DECEPTION BAY
STATE HIGH SCHOOL
EMPOWERING LEARNERS TO THRIVE

Deception Bay State High School

EMPOWERING LEARNERS TO THRIVE!

School annual report

Queensland state school reporting

2020

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

Contact details

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School context

School overview

Deception Bay State High School, established in 1992, is a co-educational state school situated just north of Brisbane. With approximately 1000 students, our 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 ROW (Reading, Oracy and Writing) 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.

2020 VISION & EXPLICIT IMPROVEMENT AGENDA

In 2020 Deception Bay State High School leadership team drove an improvement agenda focusing on 3 explicit areas.

TARGETED TEACHING PRACTICES	ROW	POSITIVE EDUCATION
Visible Learning implemented with fidelity	**A Targeted Whole School Approach to Teaching Reading**	**Positive Education strategies implemented with fidelity**
Teachers visibly present Learning Intentions and Success Criteria in their classrooms every lesson and use them to check student understanding. Our school has developed a clear picture of an effective learner and we use a common language sourced from our Positive Education framework to describe this learner. Teachers report that they can select appropriate Pedagogical strategies to use with their classes to improve student outcomes.	Junior Secondary Immersion students receive tiered reading intervention from the Reading Hub. First year implementation of a whole school reading approach and signature reading strategies.	Teachers increase use of restorative practices and other Positive Education strategies. Student improvement in behaviour with increased community confidence in management of behaviour. Increased student participation in enrichment opportunities (clubs, events, belonging, inclusion activities).

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.

THE BEST WE CAN BE

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

EMPOWERING LEARNERS TO THRIVE

These values are underpinned by our four pillars (Inclusion, Positive Education, Learning, Pathways). 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.

	Coeducational or single sex	Coeducational

Coeducational or single sex	Coeducational
Independent Public School	No
Year levels offered in 2020	Year 7 – Year 12
Webpages	Additional information about Queensland state schools is located on the: • _My School_ website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	**2019**	**2020**	**2018**	**2019**	**2020**
Year 7	187	184	170	195	175	171
Year 8	158	188	170	155	195	169
Year 9	167	158	176	180	171	169
Year 10	183	218	203	178	217	195
Year 11	195	214	279	174	221	250
Year 12	227	148	191	215	141	186
Total	1,117	1,110	1,189	1,097	1,120	1,140

Notes
1. Student counts include headcount of all full- and part-time students at the school.

Deception Bay State High School offers co-educational schooling for years 7 to 12. The enrolments in 2020 averaged 1000 students. A. breakdown of our priority groups can be found in the diagram below.

The school also runs two Senior School Flexible Learning programs:

ASPIRE | An inclusive, multi-disciplined educational program that is designed to support young mothers and pregnant girls between the ages of 15 and 21.

FUTURES | Is an off-campus flexible learning program. This program is offered to students from DBSHS and other local schools who are disengaging or who have disengaged from mainstream schooling. Students who complete their schooling at FUTURES have access to a range of subjects offered offsite and also access subjects at the main school.

DBSHS also partners with Clontarf Beach State High School and Redcliffe State High School with the Peninsula Secondary Schools Program, a Junior Secondary Flexible Learning Program. The program caters for students who are identified as 'disengaged' from their mainstream schooling. The intention of the program is re-engage learners in mainstream school.

