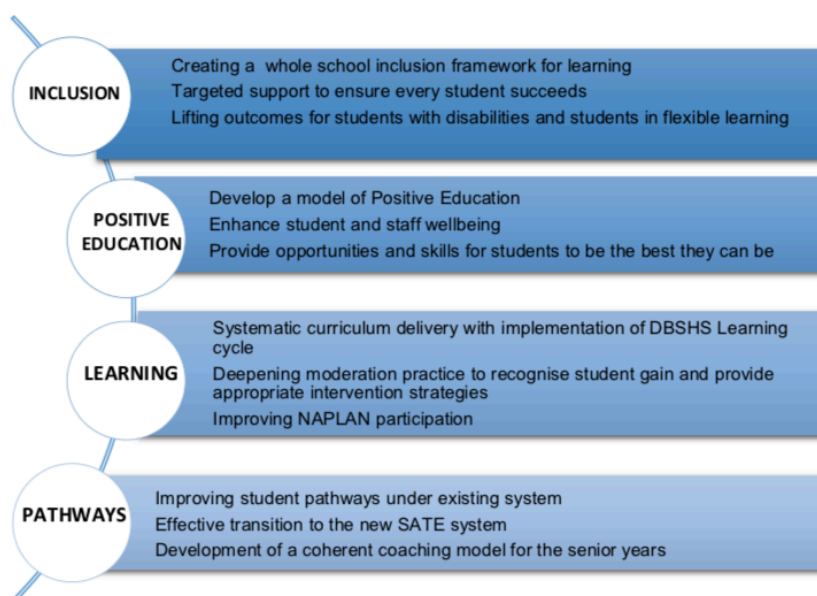At Deception Bay State High School, we are committed to Empowering Leaners to Thrive through our four values of:

Belonging | We look out for each other
Integrity | We are true to our word
Persistence | We stick to it
Aspiration | We aim high

Our school values are reflected in our school priorities and support the provision of our whole school curriculum including our structures and policies, procedures and rules, funding priorities, decision-making arrangements, disciplinary procedures, community relations and our approach to staff and student welfare and pastoral care. We believe these values will guide all of our students to aspire to be the best they can be. These values are underpinned by our four pillars and we communicate our explicit improvement agenda in alignment to these pillars:

INCLUSION
- Creating a whole school inclusion framework for learning
- Targeted support to ensure every student succeeds
- Lifting outcomes for students with disabilities and students in flexible learning

POSITIVE EDUCATION
- Develop a model of Positive Education
- Enhance student and staff wellbeing
- Provide opportunities and skills for students to be the best they can be

LEARNING
- Systematic curriculum delivery with implementation of DBSHS Learning cycle
- Deepening moderation practice to recognise student gain and provide appropriate intervention strategies
- Improving NAPLAN participation

PATHWAYS
- Improving student pathways under existing system
- Effective transition to the new SATE system
- Development of a coherent coaching model for the senior years

2018 PRIORITIES	Attendance	SDA	Systematic curriculum
	90%	25% reduction in 1-10 suspensions	**JS teachers use a common language and strategies in the classroom**
NAPLAN ^ participation	NAPLAN **Numeracy** Year 7 & 9 NMS >92% Upper Band Movement >10%	NAPLAN **Writing** Improve student performance (relative gain) – ideas & vocabulary	**Reading** JS students reading ages to exceed 'one year's growth for one year's input'
Talk SOS & annual school survey indicates talk protocols have enhanced staff inclusion	**Oracy** JS students 'finding their voice'	**Writing** Research Based & Efficacious WORD pedagogy across curriculum areas	**Positive Education** Increased engagement across JS & SOS indicates increase in student belonging
Flexible Learning ^ pathways post Year 12	**Year 12	2018 pathways** 25% ^ in post school engagement (education, employment or training)	**SATE** Effective transition for current Year 10 students	**Senior Schooling** QCE 100% OP 1-15 90% QCS Test 80% pass rate

Future outlook

2018 'Empowering Learners to Thrive' infographic

Artist: Madison Dirie
School Marketing & Communications
Deception Bay SHS

We are proud of our learning focus and our commitment to the growth and development of all members of our community. Our four pillars and our vision to empower all learners by providing an inclusive, positive learning environment is beautifully represented in this infographic. The behaviours we expect to see from our students that will enable them to be 'the best they can be' is embodied in our Positive Behaviour for Learning values and rules.

