Deception Bay North State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Our school is supportive of students, parents and staff and good relationships exist among these groups. The development of these relationships takes place through academic, sporting and cultural pursuits and is a strong focus of the school, aligning with our vision of our school as "*a great place to learn*". In actualising this we take very seriously our commitment to providing a quality curriculum experience for all students and are guided by the principles of effective learning and teaching, while embedding Aboriginal perspectives into curriculum development. Our curriculum is supported by clearly defined core curricula in English and Maths and we have high expectations of students in relation to this. Supported by our relentless focus on continued improvement, our students have achieved well in the 2009 NAPLAN testing. We have been identified as a National Partnership school and will join this program in 2010. Student support programs are provided by teachers, a guidance officer, a chaplain, learning support teachers, extension programs and special education teachers. Our school offers a variety of sporting and arts programs for students according to their interests.

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 2016 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 2016 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 2016

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.

The focus on school improvement in 2016 included:

- The further development of the Deception Bay North Way of implementing the Australian Curriculum through adapting the L4L units. This extended our response to the Australian Curriculum in English and Maths – Skipping Stones.

- The further 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

- 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

- The development of Performance Development Plans for teachers and other staff and the professional development and training required through these

- The successful continuing implementation of a balanced Reading Program incorporating the Gradual Release model of teaching

- 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 2017 are built on the outcomes we have achieved in 2016 and are focussed on the following areas:

Strategy 1: Reading

- Continue to embed a balanced reading program with and explicit focus on guided reading across all year levels
- Use a Coaching & Feedback model to ensure consistent teaching reading practice across all year levels
- Deepen teacher knowledge of and ability to analyse student reading data to inform their classroom teaching and learning, with a focus on short term and regular data collections
- Continue to align the reading framework to *Pearson's Gradual Release of Responsibility Model* (I do. We do. You Do)
- Continue the use of a variety of quality teaching processes and resources to support the development of reading: Cars and Stars; Sound Waves; Oral language; Reciprocal Reading
- Continue a Prep Oral Language Program to target Phonological and phonemic awareness
- Implement the L4L units to P-6

Strategy 2: Student Engagement

Differentiation

- Deepen teacher knowledge of differentiation in the four domains of Process, Product, Environment, and Content
- Build Teacher capacity in the use of OneSchool classroom dashboard to plan, assess and differentiate for all students
- Use the role of the Success Teacher to coach, provide feedback and support teachers to plan and use a range of Differentiation and Behaviour Strategies to meet the needs of the diverse learners in all classrooms

Attendance

- Monitor and review attendance data at whole school, class and individual student level
- Review the Attendance Policy and communicate and promote student attendance rates in the wider community
- Implement both proactive and reactive strategies to increase student attendance

Behaviour

- Implement, monitor, review and embed PBL to ensure compliance and consistency of expectations, rewards and consequences with a focus on routines and procedures at whole school, class and individual student levels
- Embed the use of OneSchool to record student achievement, support and intervention, behaviour incidents, rewards and consequences and parent contact
- Commence the REBOOT Project to implement the 7 step Framework to build school wide trauma informed practice based on current neuroscience research to improve behaviour and engage and motivate students using common strategies and language

Student Wellbeing

- Develop a Student Wellbeing Framework to combine strategies to enhance learning, behaviour, attendance and health and wellbeing
- Employ a Chaplain to support student wellbeing
- Engage a variety of community services e.g. Mimi's House, Red Cross, Yourtown, Mission Australia, to meet the support needs of all students and families when required

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- Engage Parents/Carers in Education/School Projects & Events to enhance school and community partnerships
- Develop and implement Indigenous and Pan Pacific Programs to improve academic outcomes, attendance and build school wide cultural awareness

Staff Wellbeing

- Review the process and implement Individual Performance Development Plans for all staff
- Develop and implement a Staff Health and Wellbeing Program that addresses the needs of all staff and supports them in their work roles

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	587	278	309	90	85%
2015*	546	273	273	104	86%
2016	544	274	270	102	89%

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

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

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	23	23	24
Year 4 – Year 7	26	27	26
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

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

- Friendly Schools Plus Program

- Ditto Program

- School Choir

- The House Cup program

- Specialised programs for students with disabilities from birth - Year 6

- Work Experience

- Mimi's House social emotional program

- Chaplaincy programs and school camps

- School-based targeted counselling services

- The CARE program in partnership with Yourtown

Co-curricular 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 6 and student council representatives from each class in Years 4-6. 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 through the focus room**

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

- **Lunchtime computer clubs**

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

- **Years 6 leadership camp**

Year 6 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 and guidance officer's 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

- **School SEMP Program**

For students with an interest in the environment and recycling

- **Chaplaincy Programs**

These include in-school and out-of-school activities such as mentors programs and camp programs across the year

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
An iPad policy ensures the care and use of the iPads is in line with school expectations around behaviour and privacy of others

The Reading Eggs Online resource is an intervention tool for P – 3 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.

Social Climate

Overview

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:

- Play break programs develop team skills for students
- The Chaplaincy program is an important part of the school's pastoral care program
- Our Guidance Office coordinates outside agency involvement with students and carers
- 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 ensure smooth transitions to new locations
- 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
- 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, Yourtown, Deception Bay Neighbourhood Centre, PCYC, the Indigenous community and the Pan-Pacific community, Early Years Centre, Mission Australia, Smith Family, DOCS and CYMHS.

