



# Deception Bay North

## State School



# School Annual Report 2012

*A great place to learn*

## Our school at a glance



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## Principal's foreword

### Introduction

Welcome to the Deception Bay North State School Community.

This School Annual Report provides an account of our school's journey throughout 2012 in the areas of student outcomes and progress towards our academic goals; the school climate and support programs provided to students; the use of information and communication technologies in teaching and learning; and results of the 2012 school opinion survey.

Our school provides a partnership with parents in developing the skills and talents of our students. In particular we understand that every parent values:

A warm and supportive environment in which their children can grow with confidence;

A focused curriculum that develops each student's potential;

Staff who are committed to their particular roles within the school and particularly in the teaching and learning process;

Fair, firm and consistent discipline that ensures that the teaching and learning process is not compromised;

High expectations of ourselves as educators and our students as learners;

Regular extensive interaction with the school community through two-way channels of communication between home and school; and

Opportunities for parent involvement.

Deception Bay North State School's commitment to being and remaining *A great place to learn*

### School progress towards its goals in 2012

There are many programs and initiatives being implemented at Deception Bay North State School which are providing students with the opportunities to recognise their talents and further develop the skills they will need beyond primary school.

The focus on school improvement in 2012 included:

- Developing the Deception Bay North Way of implementing the new Australian curriculum in English, Maths and Science. This has been partially completed and will be completed in Semester 1, 2013 due to the scope of the task and the staggered introduction of this curriculum
- A general improvement in student outcomes across the school in the A-E ratings on student semester reports
- A determined focus on teachers and other staff using data in the classrooms to identify the learning needs of

## Our school at a glance

students and developing personal goals for students' achievement in English and Maths.

- Ongoing professional development of teachers and teacher aides and the completion of performance development plans for all teacher aides
- A focus on the advancement of Prep and Year 1 students through comprehensive programs such as Support-a-Talker and Support-a-Reader as a firm foundation for future learning
- The introduction of quality programs in spelling, reading comprehension and writing to build students' skills throughout primary school and supporting the great work done in science, maths and SOSE
- Continued successes of students in music programs and sports programs and the development of creative artistic displays through the work of our Artist in Residence Program
- Two staff members winning state awards in the Smart Classroom competition and significant numbers of teachers exhibiting high quality IT skills by completing their pedagogical licences
- The introduction of The House Cup to develop friendly rivalry and friendships across the school to engage and motivate students to work hard and achieve well within class and to improve their resilience and general behaviour. This initiative will continue across the years and become part of our student well-being program.

### Future outlook

Our vision for Deception Bay North is that it is *A great place to learn*. Therefore achieving better outcomes for students and helping them be the best they can be is always our focus. We do this by providing a strong and supportive culture of high expectations of ourselves and our students. We plan a sequential curriculum and assess students' work regularly, giving them guidance in how to achieve ever better outcomes for themselves.

Our key priorities for 2013 are:

Implementing the Australian curriculum in English, Maths, Science and History and raise awareness of Health and Physical Education as well as the remaining Key Learning Taking our development of a consistent curriculum and school routines to a new level through the development of a pedagogical framework that aligns with the Art and Science of Teaching program

Developing a common approach to the teaching of subject areas through taking part in the Art and Science of Teaching program

- Focussing on the improvement of all students and particularly the improved outcomes for Indigenous students
- Developing a performance culture framework and continuing to build teacher capability through performance development plans and sharing teaching practices across the school
- Establishing within the community the importance of school attendance and reaching a student attendance target of 92%
- Further developing productive partnerships between staff, students, parents and the broader school community to support all students learning opportunities which build and maintain high levels of confidence in the school.

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	589	265	324	88%
2011	605	285	320	87%

## Our school at a glance

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2012	586	268	318	86%
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Our students come from a range of cultural and religious backgrounds, including Aboriginal and/or Torres Strait Islander and Pan-Pacific Islander. Many of our students have a language other than English spoken at home and students are frequently proficient in the spoken form of that second language. There is a high proportion of single parent families within our community. Our school is proud of the fact that we are part of such a diverse community and good relationships exist amongst all students within the school and all groups within the community.