In 2018 each pillar, led by the Deputy Principal, developed a 4-year strategic plan (2018 – 2021) utilising the National School Improvement Tool framework to focus on Key Improvement Strategies.

Kate Allen
Deputy Principal
Inclusion

INCLUSION We embrace diversity and ensure every student receives the support needed to engage purposefully in learning.

Darrell Crimson
Deputy Principal
Positive Education

POSITIVE EDUCATION We foster wellbeing and the development of character so that students can be a lifelong thriving learner.

Janelle Leslie
Deputy Principal
Learning

LEARNING We create a learning culture that engages learners, encourages curiosity and critical thinking.

Dominic Pearce
Deputy Principal
Pathways

PATHWAYS We ensure that every student leaves our school with dignity, purpose and options.

SCHOOL PROGRESS TOWARDS KEY IMPROVEMENT STRATEGIES

FOCUS AREA	SCHOOL PRIORITIES	OUTCOMES
Engaged Learners	The school continues to focus on attendance and ensure every day counts	Attendance | 84%
	Targeted support for learning and behaviour with the recharge program (weekly academic intervention) and Reboot Room (internal suspension)	Established a weekly academic support program Reboot Room at 100% capacity in 2018
	Develop partnerships and prioritise Case Management to enhance engagement, increase attendance and destination data for *Futures & Aspire* students	100 QCE Futures & Aspire students Attendance | Futures 89%, Aspire 62%
Successful Learners	Systematic Curriculum Delivery across Junior Secondary utilising the DBSHS Learning cycle in Recharge sessions and Faculty talks	DBSHS Learning cycle informed teachers' planning and teaching
	Curriculum leaders identify priorities and utilise Reading, Writing and Oracy coaches	Targeted use of coaches to assist teachers and faculties
	Enhancement of learning areas to encourage collaboration, coaching and 21st Century approaches utilising the Dimensions of Learning framework	Internal & external development of 21st Century teaching resources
	Enhancement of Pathways PLC and Positive Education PLC to empower thriving learners	- Develop and train Pathways coaches - Positive Education and Positive Behaviour for Learning initiatives active across the school
Great Teachers & Partnerships	A commitment to staff development with the whole school Professional Growth Plan (PGP)	- All staff engaged in PGP process - All New & Beginning Teacher supported with a PGP mentor and pedagogical coach - *Future Leaders* program to support the growth of middle managers

Moreton Bay Cup winners

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	892	902	914
Girls	459	439	439
Boys	433	463	475
Indigenous	107	104	119
Enrolment continuity (Feb. – Nov.)	89%	86%	89%

Notes:

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

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

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.
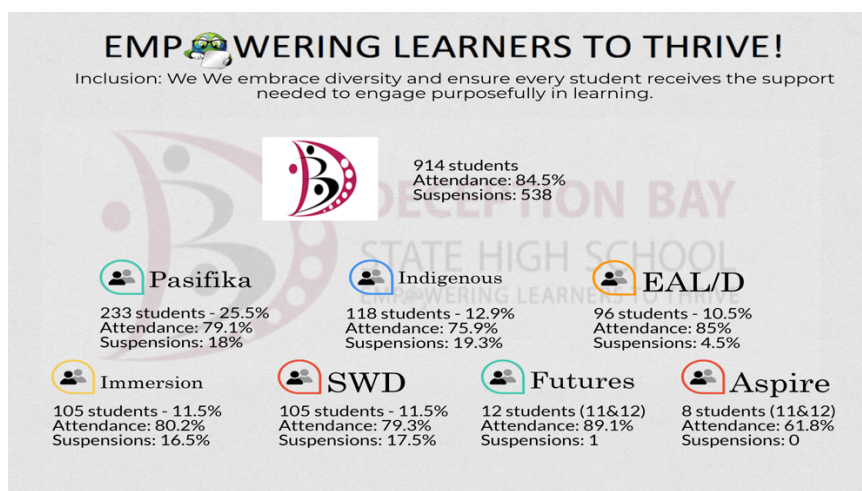
In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Deception Bay State 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 7 to 12, including mature age students and delivers a certificate courses in Early Childhood Education and Care to **five** Partnership schools.

