



# Deception Bay North State School



## School Annual Report 2013

*A great place to learn*

# Deception Bay North State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	33-49 Old Bay Road Deception Bay 4508
Phone	(07) 3897 2333
Fax	(07) 3897 2300
Email	the.principal@decebaynss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Del Latemore

## Principal's foreword

### Introduction

Welcome to the Deception Bay North School Community. This school annual report provides an account of our school's journey throughout 2013 in the areas of student outcomes and progress towards our academic goals; our school climate and support programs provided to students; our use of information and communication technologies in teaching and learning and the results of the 2013 school opinion survey.

Our school works in 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 learn and 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; and
- Deception Bay North's commitment to being and remaining *A great place to learn*

### School progress towards its goals in 2013

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

# Queensland State School Reporting

## 2012 School Annual Report



The focus on school improvement in 2013 included:

The further development of the Deception Bay North Way of implementing the Australian Curriculum through the introduction of Science and History. This built on the English and Maths which were introduced in 2012. The staggered introduction of the Australian Curriculum will continue for the next few years.

A relentless focus on improved student outcomes through all areas - curriculum, pedagogy, teacher capability, school organisation and student welfare

The development of school-based documents to support these curricula so that assessments are effective and moderation of student outcomes can be completed fairly and consistently across the school

Further development of leadership teams to drive the school improvement agenda in English (Reading, Comprehension and Writing) and Maths (Number and Measurement)

A determined focus by teachers and other staff using data in classrooms to identify the particular learning needs of students and building programs to address those needs

Development of a strategic plan for preparing the school and students for the 2015 transition to high school of Years 6&7

The completion of performance development plans for teachers and other staff and the professional development and training required through these

The introduction of the Art and Science of Teaching initiative which has provided a framework for improved pedagogical practice and school organization. This will be rolled out progressively over the coming years

Establishment of routines and procedures regarding school organization, before and after school routines and transitions during class time. These have been very successful and have resulted in an increased readiness for work of students in the morning and the orderly exiting of students and parents in the afternoon

A focus on Prep readiness for students through close partnerships between the school and local child care centres and kindergartens

The development of a public/private partnership with Hope Services to provide social-emotional support for particular students who were identified with high level needs in this area

### Future outlook

**Our vision for Deception Bay North State School is that it is *A great place to learn*** and we work continuously to assist students to demonstrate continuous improvement. We do this by providing a strong and supportive learning climate characterised by high expectations of ourselves as well as our students.

Our key priorities for 2014 are built on the outcomes we have achieved in 2013 and are focussed on:

Successful Learners by:

- Implementing the Australian Curriculum
- Developing and implementing key literacy and numeracy improvement strategies
- Developing and implementing differentiation strategies

Great People by:

- Implementing performance reviews for all staff
- Developing and implementing our learning and wellbeing framework

Empowerment by:

- Developing and enacting a pedagogical framework based on the Art and Science of Teaching

Engaged Learners by:

- Getting ready for secondary school
- Our parent and community engagement framework

High Standards:

- Addressing teaching and learning audit priorities and discipline audit priorities
- Addressing internal audit priorities
- Addressing school opinion survey priorities

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Preschool - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	605	285	320	87%
2012	586	268	318	86%
2013	571	257	314	86%

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

## Characteristics of the student body:

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 the second language.

There is a high rate of mobility amongst the student body with some students re-enrolling throughout the year. There is also 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.

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 English as a second language
- Students at educational risk

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	20	24
Year 4 – Year 7 Primary	28	25	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	52	103	101
Long Suspensions - 6 to 20 days	11	10	11
Exclusions	1	1	3
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

The school delivers a diverse curriculum to meet the academic, creative, cultural and social needs of students. Staff cater for these needs 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:

- Artist in Residence Program
- Life Ed Program
- Daniel Morcombe Curriculum
- Ditto Program
- Guitar groups, junior and senior choirs
- Extension of very able students in Years 3-7
- The House Cup program
- Specialised programs for students with disabilities from birth - Year 7
- Work Experience
- The 'Eyes for Learning' vision program
- Mimi's House social emotional program
- Master Chef Program
- The "Bay North Idol" talent program

---

### 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 elect 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**

Students with social emotional needs are provided with community mentors through the chaplain's programs

#### **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 and other school based cooking and gardening programs

**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



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

With the implementation of the Australian Curriculum and the C2C resource, ICT has been seamlessly embedded into the everyday teaching and learning at Deception Bay North State School. Students are accessing, investigating and utilising the Learning Place, online learning objects, research sites and digital texts as part of their units across all Key Learning Areas.