### Characteristics of the student body:

At Deception Bay North, 318 boys and 268 girls make up the student enrolments. There is a high proportion of single parent families within our community. Our students come from a broad range of cultural backgrounds, Aboriginal and/or Torres Strait Islander and Pan-Pacific Islander backgrounds predominate. 13% of students have Aboriginal and/or Torres Strait Islander backgrounds while 9% of students have Pan-Pacific Islander backgrounds. We are proud of the fact that we are part of such a diverse community and good relationships exist amongst all students within the school and all groups within the community. Students are encouraged to share aspects of their culture and language in classrooms and in cultural celebrations such as NAIDOC Week celebrations.

There are 51 students in the Years 1-7 special education program and 21 children in the early childhood development program, including 7 Preps.

From February 2012-November 2012 enrolment continuity was 86%, indicating a less transient student body than several years ago. The average class size for Prep-Year 3 in 2012 is 20 students while the average class size in Years 4-7 is 25. This compares favourably with 2011 when Prep-Year 3 averaged 22 students and Years 4-7 averaged 28 students and 2010 when Prep-Year 3 averaged 22 students and Years 4-7 averaged 27 students. The majority of classes have been on or under the 2012 target.

A wide range of programs and practices at Deception Bay North State School support:

- Students requiring extension
- Students from Indigenous families
- Students with disabilities
- Students with learning difficulties
- Students with English as a second language
- Students at educational risk

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	61	52	103
Long Suspensions - 6 to 20 days	8	11	10
Exclusions	0	1	1
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offering

The school delivers a diverse curriculum designed to meet the academic, creative, cultural and social needs of students. Staff cater for the particular needs of students through a range of groupings dependent on the purpose of activities. These special activities are tailored to provide opportunities for students to demonstrate their talents and they give range and breadth to our curriculum. These include:

- The 'Eyes for Learning' Vision program
- Social-emotional learning through the REAL program
- Better buddies program
- Artist in Residence program
- Life Ed program
- Guitar groups, school musical, junior and senior choirs
- Extension programs for very able students in Years 3-7
- Specialised programs for students with disabilities from birth-Year 7
- Metalinguistic and phonological awareness and oracy programs for Prep and Year 1
- Interactive whiteboards in all teaching areas including library, music and special education

### Extra curricula activities

These curricula offerings are designed to enhance the learning engagement of students and give them the opportunity to choose activities. They include:

#### Representative student council and school captains and sports and music captains

Each year the students elects school captains and vice-captains, house captains and vice-captains from Year 7 and student council representatives from each class in Years 4-7. Music captains are selected from students participating in the instrumental program

#### Leadership programs for aspirant student leaders

Students aspiring to be school leaders the following year are mentored by staff and undertake leadership training to fit them for selection as student leaders.

#### Supported play and lunchtime games activities

Students requiring additional support to manage their behaviours during break times are offered supported play sessions by staff.

#### Lunchtime computer clubs

Staff supervise students and extend their abilities in the use of ICT

#### Year 7 leadership camp

Year 7 students prepare themselves to be role models for other students by undertaking leadership training in conjunction with team building activities.

#### Red Cross junior volunteers' program

Students wishing to assist with the Red Cross breakfast program can gain valuable leadership skills by taking part in this program.

#### Social and emotional learning programs

The Better Buddies Program matches Prep and Year 6 students to support student social and emotional development. A similar program was conducted with Year 5 students and kindergarten students.

#### Gold Pass elective programs in Years 5-7

Interschool sport program – the school offers the opportunity to participate in the interschool competition in a variety of sports

**Instrumental music program** – lessons are provided by visiting music teachers and opportunities are provided for students to participate in string ensembles and junior and senior bands

# Our school at a glance

## How Information and Communication Technologies are used to assist learning

Deception Bay North State School has continued a whole school focus on the Information and Communication Technologies Professional Development Framework. As a result staff have attained, or are working towards, their certificate. Staff participated in professional development over Semester 2 focussing on using the new components in the Learning Place within their planning, teaching and design learning activities. All teaching staff are now able to utilise school based laptops and interactive whiteboards to support and enhance students' learning.

In collaboration with their teacher, students have been able to design, create, participate, share and reflect on their learning using the Learning Place Components, Online competitions, Web Conferencing and interactive websites. Such technologies engaged students and created global learning opportunities that have allowed students to learn 'outside the school gate'. Using these digital resources provide student with learning opportunities that meet their individual learning needs.