The enrolment in 2018 averaged 950 students. This included over 100 students who were enrolled in the AIMS (Special Education) Program and a large Pasifika and Indigenous population, 25% and 13% respectively of the school population. Attendance, engagement and student outcomes for our priority groups and we saw significant improvement in these areas.

EMP⊕WERING LEARNERS TO THRIVE!

Inclusion: We We embrace diversity and ensure every student receives the support needed to engage purposefully in learning.

914 students
Attendance: 84.5%
Suspensions: 538

Pasifika
233 students - 25.5%
Attendance: 79.1%
Suspensions: 18%

Indigenous
118 students - 12.9%
Attendance: 75.9%
Suspensions: 19.3%

EAL/D
96 students - 10.5%
Attendance: 85%
Suspensions: 4.5%

Immersion
105 students - 11.5%
Attendance: 80.2%
Suspensions: 16.5%

SWD
105 students - 11.5%
Attendance: 79.3%
Suspensions: 17.5%

Futures
12 students (11&12)
Attendance: 89.1%
Suspensions: 1

Aspire
8 students (11&12)
Attendance: 61.8%
Suspensions: 0

Average class sizes

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	19	20	21
Year 11 – Year 12	18	18	16

Note:

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

Curriculum delivery

Our approach to curriculum delivery
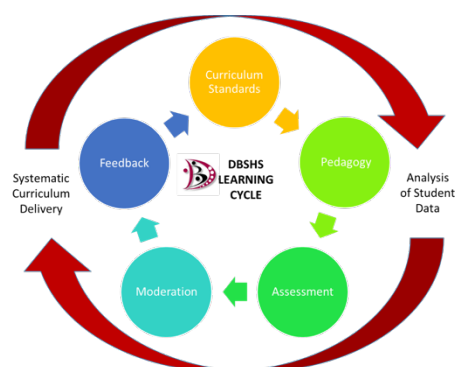
The aim of the Deception Bay SHS Learning Plan is to create a learning culture that engages learners and encourages curiosity to improve student achievement. This aim underpins all school planning and teaching to ensure every student receives the support needed to engage purposefully in learning and experience academic success. In 2018 this was done through using systematic curriculum delivery and data analysis. The Learning is organised through the Deception Bay SHS Learning Cycle, a sequence of elements- Standards/Curriculum and Pedagogy/ Assessment/Moderation/Feedback, with each one responsive to the others.

WHOLE SCHOOL PERSONALISED LEARNING WITH OUR 'LEARNING FOR LIFE' PROGRAM

We proudly offered our students a personalised approach to their learning with our whole school 'LFL' program. All staff were engaged in team teaching with 3x35 minute lessons per week focusing on mentoring, reading and Positive Education. This signature program developed student/teacher partnerships with a clear focus on:

- Self-regulation
- Reading and comprehension (LEAD Readers)
- Targeted support for Junior Secondary students in preparation for NAPLAN
- Targeted support for Year 12 QCS students
- Targeted support in Senior Schooling with an allocated coach

Our Junior Secondary program engaged our three feeder primary schools in a comprehensive transition to high school program. This transition included transition days commencing in Term 2, 3 & 4, Junior Secondary Thriving Learners Expo held each semester and a pastoral program devoted to the wellbeing and belonging of these future students of our school community.