The school has made a considerable investment in mobile technology and it's availability to students this year. An eLearning room was developed as a hub for classes to access a class set of iPads. The room was designed as a comfortable learning space with large soft furnishings to encourage a sense of mobile learning. An extra pod of iPads was also purchased for use with our students with disabilities and their support teachers. An iPad policy was written to ensure the care and use of the iPads was in line with school expectations around behaviour and privacy of others.

This year has seen the extension of the Reading Eggs Online resource into the Years 4 to 7 classrooms as an intervention tool for those students who are having difficulties with their reading. Reading Eggs provides each student with a program that targets their level of reading and the strategies that they need to work on to improve their reading.

To monitor student learning and provide differentiated instruction that targets each student's individual needs a digital Monitoring Guide has been designed and introduced in The Bay North Way. This guide allows teachers to use the data collated from a range of sources in one document to inform their planning and intervention programs. The guide is updated each term and reveals the gains each child has made across the year.

Deception Bay North State School became an eLearning Accredited School. Across the school we had four staff who were Accredited Facilitators for Digital Pedagogy. Their role within the school was to support the accreditation of teachers with the Digital Pedagogy Licence through the whole school model developed by the North Coast Region. Through ongoing coaching, classroom observations and sharing of resources and ideas five teachers were awarded their Licence with many more continuing on their licence journey as a team of dedicated educators.

## 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:

- Lunchtime games programs 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
- The Master Chef and the Bay North Idol competitions provide students with opportunities to build their talents and self esteem

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.

## Parent, student and staff satisfaction with the school

In general, parents and carers are satisfied with the school and the education it provides. An improvement in parents' satisfaction can be noted in the majority of performance measures stated below. Student responses showed an increase in satisfaction in all areas. Staff find working at this school a rewarding and interesting experience.



## Our school at a glance

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

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	93%	94%
this is a good school (S2035)	93%	88%
their child likes being at this school* (S2001)	86%	94%
their child feels safe at this school* (S2002)	80%	94%
their child's learning needs are being met at this school* (S2003)	89%	100%
their child is making good progress at this school* (S2004)	90%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	94%
teachers at this school motivate their child to learn* (S2007)	87%	88%
teachers at this school treat students fairly* (S2008)	83%	75%
they can talk to their child's teachers about their concerns* (S2009)	93%	94%
this school works with them to support their child's learning* (S2010)	90%	94%
this school takes parents' opinions seriously* (S2011)	89%	94%
student behaviour is well managed at this school* (S2012)	74%	88%
this school looks for ways to improve* (S2013)	96%	81%
this school is well maintained* (S2014)	97%	88%

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

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	93%	95%
they like being at their school* (S2036)	88%	92%
they feel safe at their school* (S2037)	84%	89%
their teachers motivate them to learn* (S2038)	95%	98%
their teachers expect them to do their best* (S2039)	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%
teachers treat students fairly at their school* (S2041)	83%	91%
they can talk to their teachers about their concerns* (S2042)	83%	89%
their school takes students' opinions seriously* (S2043)	84%	92%
student behaviour is well managed at their school* (S2044)	75%	80%
their school looks for ways to improve* (S2045)	95%	96%
their school is well maintained* (S2046)	88%	93%
their school gives them opportunities to do interesting things* (S2047)	95%	97%



## Our school at a glance

### Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	83%
they feel that their school is a safe place in which to work (S2070)	76%
they receive useful feedback about their work at their school (S2071)	83%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	85%
student behaviour is well managed at their school (S2074)	55%
staff are well supported at their school (S2075)	73%
their school takes staff opinions seriously (S2076)	86%
their school looks for ways to improve (S2077)	99%
their school is well maintained (S2078)	92%
their school gives them opportunities to do interesting things (S2079)	83%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

During first term of 2013, a copy of the School Improvement Agenda was sent home to all parents to inform them of the priorities of the school.

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.

Parent/teacher interviews are conducted in Terms 1&3 of each year

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.

Parents experiencing difficulties with their children are supported by the guidance officer to gain entrance into a number of community-based support programs

Volunteer parents and community members are involved in such programs as Support-a-Reader and Reading Rockets and school excursions.

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.