For beginning readers (P-2), Reading Eggs Online is providing a differentiated reading program to develop reading skills, and to advance a love of reading. The school has also embarked on a program to connect learning beyond the classroom by providing online learning environments. Prep students access their homework through an edStudio created on the Learning Place that include activities that align with the Australian Curriculum and are age appropriate. Within the upper school, virtual classrooms and edStudios have also been used to enhance and support learning experiences both at home and at school.

ICT is being used to create student ePortfolios in Prep to document and track the students learning. Staff in Years 2 to 7 analysed NAPLAN and PAT-R / M data using Microsoft Excel to individualise learning and establish student learning goals.

Deception Bay North State School has seen an expansion of technology to include a new second computer lab for online teaching and learning. Green screen technology within the new Resource Centre inspires innovated learning, as students are able to create video with a single coloured backdrop and replace the backdrop with other graphics or images.

Information and Communication Technology competence is presented as an important capability to be developed across curriculum areas in the Australian Curriculum and the C2C units. The staff has used their ICT skills to successfully negotiate and deliver an online curriculum.

## Social climate

We continue to recognise that the social-emotional aspect of schooling is very important for students' general development. A positive school climate is essential for us to maintain Deception Bay North State School as a great place to learn. We strive for this through the following extra-curricular activities and support initiatives:

- Fun Friends and Buddy Class Programs develop friendships across the primary school years
- Lunchtime games programs to welcome new students and develop team skills for students
- The chaplaincy program is an important part of the school's pastoral care program
- Mentors are assigned to new staff and new students to facilitate their entry into the school
- The Responsible Behaviour Plan is based on the principles of natural justice so that students know they are being treated fairly at this school
- School discos, instrumental music evenings and school musical evenings are well attended by parents
- Highly effective transition programs with local high schools
- Sports programs and games times promote cooperation and school pride
- The House Cup initiative allows for student interaction across Prep-Year 7 and builds, in both students and staff, a sense of pride in belonging to a house team

Student and parent satisfaction with aspects of the annual school opinion survey referring to school climate are equal to state average. Students and parents see that students are treated fairly and that they are happy to go to this school.

The school continues to build partnerships with local agencies which provide assistance to families within the community. These include, amongst others, Deception Bay Neighbourhood Centre, PCYC, the Murriajabree community and the Pan-Pacific community, Early Years-Gowrie, Mission Australia, Smith Family, DOCS, child safety and CYMHS.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Deception Bay North has staff who are satisfied and happy to be at this school, indicating a high level of moral. Parents, students and teachers have good relationships across the school. There is a very strong level of satisfaction by students with the education they are receiving at Deception Bay North and very strong support for teachers. Parents and caregivers also indicate a high level of satisfaction with their child's school and that they are getting a good education. Staff are happy with the level of professional development offered. Our school has a good reputation within the community and parents are welcomed into the school. Between teachers and parents there is regular communication and appropriate and through a variety of mediums. At the beginning of each term, class newsletters from all year levels inform parents of what will be taught through the term and what excursions or events are to take place. This enables a wider communication with parents than we achieved through information evenings. Oral reporting is conducted at the end of Terms 1 & 3 while written reports are sent home at the end of Terms 2 & 4.

Curriculum displays in the admin foyer provide information on curriculum across the school. Weekly newsletters contain articles from classes and our website offers additional information.

Regular parent/community workshops and information sessions are held for parents and these are conducted by specialist staff, including guidance officers, speech language pathologist, support teacher, visiting health specialists.

Our Indigenous Community Advisor maintains close contact with Indigenous parents and provides additional information to parents as well as important feedback to admin re concerns and issues that may emerge from time to time. Our Pan-Pacific teacher aide provides a similar role for Pan-Pacific parents.

