



Deebing Heights State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Deebing Heights State School is an Independent Public School opened in 2016. The school is based on Rawlings Road, in the suburb of Deebing Heights. It is a co-educational State school that caters for Prep to Year 6 students.

Our school is being delivered under a Public Private Partnership, overseen by Plenary Schools. It involves construction by Watpac Construction Pty Ltd and ongoing cleaning, grounds maintenance and facility maintenance by Delta FM Australia Pty Ltd. This model allows the school to focus on our main business of teaching and learning.

As a result of our enrolment capacity and predicted future growth, Deebing Heights State School is enrolment managed. Our enrolment management plan is available via our website.

The school vision is Excellence in Teaching, Excellence in Learning and Excellence in Partnerships.

We teach the Australian Curriculum, including English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages (Japanese). There is a particular emphasis on mastering the basics of literacy and numeracy.

Deebing Heights State School is committed to providing a safe, respectful and disciplined learning environment for students and staff. We share high expectations for our students and our expectations are explicitly taught and positively acknowledged.

Principal's Forward

Introduction

The purpose of this report is to illustrate our school's strategic achievements for 2016 and outline our future direction and initiatives at Deebing Heights State School. 2016 was an exciting year for us here at Deebing Heights and the success we have enjoyed is described in this report. I hope that you find this report informative in determining the quality of educational outcomes at Deebing Heights.

Copies of this School Annual Report are available in the office.

School Progress Towards Its Goals in 2016

Area	Priority	Engaging	Implementing	Embedded
Reading	Daily sustained focus on literacy instruction			<input checked="" type="checkbox"/>
	Early and ongoing intervention/case management approach/collaborative inquiry		<input checked="" type="checkbox"/>	
	Parental and community involvement		<input checked="" type="checkbox"/>	
	Centralised school resources/commitment of school budget for literacy learning and resources			<input checked="" type="checkbox"/>
	Cross curricular connections		<input checked="" type="checkbox"/>	
Explicit Instruction and Consistency of High Yield Pedagogy	Embedded literacy or instructional coach			<input checked="" type="checkbox"/>
	Principal leadership/shared responsibility and accountability			<input checked="" type="checkbox"/>
	Professional learning at staff meetings/in school grade meetings			<input checked="" type="checkbox"/>
Positive Behaviour for Learning	Consistent implementation of systems or practices		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Analysis and discussion of data			
	Professional learning	<input checked="" type="checkbox"/>		

Future Outlook

Key priorities for 2017:

Numeracy

- Daily sustained focus on numeracy
- Early and ongoing intervention/case management approach/collaborative inquiry
- Parental and community involvement
- Centralised resources/commitment of school budget for numeracy learning and resources
- Cross curricular connections
- Embedded numeracy/instructional coach
- Principal leadership/shared responsibility and accountability
- Professional learning at staff meetings/in school grade meetings

Writing

- Daily sustained focus on writing
- Early and ongoing intervention/case management approach/collaborative inquiry
- Parental and community involvement
- Centralised resources/commitment of school budget for literacy learning and resources
- Cross curricular connections
- Embedded literacy/instructional coach
- Principal leadership/shared responsibility and accountability
- Professional learning at staff meetings/in school grade meetings

Collaboration for sustainability

- Development of a teacher leadership model
- Development of a School Council

For further details, actions and performance measures that align with the school priorities please see the 2017 Annual Implementation Plan – Deebing Heights State School.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	N/A	N/A	N/A	N/A	N/A
2015*	N/A	N/A	N/A	N/A	N/A
2016	107	60	47	2	99%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Deebing Heights State School is located in the Ripley Valley. The school opened in 2016 and the school follows an enrolment management plan, mainly enrolling from the suburbs of South Ripley and Deebing Heights. The school is projected for significant growth due to its location in the high growth area of Ripley Valley.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	N/A	N/A	19
Year 4 – Year 7	N/A	N/A	21
Year 8 – Year 10	N/A	N/A	0
Year 11 – Year 12	N/A	N/A	0

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Deebling Heights State School implements the Australian Curriculum.

The Australian Curriculum sets consistent high standards for what all young Australians should learn as they progress through schooling. It prepares Australia's next generation for the future and lays the building blocks for generations to come.

The Australian Curriculum focuses on learning area content and achievement standards that describe what students will learn and teachers will teach. It also gives attention to seven general capabilities that are important for life and work in the 21st century and to three issues identified in the Melbourne Declaration as needing more attention than they have received in curricula to date. The general capabilities and the cross-curriculum priorities are not added as additional subjects. They are dealt with, where relevant, through the learning area content on which the curriculum is built.