Our Junior Secondary students had their own identity within the wider school community and our Junior Secondary program focused on the following areas:

Reboot | Helping the students to self-regulate.
Student wellbeing | Maintained a strong focus on pastoral care.
Leadership | Development of Year 9 Junior Secondary positions to lead the Junior Secondary cohort.
Parent & Community | Parent involvement in assemblies, information evenings, special events, award ceremonies and leadership presentations.
Quality Teaching | Junior Secondary classes functioned in POD groups allowing for shared POD teaching, learning and engagement strategies.

JUNIOR SECONDARY > SENIOR SCHOOL TRANSITION

A comprehensive Senior Education and Training Plan (SETP) process, began in year 9 and ensured that all students were able to plan appropriate individual pathways for the future. This was supported by year 10, 11 and 12 academic reviews and a 'Learning for Life' coach for all students to monitor that they were on course with their study.

SENIOR SCHOOL

Senior School at DBSHS commences in Year 10, with an opportunity to select from a very broad range of subjects so students can pursue a program of study that will best enable them to achieve their goals. In 2018 this program of study provided curriculum diversity allowing students to study OP subjects, VET subjects or a combination of both.

The senior phase encouraged students to accept more responsibility for their own learning. This required dedication, self-discipline, commitment and a willingness to make sacrifices to achieve their best. Senior Schooling staff monitored the progress of every student and provided support throughout their three years of Senior Schooling. The aim was for every student who completed year 12 in 2018 to leave with their QCE and the skills to move forward in the future.

VOCATIONAL EDUCATION

Deception Bay SHS has a diverse Vocational Education curriculum including 7 Certificate I, 14 Certificate II and 7 Certificate III qualifications. In 2018 the school offered partnerships with six Secondary schools in the delivery of Certificate III in Early Childhood Education and Care. Our vocational program was focused on high expectations for attainment of a QCE and relevant certificates. Students were also able to participate in School Based Apprenticeships, Traineeships and structured work placements.

Co-curricular 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.

Optiminds State Champions

A dynamic Performing Arts Department provided students with opportunities in Music, Drama and Dance and our biennial MADD Fest.

MADD Fest
Hating Alison Ashley

Our instrumental program, which included a Concert Band and a Marching Drum Band, catered for our musically talented students. Our school continued to be involved in the community ANZAC Day ceremony and various other community events.

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

QUT Widening Participation

To build a sense of year level spirit, various enrichment opportunities and camps were made available to year levels and specific school groups. Due to the continuing support from the QUT Widening Participation Program, students benefitted from a range of in-school extension workshops as well as Explore Uni camps, year level camps and leadership camps.

For our gifted and talented students, entrance into Science, Mathematics, English and other competitions including debating and public speaking was encouraged. The STEM program initiated by the Science department offered extension opportunities in the Science field. Several teams represented our school at the Moreton Bay STEM Fest Showcase and our school was awarded STEM Fest Champion School.

How information and communication technologies are used to assist learning

Embedded ICT and eLearning initiatives were a priority at DBSHS in 2018. The school network provided ICT access to all buildings, plus a fully supported mobile platform where every student had access to a 'take-home' device, being either an iPad (Year 7-9) or a Laptop (Year 10-12) to assist their learning. Deception Bay SHS staff continued to collaborate and develop eLearning opportunities.

Social climate

Overview

Our school has an excellent culture with a clear focus on inclusion, positive education and learning. Our staff speak the same language of high standards and high expectations utilising our Positive Behaviour for Learning (PBL) language, our PBL rules (Safety, Respect, Cooperation and Learning) and PBL values (Belonging, Integrity, Persistence and Aspiration).

We talk 'Beautiful Work' and we create 'Beautiful Work' together.