Average class sizes

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

Year Levels	2018	2019	2020
Year 7 – Year 10	21	22	20
Year 11 – Year 12	16	14	14

Notes
1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

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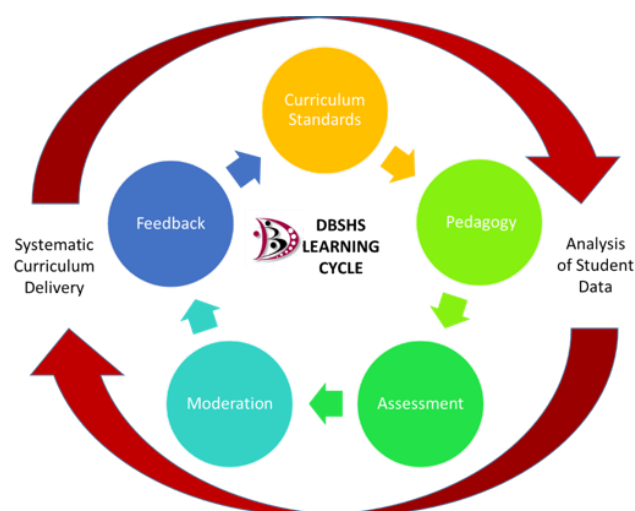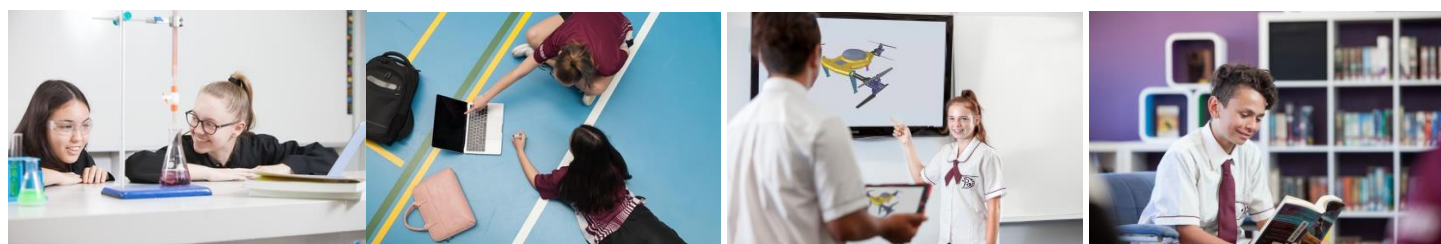
The aim of the Deception Bay SHS Learning Plan is to create a learning culture that engages learners and encourages curiosity to improve student achievement. This aim underpins all school planning and teaching to ensure every student receives the support needed to engage purposefully in learning and experience academic success. In 2020 this was done through using Systematic Curriculum delivery, Data Analysis and the Deception Bay SHS Pedagogical Toolbox to support student learning. The Learning is organised through the Deception Bay SHS Learning Cycle, a sequence of elements- Curriculum Standards/ Pedagogy/ Assessment/Moderation/Feedback, with each one responsive to the others.

POSITIVE EDUCATION AND OUR 'LEARNING FOR LIFE' PROGRAM

We proudly offer our students a personalised approach to their learning with our whole school 'LFL' program. Staff engaged students through team teaching with 3x35 minute lessons per week focusing on mentoring and Positive Education.

JUNIOR SECONDARY LFL PROGRAM
- **Reboot** | Helping the students to self-regulate
- **Student wellbeing |** Maintained a strong focus on pastoral care.
- **Quality Teaching |** Junior Secondary classes functioned in POD groups allowing for shared POD teaching, learning and engagement strategies.
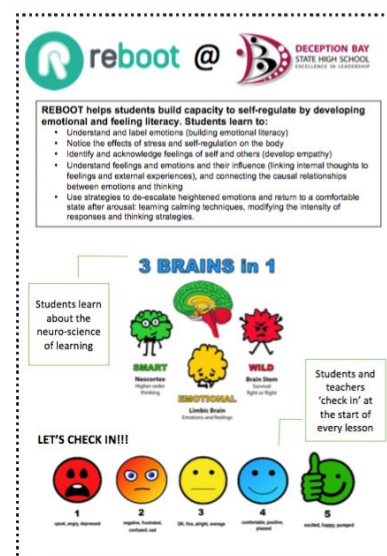
A comprehensive Senior Education and Training Plan (SETP) process, began in year 9 and ensured that all students were able to plan appropriate individual pathways for the future. This was supported by year 10, 11 and 12 academic reviews and a 'Learning for Life' coach for all students to monitor that they were on course with their study.

SENIOR SCHOOL LFL PROGRAM
-   GROW Coaching | All Senior students have an identified GROW coach.
-   **Student wellbeing |** All senior students engage in Goal Setting & Growth Mindset lessons.
-   **Curriculum |** Students are offered a diverse curriculum to ensure they leave DBSHS with dignity, purpose and options.

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 2020 this program of study provided curriculum diversity allowing students to study General subjects, Applied subjects and VET subjects, or a combination of all.

Deception Bay SHS has a diverse Vocational Education curriculum including 5 Certificate I, 9 Certificate II and 9 Certificate III qualifications. In 2020 the school offered partnerships with seven Secondary schools in the delivery of Certificate III in Early Childhood Education and Care. Our vocational program was focused on high expectations for the attainment of a QCE and relevant certificates. Students were also able to participate in School Based Apprenticeships, Traineeships and structured work placements.

Social climate

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 Learner |** 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the *School Opinion Survey* webpage.

