



Deebing Heights State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Andrew McDonald (Principal)

# From the Principal

## 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 to 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.

Because of enrolment capacity and 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, 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.

## School progress towards its goals in 2018

Area	Priority	Engaging	Implementing	Embedded
Lifting Outcomes For Our Top Students	Analysis and Discussion of Data			<input checked="" type="checkbox"/>
	A Culture That Promotes Learning		<input checked="" type="checkbox"/>	
	Targeted Use Of School Resources			<input checked="" type="checkbox"/>
	An Expert Teaching Team		<input checked="" type="checkbox"/>	
	Systematic Curriculum Delivery			<input checked="" type="checkbox"/>
	Differentiated Teaching and Learning			<input checked="" type="checkbox"/>
	Effective Pedagogical Practices			<input checked="" type="checkbox"/>
School Community Partnerships			<input checked="" type="checkbox"/>	
Lifting Outcomes For Our Students With Disability	Analysis and Discussion of Data			<input checked="" type="checkbox"/>
	A Culture That Promotes Learning			<input checked="" type="checkbox"/>
	Targeted Use Of School Resources			<input checked="" type="checkbox"/>
	An Expert Teaching Team		<input checked="" type="checkbox"/>	
	Systematic Curriculum Delivery			<input checked="" type="checkbox"/>
	Differentiated Teaching and Learning			<input checked="" type="checkbox"/>
	Effective Pedagogical Practices			<input checked="" type="checkbox"/>
School Community Partnerships			<input checked="" type="checkbox"/>	
Collaboration for Sustainability	Implementation of a teacher leadership model		<input checked="" type="checkbox"/>	
	Collaborative structures to support consistency of quality practice		<input checked="" type="checkbox"/>	
	Development of a School Council		<input checked="" type="checkbox"/>	

## Future outlook

Key priorities for 2019:

Consistently Implement Evidence Based High Impact Teaching Strategies	Enhance Systems and Processes for Making Student Growth Visible in an Inclusive Environment	Implement a Dispersed Leadership Model That Supports the Sustainability of Effective Systems and Processes
Effective pedagogical practices An expert teaching team Targeted use of school resources Systematic curriculum delivery	Analysis and discussion of data Differentiated teaching and learning	An expert teaching team A culture that promotes learning School community partnerships Effective and efficient management

For further details, actions and performance measures that align with the school priorities please see the 2019 Annual Implementation Plan – Deebing Heights State School.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 6

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	107	200	319
Girls	60	102	149
Boys	47	98	170
Indigenous	2	9	14
Enrolment continuity (Feb. – Nov.)	99%	97%	97%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	22	23
Year 4 – Year 6	21	28	25

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

Deebing 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 Deebing 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 Camp
- Transition Programs (Prep and High School)
- Class performances (Drama, Dance, Music, open classrooms)
- Celebratory events (NAIDOC Week, Harmony Day, Under 8's, ANZAC Day, Deebing's Got Talent, Book Week)

## How information and communication technologies are used to assist learning

At Deebing Heights State School, students utilise ICT to create, inquire and communicate. Each class has an Interactive Whiteboard (IWB), classroom computers and access to a computer lab 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

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%	100%	96%
• this is a good school (S2035)	100%	100%	94%
• their child likes being at this school* (S2001)	100%	94%	94%
• their child feels safe at this school* (S2002)	93%	89%	94%
• their child's learning needs are being met at this school* (S2003)	93%	95%	91%
• their child is making good progress at this school* (S2004)	100%	89%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	90%
• teachers at this school motivate their child to learn* (S2007)	100%	94%	96%
• teachers at this school treat students fairly* (S2008)	93%	94%	90%
• they can talk to their child's teachers about their concerns* (S2009)	93%	95%	98%
• this school works with them to support their child's learning* (S2010)	100%	100%	90%
• this school takes parents' opinions seriously* (S2011)	93%	82%	81%
• student behaviour is well managed at this school* (S2012)	100%	94%	94%
• this school looks for ways to improve* (S2013)	100%	100%	88%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	98%	91%
• they like being at their school* (S2036)	100%	96%	97%
• they feel safe at their school* (S2037)	100%	91%	94%
• their teachers motivate them to learn* (S2038)	100%	95%	100%
• their teachers expect them to do their best* (S2039)	100%	95%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	99%
• teachers treat students fairly at their school* (S2041)	96%	87%	90%
• they can talk to their teachers about their concerns* (S2042)	96%	93%	88%
• their school takes students' opinions seriously* (S2043)	96%	88%	94%
• student behaviour is well managed at their school* (S2044)	100%	89%	89%
• their school looks for ways to improve* (S2045)	96%	98%	94%
• their school is well maintained* (S2046)	100%	98%	97%
• their school gives them opportunities to do interesting things* (S2047)	100%	93%	90%

\* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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 developing 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. For students formally diagnosed with a disability and those accessing an Individual Curriculum Plan for students substantially above or below their year level, parents are involved in case conference meetings to provide input regarding adjustments to support their child to participate fully in education.