✓A successful Leaner | Has a growth mindset, operates in smart brain and crosses the line of opportunity
✓A commitment to excellence | To draft and redraft and submit your best work
✓A belief in your ability | Modelling Growth Mindset in all we do
✓A commitment to our students | Supporting students to create their best work
✓A commitment to collective responsibility | The more we trust, support and help one another, the stronger our school community becomes.
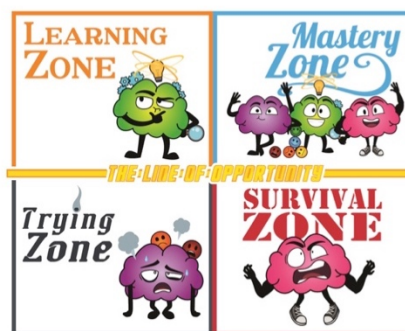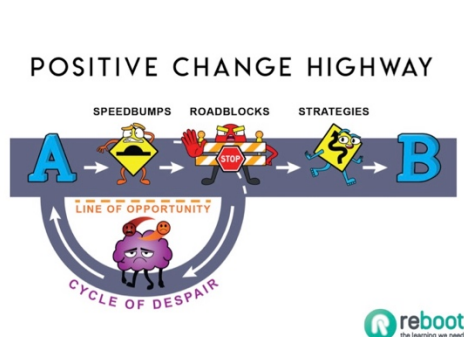
The results of the School Opinion survey showed that the Deception Bay State High School approach was the right approach.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	94%	92%
• this is a good school (S2035)	100%	91%	94%
• their child likes being at this school* (S2001)	91%	88%	92%
• their child feels safe at this school* (S2002)	100%	92%	90%
• their child's learning needs are being met at this school* (S2003)	100%	90%	92%
• their child is making good progress at this school* (S2004)	100%	90%	88%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	92%	84%
• teachers at this school motivate their child to learn* (S2007)	100%	86%	86%
• teachers at this school treat students fairly* (S2008)	91%	83%	78%
• they can talk to their child's teachers about their concerns* (S2009)	98%	94%	90%
• this school works with them to support their child's learning* (S2010)	100%	92%	90%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	98%	79%	82%
• student behaviour is well managed at this school* (S2012)	94%	80%	72%
• this school looks for ways to improve* (S2013)	100%	89%	94%
• this school is well maintained* (S2014)	100%	94%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	94%	97%
• they like being at their school* (S2036)	91%	89%	88%
• they feel safe at their school* (S2037)	93%	86%	90%
• their teachers motivate them to learn* (S2038)	85%	87%	92%
• their teachers expect them to do their best* (S2039)	99%	97%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	83%	95%
• teachers treat students fairly at their school* (S2041)	75%	68%	85%
• they can talk to their teachers about their concerns* (S2042)	70%	63%	79%
• their school takes students' opinions seriously* (S2043)	80%	72%	78%
• student behaviour is well managed at their school* (S2044)	71%	64%	65%
• their school looks for ways to improve* (S2045)	90%	96%	95%
• their school is well maintained* (S2046)	89%	76%	93%
• their school gives them opportunities to do interesting things* (S2047)	92%	87%	88%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	90%	95%
• they feel that their school is a safe place in which to work (S2070)	99%	84%	97%
• they receive useful feedback about their work at their school (S2071)	96%	86%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	77%	75%
• students are encouraged to do their best at their school (S2072)	99%	93%	95%
• students are treated fairly at their school (S2073)	100%	95%	97%
• student behaviour is well managed at their school (S2074)	99%	69%	76%
• staff are well supported at their school (S2075)	100%	76%	80%
• their school takes staff opinions seriously (S2076)	99%	80%	82%
• their school looks for ways to improve (S2077)	100%	94%	96%

Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)	99%	93%	96%
• their school gives them opportunities to do interesting things (S2079)	96%	87%	87%

* 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

Deception Bay State High School recognises that student outcomes are greatly enhanced through effective partnerships between students, staff, parents/caregivers and the wider community, and as a result parent/caregiver involvement continued to be encouraged in the school.