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree[1] that:	2018	2019	2020
My child is getting a good education at this school.	92.0%	95.8%	
This is a good school.	93.9%	95.8%	
My child likes being at this school.[2]	92.2%	100.0%	
My child feels safe at this school.[2]	90.2%	95.8%	
My child's learning needs are being met at this school.[2]	92.2%	91.7%	
My child is making good progress at this school.[2]	88.0%	83.3%	
Teachers at this school expect my child to do his or her best.[2]	94.1%	95.8%	
Teachers at this school provide my child with useful feedback about his or her school work.[2]	84.3%	91.7%	
Teachers at this school motivate my child to learn.[2]	86.3%	91.7%	
Teachers at this school treat students fairly.[2]	78.0%	87.0%	
I can talk to my child's teachers about my concerns.[2]	90.2%	95.8%	
This school works with me to support my child's learning.[2]	89.6%	95.8%	
This school takes parents' opinions seriously.[2]	81.6%	87.5%	
Student behaviour is well managed at this school.[2]	72.0%	87.5%	
This school looks for ways to improve.[2]	94.0%	95.7%	
This school is well maintained.[2]	96.0%	100.0%	

Table 4: Student Survey

Percentage of students who agree[1] that:	2018	2019	2020
I am getting a good education at my school.	96.9%	92.4%	
I like being at my school.[2]	88.4%	78.6%	
I feel safe at my school.[2]	89.6%	81.7%	
My teachers motivate me to learn.[2]	91.7%	85.6%	
My teachers expect me to do my best.[2]	95.8%	97.1%	
My teachers provide me with useful feedback about my school work.[2]	94.7%	84.6%	
Teachers at my school treat students fairly.[2]	85.4%	70.2%	
I can talk to my teachers about my concerns.[2]	78.9%	68.6%	
My school takes students' opinions seriously.[2]	77.7%	67.0%	
Student behaviour is well managed at my school.[2]	64.6%	64.8%	
My school looks for ways to improve.[2]	94.7%	87.5%	
My school is well maintained.[2]	92.6%	80.6%	
My school gives me opportunities to do interesting things.[2]	88.4%	89.4%	

Table 5: Staff Survey

Percentage of staff who agree[1] that:	2018	2019	2020
I enjoy working at this school.	94.5%	94.8%	
I feel this school is a safe place in which to work.	96.7%	92.8%	
I receive useful feedback about my work at this school.	81.1%	88.5%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	74.6%	83.1%	
Students are treated fairly at this school.	96.6%	97.8%	
Student behaviour is well managed at this school.	75.6%	81.3%	
Staff are well supported at this school.	80.2%	85.6%	
This school takes staff opinions seriously.	81.6%	83.5%	
This school looks for ways to improve.	95.5%	96.8%	
This school is well maintained.	95.6%	95.8%	
This school gives me opportunities to do interesting things.	86.7%	92.7%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. 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. In spite of the disruptions caused by COVID-19, parent/caregiver involvement continued to be encouraged in the school wherever possible.

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 2020. COVID-19 disrupted the Term 1 parent / teacher interviews, and for the first time, parents were able to book parent/ teacher appointments online. 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

The school had a variety of programs that focused on appropriate, respectful and healthy relationships, these included a number of programs to support our students:

- Love Bites | respectful relationship
- Power of Words | improving relationships through communication
- 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
- Beyond the Broncos | mentoring program for Aboriginal and Torres Strait Islander female students.

Specially trained staff conducted Restorative Justice practices 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.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	528	438	250
Long Suspension	15	9	4
Exclusion	12	10	2
Cancellation	8	1	1
Total	563	458	257

Notes
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

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

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.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

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

View School Profile

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

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

Staff profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

• https://www.qct.edu.au/registration/qualifications

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	**2019**	**2020**	**2018**	**2019**	**2020**	**2018**	**2019**	**2020**
Headcount	87	85	86	57	55	59	9	9	8
FTE	83	80	80	39	38	40	6	7	7

Notes
1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	84%	83%	82%

Notes
1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Year 7	86%	85%	87%
Year 8	82%	83%	83%
Year 9	84%	82%	81%
Year 10	84%	82%	77%
Year 11	83%	85%	81%
Year 12	87%	86%	85%

Notes
1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.

Search by school name or suburb	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* and select a year to view 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

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) Year 12 Certification Summary.

Year 12 outcomes information are also available via the *My School* website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	136	93	107
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	6	0	0
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	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	100%	100%	100%
Number of students awarded one or more VET qualifications (including SAT)	134	93	103
Number of students who were completing/continuing a SAT	17	6	18
Number of students awarded a VET Certificate I	120	74	14
Number of students awarded a VET Certificate II	111	80	67
Number of students awarded a VET Certificate II+	122	89	100
Number of students awarded a VET Certificate III+	97	67	91

Notes
1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.

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
Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations
The results of the 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

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 https://deceptionbayshs.eq.edu.au.

Post-school destinations information is also available via the *My School* website.