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)	100%	89%	92%
this is a good school (S2035)	100%	78%	77%
their child likes being at this school* (S2001)	100%	89%	100%
their child feels safe at this school* (S2002)	94%	78%	85%
their child's learning needs are being met at this school* (S2003)	100%	100%	77%
their child is making good progress at this school* (S2004)	100%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	92%
teachers at this school motivate their child to learn* (S2007)	94%	100%	85%
teachers at this school treat students fairly* (S2008)	94%	78%	77%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	89%	92%
this school takes parents' opinions seriously* (S2011)	80%	78%	69%
student behaviour is well managed at this school* (S2012)	75%	67%	38%
this school looks for ways to improve* (S2013)	88%	78%	77%
this school is well maintained* (S2014)	88%	89%	85%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	94%	96%	95%
they like being at their school* (S2036)	84%	93%	91%
they feel safe at their school* (S2037)	83%	90%	83%
their teachers motivate them to learn* (S2038)	99%	95%	96%
their teachers expect them to do their best* (S2039)	95%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	93%
teachers treat students fairly at their school* (S2041)	86%	90%	85%
they can talk to their teachers about their concerns* (S2042)	88%	90%	86%
their school takes students' opinions seriously* (S2043)	86%	87%	83%
student behaviour is well managed at their school* (S2044)	74%	72%	61%
their school looks for ways to improve* (S2045)	94%	94%	93%
their school is well maintained* (S2046)	87%	91%	81%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	86%	95%	89%
they feel that their school is a safe place in which to work (S2070)	82%	76%	70%
they receive useful feedback about their work at their school (S2071)	84%	92%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	95%	78%
students are encouraged to do their best at their school (S2072)	100%	100%	91%
students are treated fairly at their school (S2073)	90%	86%	80%
student behaviour is well managed at their school (S2074)	72%	70%	50%
staff are well supported at their school (S2075)	78%	86%	63%
their school takes staff opinions seriously (S2076)	82%	89%	64%
their school looks for ways to improve (S2077)	98%	97%	76%
their school is well maintained (S2078)	92%	92%	72%
their school gives them opportunities to do interesting things (S2079)	86%	84%	78%

* 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

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. Throughout the 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. Term newsletters contain articles from all classes P – 6. Regular parent/community workshops

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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 attend specialist medical appointments with parents to assist them to get the most out of these visits when required. 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 regarding 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. Their involvement in these areas is well appreciated.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Friendly Schools Program is a school-wide focus with all classroom teachers teaching regular lessons in the classroom with their students.

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	94	171	418
Long Suspensions – 6 to 20 days	1	2	6
Exclusions	0	0	4
Cancellations of Enrolment	0	0	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
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 extracurricular 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		
Years	Electricity kWh	Water kL
2013-2014	162,404	12,108
2014-2015	165,691	1,888
2015-2016	159,579	8,610

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.

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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

School name	**GO**
Suburb, town or postcode	

Sector:

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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	43	33	<5
Full-time Equivalents	38	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Graduate Diploma etc.**	7
Bachelor degree	33
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 $42 210

The major professional development initiatives are as follows: Skipping Stones; Staff Mandatory Reporting

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.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

Performance of Our Students

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).	89%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	82%	82%

*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%.

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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	91%	89%	90%	89%	89%	87%	88%	89%					
2015	88%	88%	88%	89%	89%	87%	88%						
2016	88%	90%	89%	87%	89%	86%	86%						

*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:
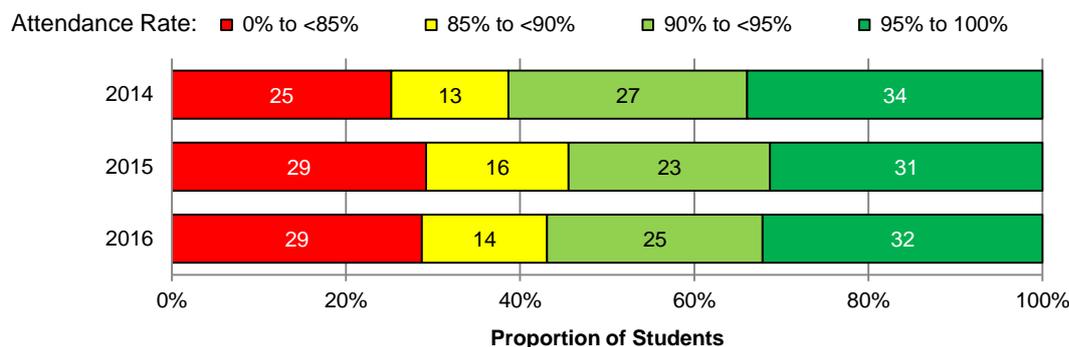
Description of how non-attendance is managed by the school

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.

Non-attendance is managed in state schools in line with the DETE 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 daily by office staff and SMS messages are sent to parents regarding student absence. 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 is currently reviewing a proactive whole school approach to encourage regular attendance and updating the school attendance policy.

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.

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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.