The school has a strong Parents and Citizens Association that supported the school in providing resources and applying for grants. This association met on the third Wednesday of every month. The school had a Parent and Citizen Association endorsed school uniform policy and a *Responsible Behaviour Plan for Students* in place, which enabled many emerging issues to be resolved with students and parents/caregivers at the earliest possible juncture.

The school reports student progress to parents through the issuing of student reports four times during 2018 and two parent /teacher interview evenings. The school policy was for early contact with parents/caregivers by teachers and school administration to support students. Parents were encouraged to contact the school about any issues of concern and to contact teachers or seek interviews throughout the year.

Respectful relationships education programs

RESPECT - commit to it!

COMMUNITY COMMITMENTS

As a member of this community I will:
- Be respectful in all my interactions
- Be a positive role model for the young people in our community
- Be a productive and contributing member of the community

The school had a variety of programs that focused on appropriate, respectful and healthy relationships.

In 2018 Deception Bay State High School continued to partner with schools across the Peninsula with The Peninsula Respect Project. The main aim was to unite influential community leaders and stakeholders from government, non for profit, philanthropic and business who would be impacted in some way by the issue of community disconnection. With a focus on respectful relationships, this project aimed to strengthen partnerships to build a respectful and capable community.

The school facilitated a number of programs to support our students including:

- Love Bites | respectful relationship
- PEARLS | empowering girls for a promising future
- Thin Blue Line | enhancing young people's sense of self and boost self-esteem
- Good Start Program | improving health and wellbeing of Maori and Pacific Islander students
- Deadly Choices | improving health and wellbeing of Aboriginal and Torres Strait Islander students
- ARTIE | improving attendance and engagement of Aboriginal and Torres Strait Islander students

Specially trained staff conducted Restorative Justice strategies such as mediations. Our *Responsible Behaviour Plan for Students* continued to utilise Positive Behaviour for Learning as the framework that underpinned the

expectations of behaviour for Deception Bay SHS students. Yarning circles were maintained as a way to encourage larger groups of students to resolve conflict and the Stymie app was used as a way for students to report bullying or unsafe behaviour.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	655	453	528
Long suspensions – 11 to 20 days	12	12	15
Exclusions	9	13	12
Cancellations of enrolment	11	9	8

Note:

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

Environmental footprint

Reducing this school's environmental footprint

We continued to work with our community to be a sustainable work and learning space. Our aim was to continue to reduce our environmental footprint with particular attention to recycling, reduction in usage of paper and electricity. Our students were reminded of their local responsibilities in the global pursuit of sustainability.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	365,025	362,202	370,662
Water (kL)	3,087	8,876	23,221

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

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

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

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	87	57	9
Full-time equivalents	83	39	6

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	6
Graduate Diploma etc.*	30
Bachelor degree	46
Diploma	1
Certificate	2

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $65,000. The major professional development initiatives were as follows:

- Professional Growth Plan and PGP mentoring
- Whole school pedagogical framework | Dimensions of Learning
- Reboot training
- New Pedagogies for Deeper Learning
- Deception Bay teacher's toolkit | Essential Skills for Classroom Management, PBL norms, Excellence in Teaching, Restorative Justice Practice, Ruby Payne Understanding Poverty, Distressed or Deliberately Defiant
- Vocational Education | TAE course, Industry training

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	87%	84%
Attendance rate for Indigenous** students at this school	84%	82%	80%