The P&C Association meetings are well attended and the committee has oversight of the tuckshop and book and uniform shop. A number of P&C members are on school committees. Their involvement in these areas is well appreciated.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	93.1%
this is a good school	93.3%
their child likes being at this school*	86.2%
their child feels safe at this school*	80.0%
their child's learning needs are being met at this school*	89.3%
their child is making good progress at this school*	90.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	86.7%
teachers at this school motivate their child to learn*	86.7%
teachers at this school treat students fairly*	82.8%
they can talk to their child's teachers about their concerns*	93.1%
this school works with them to support their child's learning*	90.0%
this school takes parents' opinions seriously*	88.9%
student behaviour is well managed at this school*	74.1%
this school looks for ways to improve*	96.2%
this school is well maintained*	96.7%

# Our school at a glance

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	93.2%
they like being at their school*	88.2%
they feel safe at their school*	84.3%
their teachers motivate them to learn*	95.1%
their teachers expect them to do their best*	96.1%
their teachers provide them with useful feedback about their school work*	93.2%
teachers treat students fairly at their school*	83.5%
they can talk to their teachers about their concerns*	83.3%
their school takes students' opinions seriously*	84.0%
student behaviour is well managed at their school*	75.5%
their school looks for ways to improve*	95.1%
their school is well maintained*	88.2%
their school gives them opportunities to do interesting things*	95.1%

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	85.5%
with the individual staff morale items	90.5%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

Every term newsletters from teachers in each year level are compiled and these are sent home to parents advising them of what students will be learning that term and passing on information about important events that are scheduled for that term.

At the end of each term, members of the admin make positive phone calls to parents outlining the contribution students have made to the class and the improvement they have made.

Curriculum displays in the admin foyer provide information on curriculum across the school. Weekly newsletters contain articles from classes and our website offers additional information.

Regular parent/community workshops and information sessions are held for parents and these are conducted by specialist staff, including guidance officers, speech language pathologist, support teachers, visiting health specialists.

Staff regularly attend specialist medical appointments with parents to assist them to get the most out of these visits.

Volunteer parents and community members are involved in such programs as Support-a-Reader and Reading Rockets and school excursions. The school supports parents undertaking Cert 3 in Teacher Aides studies through the supervision of an experienced senior teacher and their developing practice in our school.

Our Indigenous community advisor maintains close contact with Indigenous parents and provides additional information to parents as well as important feedback to admin re concerns and issues that may emerge from time to time. Our Pan-Pacific teacher aide provides a similar role for Pan-Pacific parents and prepares students for public cultural performances.

The P&C Association meetings are well attended and the committee has oversight of the tuckshop and book and uniform shop. A number of P&C members are on school committees. Their involvement in these areas is well appreciated.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

All staff and students are encouraged to recycle paper and cardboard which is collected by a paper recycling company on regular basis. The upper school participate in a gardening program as an extra-curricular activity and sell their produce to continually fund this program. Curriculum units have an environment focus on topics such as clean water, climate change and diminishing resources. Staff and students are encouraged to print only when necessary and to report dripping taps, leaking toilets etc.

Staff are required to turn off lights and fans when their rooms are not in use. Solar panels have been installed as part of the National Solar Schools Program. As a whole school we are consciously working to reduce paper consumption.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	127,308	1,620
2010-2011	142,780	17,656
2011-2012	161,024	7,448

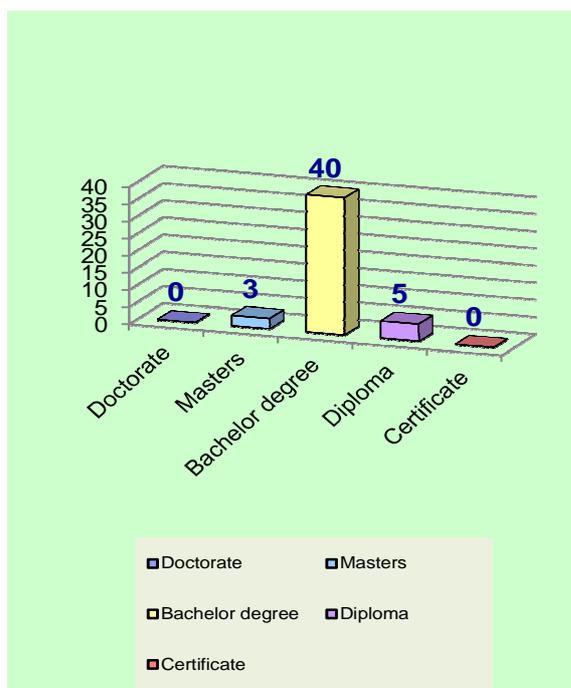
## Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	48	33	<5
Full-time equivalents	42.6	21	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	40
Diploma	5
Certificate	0



# Performance of our students

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$25120.