A number of parents/volunteers complete their Cert 3 teacher aide practical experience under the supervision of an experienced senior teacher

## 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
2010-2011	142,780	17,656
2011-2012	161,024	7,448
2012-2013	163,302	3,213

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



# Our staff profile

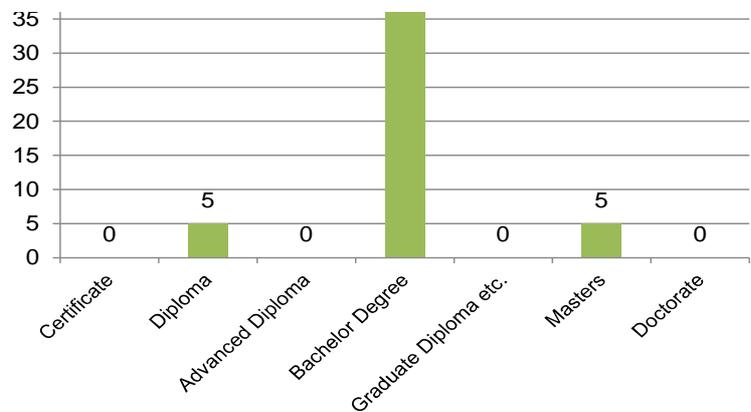
## Staff composition, including Indigenous staff

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

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	47	35	<5
Full-time equivalents	41	23	<5

## Qualifications of all teachers

Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.	0
Masters	5
Doctorate	0
<b>Total</b>	<b>47</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 20 321.41

The major professional development initiatives are as follows:

- Implementing the Australian Curriculum in History and .....
- Essential skills in classroom management
- Staff induction
- Collaborative curriculum development
- Increased applications of OneSchool functionalities
- Data analysis and development of monitoring guides
- CARS and STARS comprehension program
- Performance development planning
- Art and Science of Teaching
- Hattie's Visible Learning
- Peer Mentoring across P-3 and Years 4-7

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

# Our staff profile

## Average staff attendance

	2011	2012	2013
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, 85% of staff was retained by the school for the entire 2013 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

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	89%	88%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

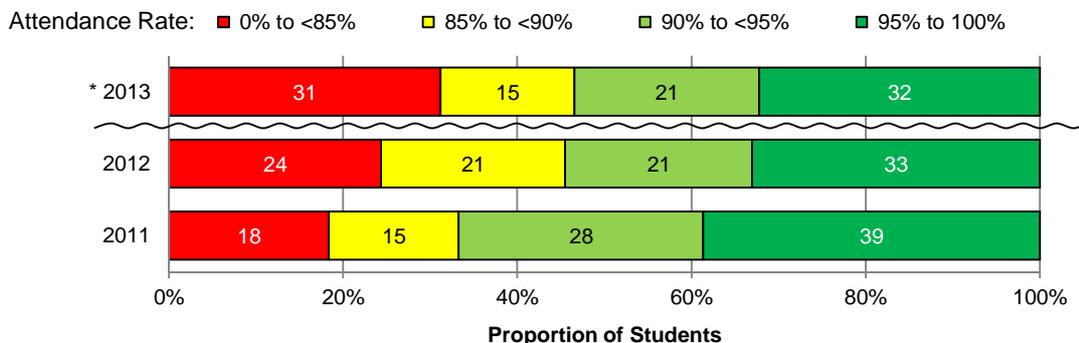
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	91%	92%	90%	92%	92%	90%	90%
2012	90%	90%	89%	88%	87%	91%	86%
2013	87%	89%	88%	88%	89%	89%	86%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### Description of how non-attendance is managed by the school

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.

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.

# Performance of our students

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.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

There were 81 Indigenous students enrolled at Deception Bay North State School in 2013. As a percentage of total enrolments, Indigenous students made up 13.6% of the population in February and 14.2% of the student population in August.

There were consistent enrolments from Prep to Year 1, Years 1 to 2 and Years 3 to 4 with 100% progression over the Year levels from 2012 to 2013. Years 2 to 3 had a progression rate of 64.3%, Years 4 to 5 83.3%, Years 5 to 6 50.0% and Years 6 to 7 85.7%.

The attendance rate of Indigenous students was lower than that of non-Indigenous students. In Semester 1, Indigenous students had an attendance rate of 82.5% compared to the non-Indigenous students' rate of 88.9%. Semester 2 saw both groups' attendance rates decline and the gap between them closing by 1.1% with Indigenous students at 81.0% and non-Indigenous students 86.3%.

There was a greater proportion of Indigenous students with 100% attendance compared to non-Indigenous students: 5% of Indigenous students and 4% of the non-Indigenous students. However, the proportion of students with an attendance rate of <85% was considerably more for Indigenous students with 47.4% of students with an attendance rate of less than 85% compared to 31.2% of non-Indigenous students.

There is no data on the retention of Indigenous students from our school. Regionally there has been an increase in the retention of Indigenous students and a closing of the gap to 11.5%.

Indigenous students closed the gap on non-Indigenous students in 8 of the 12 areas across Years 3, 5 & 7 in the 2013 NAPLAN testing in comparison with the results of 2012 testing.