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

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

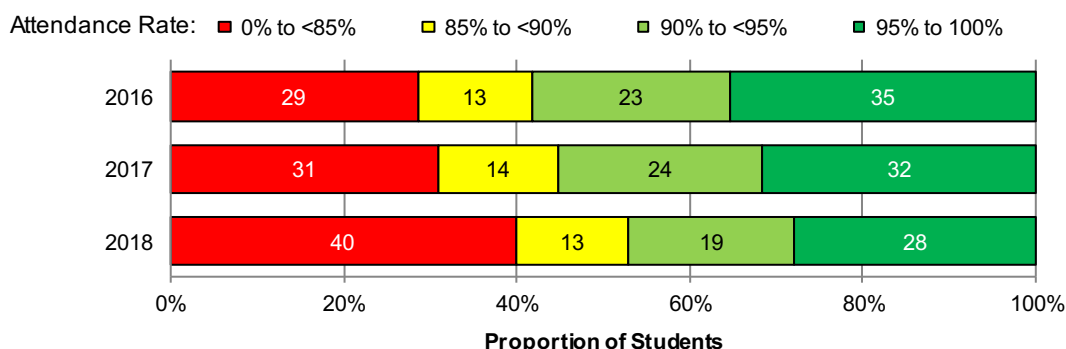Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	89%	88%	86%
Year 8	90%	88%	82%
Year 9	86%	87%	84%
Year 10	89%	87%	84%
Year 11	89%	86%	83%
Year 12	89%	89%	87%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	29	13	23	35
2017	31	14	24	32
2018	40	13	19	28

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

At Deception Bay State High School, we have a clear message, 'Every day counts'. The 'Attendance Team' led this agenda in 2018 with the following key strategies.

Developing a positive school culture

- Aligning attendance within our school's comprehensive Positive Behaviour for Learning Tier I system by providing clear expectations and including student rewards.
- Celebrating and acknowledging high attendance through Student of the Month awards, whole class attendance awards and VIVO rewards system.
- Communicating frequent attendance messages via school and year level parades, in school newsletter, on school website, at parent teacher interviews.
- Influencing beyond the school gate with home visits by dedicated 'Attendance Team' staff.
- Having students/parents sign an attendance agreement annually at parent teacher interviews or upon enrolment for news students.
- Gaining community support to help establish and clarify the expectations around attendance. Use of 'Attendance Team' staff to liaise with shopping and fast food outlet staff to report truanting students to the school.

Providing intervention and support by ensuring:

- All students with identified low attendance are provided ongoing mentoring and support to improve their engagement and attendance.
- A school case manager for at-risk students is identified.
- Students and families are supported by referring them to relevant support agencies if required.
- A mentoring program linking disengaged students within the school to support staff is maintained.
- Parents are aware of their legal obligation regarding attendance via the attendance contract and compulsory schooling letter process through conversations with the parents of chronically absent students.

NAPLAN

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

How to access our NAPLAN results

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

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

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

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

Notes:

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

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

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	130	151	136
Number of students awarded a QCIA	2	2	6
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	128	149	130
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	92%	93%
Number of students who received an OP	19	21	12
Percentage of Indigenous students who received an OP	6%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	128	151	134
Number of students awarded a VET Certificate II or above	118	142	122
Number of students who were completing/continuing a SAT	11	17	17

Description	2016	2017	2018
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	58%	71%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	97%	100%	100%

Notes:

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

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	2	4
6-10	7	7	6
11-15	4	6	2
16-20	8	6	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	91	138	120
Certificate II	105	127	111
Certificate III or above	79	98	97

Note:

The values in table 15:

- are as at 11 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Deception Bay State High Schools thriving Vocational Education Faculty offers students a variety of certificate courses. As our own RTO these courses inclusive of 7 Certificate I's, 14 Certificate II's and 7 Certificate III's ensure engagement and opportunities remain our priority for all students.

Congratulations to the class of 2018

✓ 100% QCE/QCIA attainment
✓ 100% OP 1-15
✓ 83% 1-15
✓ TOP OP SCHOOL ACROSS THE MORETON BAY REGION

Jolie Ma
OP 1

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	90%	95%	95%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	154%	82%	106%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

In 2018 Deception Bay State High School continued to work with its community to ensure those students who exited the school followed an appropriate pathway. Early school leavers were tracked through our Youth Support coordinator to assist in ascertaining successful transition to the work force. We continued to take our responsibility to engage and re-engage our learners seriously and our two Flexible Learning Centres (Futures, Aspire) ensured that many disengaged students were given an additional opportunity to complete Year 12.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.deceptionbayshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx