



Deception Bay North

State School



School Annual Report 2010

A great place to learn

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Principal's foreword

Introduction

It is with pride that I present the Deception Bay North State School Annual Report. This document is in response to the Department of Education and Training's initiatives on Schools Reporting. The report is linked with various systemic documents and at the school level, the Annual Operational Plan.

This report contains information about our school curriculum, including extra-curricular activities, and student progress towards our school goals. It includes and celebrates students' achievement in the National Assessment Program in Literacy and Numeracy (NAPLAN) for 2010 and results from the annual School Opinion Survey.

This report recognises the work of students, parents and staff in building a culture of high expectations balanced with the provision of support structures to assist students' social-emotional development as we ensure our school is a great place to learn. The development of our school culture takes place through academic, sporting and cultural pursuits and we are proud of our achievements in all these areas.

Through this we remain focussed on continuous improvement in student outcomes and our teaching and learning practices.

School progress towards its goals in 2010

The Annual Operational Plan for 2010 identified the key priorities for the year as:

A focus on the enhancement of literacy and numeracy outcomes across Prep-Year 7.

Development of the school Science Program

Staff and student well-being

Development of DBNSS as an Indigenous Focus School

Preparing the school and community to be part of the National Partnership Schools Program

Throughout the year all priorities were addressed and:

Teachers have taken part in ongoing professional development in English and Maths to further enhance their skills

All teachers have gained their ICT pedagogical licence or ICT certificate

Our students continue to demonstrate improvement in NAPLAN testing

The Science Program is implemented in all classrooms

The teaching and learning audit celebrated our successes and helped us develop our way forward through the National Partnership Strategic Plan

New facilities through the BER Program have enabled us to extend our Arts and HPE and Library programs

Future outlook

Deception Bay North State School became a National Partnership School in Semester 2, 2010 and through this our Strategic Plan 2010-2014 was developed. The key priorities to be addressed are:

Literacy and numeracy improvement through an emphasis on explicit teaching and differentiated curriculum.

Improved internal monitoring and tracking of student progress through effective use of data to track student progress

Closing the gap between indigenous and non-indigenous students through focus school strategies

Student wellbeing and opportunity through extension programs, personal best goals, the Arts and HPE programs and school wide positive behavior strategies

Parent and community engagement and the use of E-learning to give access to learning beyond traditional school hours

Improved student engagement with the school through monitoring student attendance rates, late arrivals and early leavers

Building leadership capacity of teachers through coaching and mentoring and dedicated professional development

Staff wellbeing and improved staff morale through organizational changes and self-determining learning Hubs.

School Profile

Deception Bay North State School is a co-educational primary school from Prep-Year 7 with similar numbers of girls and boys. The school has a Special Education Program for students of primary school age and an Early Childhood Development Program for children with disabilities from birth to 6 years of age. 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 groups within the community.

Characteristics of the student body

At Deception Bay North, 324 boys and 265 girls make up the student enrolments. While 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. There are 57 students in the Years 1-7 special education program and 20 children in the early childhood development program, including 11 Preps.

From February 2010-November 2010 enrolment continuity was 77%, indicating a less transient student body than 2009. The average class size in Prep-Year 3 is 22 students while in Years 4-7 it is 27 students. The majority of classes have been on or under target in 2010.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	61
Long Suspensions - 6 to 20 days	8
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Our school offers a strong and explicit curriculum while maintaining both range and balance in our curriculum. These special activities are tailored to meet the needs of students and provide opportunities for all. These include:

The “Eyes for Learning” School-wide Vision Program

Guitar groups, junior and senior choirs

School theatre group- school musical performance

Specialised support programs for students with disabilities from birth –Year 7

Interactive whiteboards in all teaching areas, including library, music and special education

Metalinguistic and Phonological Awareness and Oracy Programs for Prep and Year 1 students

Extension programs for very able students in Years 4-7

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

Leadership programs for aspirant student leaders

Supported play and lunchtime games activities

Lunchtime computer clubs

Year 7 leadership camp

Red Cross junior volunteers’ program

Gold Pass elective programs in Years 5-7

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies 2011

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 or pedagogical licence. All teaching staff are now able to utilise school based laptops and interactive whiteboards to support and enhance students’ learning. Such technologies are engaging students and creating global learning opportunities. Digital resources are used consistently to provide differentiation to meet student needs.

For beginning readers, 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 will soon be able to access their homework through a virtual classroom created on Learning Place. Within the upper school, virtual classrooms have also been utilised to deliver homework and provide the opportunities for students to participate in blogs around literature topics.

ICT is being used to create student ePortfolios. Student digital portfolios, currently being developed for Semester Two, will be used to connect student learning goals with teacher and self-assessment, and create a log of a student’s learning.

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 Technologies are also continuing to be embedded across the curriculum. Teachers are harnessing the opportunities afforded by a technologically rich environment and utilising ICTs

Our staff profile

to support and enhance learning. This will greatly assist teachers' approach to the Australian Curriculum, where Information and Communication Technology competence is presented as an important capability to be developed across curriculum areas.

Teachers are also preparing for the implementation of the Australian Curriculum. Professional development includes the negotiation of an online curriculum and associated resources.

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 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

Indigenous and Pasifika playgroups meet within the school and build bridges within the local community

Transition programs with local high schools are effective

Sports programs and games times promote cooperation and school pride

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, Murriajabree community an Pan-Pacific community, Early Years-Gowrie, Mission Australia, Smith Family.

Parent, student and teacher satisfaction with the school

Parents and students consistently indicate above state average satisfaction with the school in areas listed below. This has been evident over time and reflects the strong relationships which exist between the school and its community.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	80%
Percentage of students satisfied that they are getting a good education at school	85%
Percentage of parents/caregivers satisfied with their child's school	90%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	61%
Percentage of staff members satisfied with morale in the school	66%

Our staff profile

Involving parents in their child's education.

We actively encourage parental involvement in our students' education. We do this through an 'open door' policy within the school administration and through personal, regular contact between parents and teachers at class level and through parent/teacher meetings and information sessions. Our behaviour management policy ensures that parents are aware of positive behaviours or any problematic behaviours of their children. Home and school are closely aligned around this.

Regular parent workshops and information sessions are held for parents and these are conducted by specialist staff, including guidance officer, speech language pathologist, support teacher- literacy and numeracy, curriculum coordinators, visiting health specialists.

The P&C Association has in excess of 20 members and committee meetings are well attended. Committee representatives are on a number of school committees. Their involvement in these areas is appreciated.

Culminating days are held at the end of each unit of classroom work and parents are invited to come and share the progress of their children. These are well attended.

Our annual "Be a Kid Again' day is very well supported as are the Prep-Year 3 Messy Days, Mothers' Day Pamper days etc.

The school continues to develop as a community hub through initiatives such as:

Indigenous and Pasifika playgroups

Managing Young Children's Program operating as a district resource and located on the school grounds

Early Years activities such as the Bringamatealong program.

Reducing the school's environmental footprint

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.

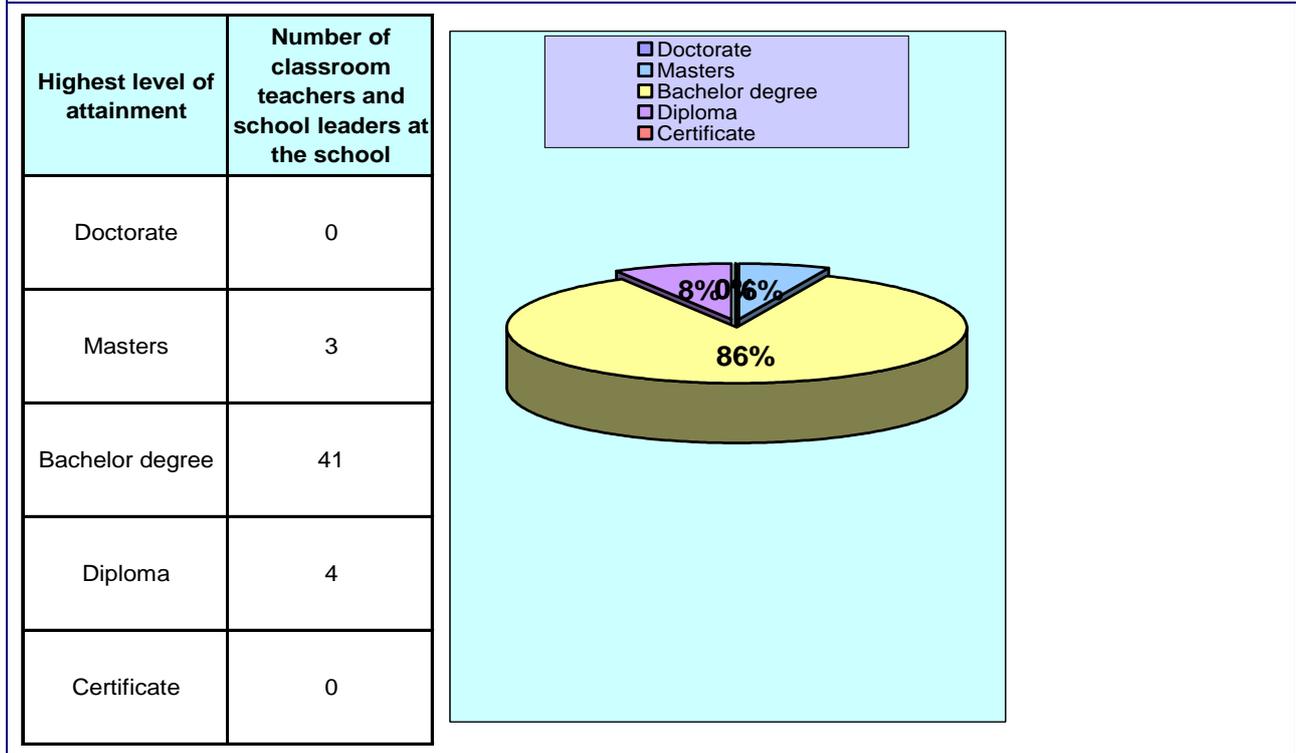
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water KL	Gas MJ
2010	\$57,218	\$24,605	\$22,701	\$6,384	\$3,528	\$0	\$0	127,308	1,620	0
2009	\$56,325	\$27,198	\$0	\$0	\$990	\$0	\$28,137	163,370	730	0
% change 2009 - 2010	2%	-10%	N/A	N/A	256%	N/A	-100%	-22%	122%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	48	26	<5
Full-time equivalents	39	18	<5

Qualifications of all teachers.



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$33 472.
The major professional development initiatives are as follows:

- First Steps Reading Workshop
- Literacy and numeracy development
- Beginning teachers' induction
- Pedagogical licences / ICT Certificates
- Vision training for teachers and teacher aides
- Specialist teacher workshops
- Collaborative curriculum development
- Assessment workshops
- MYCP programs
- Professional Associations for Administrators
- Support teacher networks
- BSM financial workshops
- Managing of students with disabilities
- Essential Skills in behaviour management
- Peer mentoring of new staff

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 89% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 90%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
91%	90%	88%	91%	91%	91%	91%

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 9:30am. Students who leave before 2:30pm 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.

Achievement – Years 3, 5 and 7

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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

The number of Indigenous students enrolled at our school has remained at approximately 12% for the past five years. Attendance rates of Indigenous and Non-Indigenous are closely aligned. Targets for 2009 student attendance rates were met. Satisfactory progress has been made in closing the gap between Year 3 Indigenous and Non-Indigenous students in Reading and Numeracy, however writing achievement did not meet expectation in NAPLAN 2010. Closing the Gap in this area will be a focus for these students in 2011.