Learning areas:

English
Mathematics
Science
Humanities and Social Sciences (including history, geography, civics and citizenship, economics and business)
The Arts (including drama, dance, media arts, music, visual arts)
Technologies (including design and technologies, digital technologies)
Health and Physical Education
Languages (Year 5-6 Japanese)

In each curriculum, the content descriptions specify what all young people should be taught, and the achievement standards set out the depth of understanding and sophistication of skill expected of students at points in their schooling.

The Australian Curriculum focuses on three cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability.

The seven general capabilities incorporated into the Australian Curriculum are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding.

At Deebling Heights State School, there is a particular emphasis on students mastering the basics of literacy and numeracy.

Co-curricular Activities

Co-curricular activities include:

Instrumental Music
Interschool Sport
Representative Sport
Choir
Lunchtime clubs
Student Council
Leadership Training and Student Leaders
School Camps
Transition Programs (Prep and High School)
Class performances (Drama, Dance, Music, open classrooms)
Celebratory events (NAIDOC Week, Harmony Day, Under 8's, ANZAC Day, Deebling's Got Talent, Book Week)

How Information and Communication Technologies are used to Assist Learning

At Deebling Heights State School, students utilise ICT to create, inquire and communicate. Each class has an Interactive Whiteboard (IWB), classroom computers and access to a laptop trolley with a class set of laptops and pods of iPads. Students and teachers use digital tools, such as iPods and iPads to create personal creations to represent concepts and ideas taught throughout the curriculum. Students and teachers understand that ICT hardware and software can be utilised to convey messages and convey meanings in a variety of situations.

Social Climate

Overview

Our school community benefits from our whole school inclusive philosophy and supportive culture. This is developed through our Responsible Behaviour Plan which combines an effective positive behaviour program and explicit school rules which clearly describe our expectations of our students and rewards them for demonstrating this behaviour.

Parent, Student and Staff Satisfaction

Parent Opinion Survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	N/A	N/A	100%
this is a good school (S2035)	N/A	N/A	100%
their child likes being at this school* (S2001)	N/A	N/A	100%
their child feels safe at this school* (S2002)	N/A	N/A	93%
their child's learning needs are being met at this school* (S2003)	N/A	N/A	93%
their child is making good progress at this school* (S2004)	N/A	N/A	100%
teachers at this school expect their child to do his or her best* (S2005)	N/A	N/A	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	N/A	N/A	100%
teachers at this school motivate their child to learn* (S2007)	N/A	N/A	100%
teachers at this school treat students fairly* (S2008)	N/A	N/A	93%
they can talk to their child's teachers about their concerns* (S2009)	N/A	N/A	93%
this school works with them to support their child's learning* (S2010)	N/A	N/A	100%
this school takes parents' opinions seriously* (S2011)	N/A	N/A	93%
student behaviour is well managed at this school* (S2012)	N/A	N/A	100%
this school looks for ways to improve* (S2013)	N/A	N/A	100%
this school is well maintained* (S2014)	N/A	N/A	100%

Student Opinion Survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	N/A	N/A	100%
they like being at their school* (S2036)	N/A	N/A	100%
they feel safe at their school* (S2037)	N/A	N/A	100%
their teachers motivate them to learn* (S2038)	N/A	N/A	100%
their teachers expect them to do their best* (S2039)	N/A	N/A	100%
their teachers provide them with useful feedback about their school work* (S2040)	N/A	N/A	96%
teachers treat students fairly at their school* (S2041)	N/A	N/A	96%
they can talk to their teachers about their concerns* (S2042)	N/A	N/A	96%
their school takes students' opinions seriously* (S2043)	N/A	N/A	96%
student behaviour is well managed at their school* (S2044)	N/A	N/A	100%
their school looks for ways to improve* (S2045)	N/A	N/A	96%
their school is well maintained* (S2046)	N/A	N/A	100%
their school gives them opportunities to do interesting things* (S2047)	N/A	N/A	100%

Staff Opinion Survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	N/A	N/A	100%
they feel that their school is a safe place in which to work (S2070)	N/A	N/A	100%
they receive useful feedback about their work at their school (S2071)	N/A	N/A	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	N/A	N/A	100%
students are encouraged to do their best at their school (S2072)	N/A	N/A	100%
students are treated fairly at their school (S2073)	N/A	N/A	100%
student behaviour is well managed at their school (S2074)	N/A	N/A	100%
staff are well supported at their school (S2075)	N/A	N/A	100%
their school takes staff opinions seriously (S2076)	N/A	N/A	100%
their school looks for ways to improve (S2077)	N/A	N/A	100%
their school is well maintained (S2078)	N/A	N/A	100%
their school gives them opportunities to do interesting things (S2079)	N/A	N/A	100%

* 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

Deebing Heights State School parents and community members are supportive of the school. The Parents' and Citizens' Association meet monthly in the school's library. They are active in participating with the staff in compiling and implementing the School's Annual Implementation Plan. Parents' and Citizens' Association members engage in fundraising activities throughout the year to support school activities and resources for the school. Parents have opportunities to assist with a variety of group activities in each of the classrooms. They also have the opportunity to meet with teachers for formal and informal meetings and participate in in-service around strategies to help their child/ren particularly in literacy and numeracy. In addition, parents are formally invited to attend celebration of learning events throughout the year.