The major professional development initiatives are as follows:

- Enhanced staff data literacy-Student learning data- analysis, collation and appropriate teaching responses
- Australian Curriculum- English, Maths and Science
- Pedagogical licences and ICT certificates, including the development of Ed Studios
- Performance Development Framework
- OneSchool functionality
- Writing- Seven Steps to Writing Success
- Spelling- Sound Waves
- Beginning teachers' induction
- Essential skills training to enhance behaviour management
- Mentoring from literacy/numeracy mentor to build teacher capability
- Collaborative curriculum development
- Indigenous perspectives
- Professional Associations for Administrators

The proportion of the teaching staff involved in professional development activities during 2012 was 100%

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	96.9%	96.1%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 88.7% of staff was retained by the school for the entire 2012 school year.

## School income broken down by funding source

School income 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

# Performance of our students

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	89%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

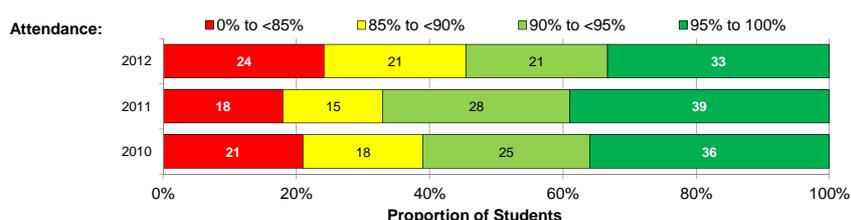
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	91%	90%	88%	91%	91%	91%	91%
2011	91%	92%	90%	92%	92%	90%	90%
2012	90%	90%	89%	88%	87%	91%	86%

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 policies, Managing Student Absences and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

All class rolls are marked twice per day in accordance with DET policies. Students arriving late to school are signed in at the office and this is recorded as a half-day absence on rolls if the student arrives after 11:00am. Students who leave before 1:00pm are recorded as a half-day absence also. A full day absence is recorded if the student is not in attendance for both roll markings. The type of absence is recorded in line with policy requirements.

## Performance of our students

Rolls are checked weekly by office staff and a school administrator and phone calls are made to parents after three consecutive unexplained absences. If there is no satisfactory explanation given by parents or guardians, letters are sent home to parents and these are followed-up by members of the school administration. At times cultural liaison officers are also involved in this process.

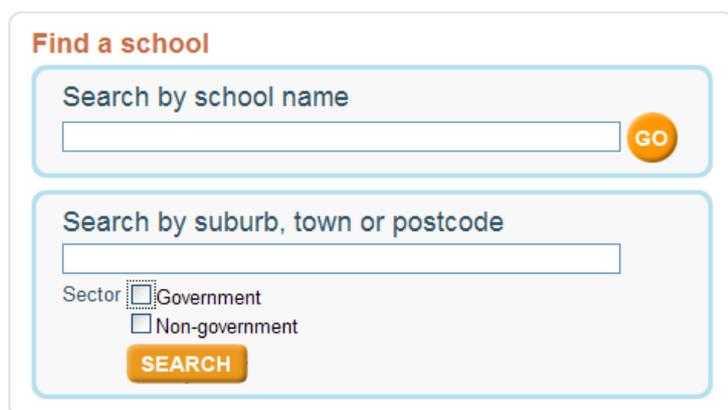
Notes are sent home each week for any unexplained absences and adjustments to the rolls are made accordingly.

The school works proactively through a whole school approach to encourage regular attendance by awarding House Cup points for attendance each week and these contribute to the overall points accrued each fortnight for the House Cup Assembly.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

### Achievement – Closing the Gap

Indigenous students at our school continue to form a significant part of our school enrolment. In 2012 an Indigenous breakfast and homework club were established to assist students with completing their homework. Our Indigenous community advisor worked with families to close the gap between home and school with very successful outcomes.

With regard to the gap between the performance of Year 3 Indigenous and Non-Indigenous students, comparing 2011 and 2012 NAPLAN results were comparable to Queensland state schools. In 2012 attendance rates of Indigenous students was 84.4%. Between 2011 and 2012 the attendance gap between Indigenous and Non-Indigenous students decreased from 5.9% to 5.2%. The Indigenous Community Advisor continues to address issues of attendance with students as part of her role to maximise students' engagement with programs offered by the school.