## Respectful relationships education 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 help 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 via our Health curriculum, expectation of the week lessons and small group intensive social skills for identified students.

## 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	0	<5	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	N/A	152,477	159,757
Water (kL)	N/A	7,627	7,509

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.

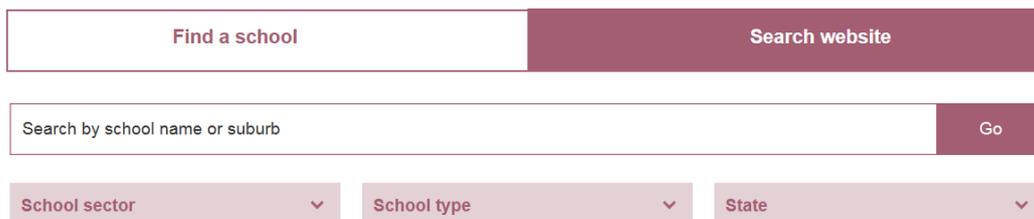
## School funding

### 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](http://www.myschool.edu.au/) 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.



View School 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	23	12	<5
Full-time equivalents	20	8	<5

\*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	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	3	
Graduate Diploma etc.*	1	
Bachelor degree	18	
Diploma	1	
Certificate	0	

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$21,282.74

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
- STRIVE (Vocabulary)
- Lifting Outcomes for our Top Students – SOLO Taxonomy, Differentiation, Inquiry
- Lifting Outcomes for Students With Disability – Disability Standards in Education, A Whole School Approach to Support Students
- Literacy Continua
- Phonemic Awareness
- Statewide Inquiry – Lifting Outcomes for our Top Students
- Athletics/Reading Eggs
- Business Services Manager Conference
- Regional Principal's Meetings
- Cluster Principal's Meetings
- Independent Public School's Alliance Conference
- First Aid CPR Update, Anaphylaxis, Epilepsy
- Coaching
- Peer/supervisor observation and feedback
- Collaborative Planning, Data Analysis, School and Cluster Moderation

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## 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, 100% 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 Primary schools was 92%.

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	96%	96%	95%
Attendance rate for Indigenous** students at this school	98%	95%	97%

\* 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

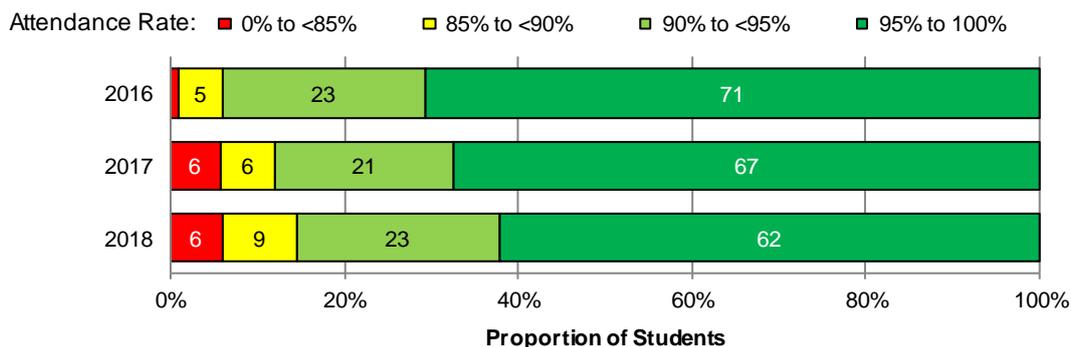
Year level	2016	2017	2018
Prep	95%	96%	96%
Year 1	97%	96%	95%
Year 2	97%	95%	94%
Year 3	97%	95%	95%
Year 4	96%	97%	95%
Year 5	96%	96%	96%
Year 6	97%	95%	96%

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



## 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.

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 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

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.