Respectful Relationships Programs

In conjunction with the Responsible Behaviour Plan, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it. The "High Five" strategy is explicitly taught to students to prevent bullying. Specific incidents of bullying are not tolerated and are investigated and consequences and supportive strategies are put in place. Incidents are tracked on our electronic database and any continuing patterns of behaviour are addressed with higher levels of consequences and supportive strategies. We also operate an effective Health, Safety and Wellbeing Committee which ensures the optimum welfare of all in our school.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	N/A	N/A	0
Long Suspensions – 6 to 20 days	N/A	N/A	0
Exclusions	N/A	N/A	0
Cancellations of Enrolment	N/A	N/A	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school's environmental impact is monitored by our public private partners, the Plenary Group. Feedback is provided by the Plenary Group to Deebing Heights State School regarding our consumption and actions are taken to address any issues. Sustainability is a cross curricular priority taught to students at Deebing Heights State School through the Australian Curriculum.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	N/A	N/A
2014-2015	N/A	N/A
2015-2016	N/A	N/A

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.

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 <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

Sector:
 Government
 Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	7	<5
Full-time Equivalents	8	4	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	5
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$23950.

The major professional development initiatives are as follows:

Induction

Mandatory Annual Training: Code of Conduct, Student Protection, Curriculum Activity Risk Assessment, Keys to Managing Information and Internal Controls, Workplace Health Safety and Wellbeing

Student Induction Program

School Policies: Curriculum Framework, Pedagogy Framework, Responsible Behaviour Plan

School Intervention Programs

Autistic Spectrum Disorder

STRIVE (Vocabulary)

Lyn Sharratt – Putting Faces on the Data

Sheena Cameron – Teaching Reading Comprehension Strategies Workshop

Mathletics/Reading Eggs

Business Services Manager Conference

Regional Principal's Meetings

Cluster Principal's Meetings

Independent Public School's Alliance Conference

National School Improvement Tool

First Aid Training

Coaching

Peer/supervisor observation and feedback

Collaborative Planning, Data Analysis, Moderation

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	N/A	N/A	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	N/A	N/A	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	N/A	N/A	98%

*The student attendance rate 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.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

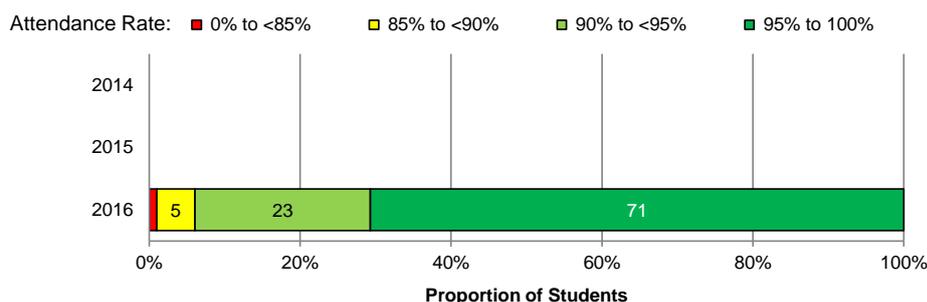
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2016	95%	97%	97%	97%	96%	96%	97%	N/A	N/A	N/A	N/A	N/A	N/A

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate 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.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Class rolls are marked twice a day, morning and after second break. Parents are informed regarding student absences via a SMS message. Students receive notes to ask parents for explanations regarding unexplained absences which are followed up with a phone call by a member of the school's administration team, when necessary. We have very few unexplained absences. If the absence is prolonged, however, an interview with the parents/caregivers is requested. Letters are sent home according to departmental policy where attempts at communication have been unsuccessful.

In addition to the management of absences, a trimester report is sent to parents to indicate the percentage of attendance for each student with benchmarks set at:

Above 98% Outstanding

Above 95% Satisfactory

Under 95% Needs Improvement

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

Thank you for the opportunity to share our school's strategic achievements for 2016 and our future direction and initiatives at Deebing Heights State School. 2016 was an exciting year for us at Deebing Heights and the success we have enjoyed should be clear throughout the report. I hope you have found this report informative in determining the quality of educational outcomes at Deebing Heights.