



Deception Bay North

State School



School Annual Report 2011

A great place to learn



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Principal's foreword

Introduction

Welcome to the Deception Bay North State School Community.

The School Annual Report provides an account of our school's journey throughout 2011 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; parent, student and teacher satisfaction with the school; and our results in the 2011 national assessment program –NAPLAN.

Our school provides a partnership with the 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 a 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

Opportunities for parent involvement

Deception Bay North State School is committed to being and remaining *a great place to learn*

School progress towards its goals in 2011

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

The focus on school improvement work in 2011 included:

- Ready the school for the introduction of the Australian Curriculum and implementation of English, Maths and Science
- Introduced the role of literacy/mentor to assist teachers to build their teaching capability through ongoing professional development in English and Maths
- Significant gains in closing the gap for Indigenous students in NAPLAN results and school –based assessments
- Development of the school's Science Program and mentoring of classroom teachers in Science through Science facilitators
- Effective use of data to determine individual student needs with specific programs within classrooms
- Monitoring student attendance, including late arrivals and early departures
- Development of curriculum goals for each year level to drive high expectations of students in English and Maths
- A focus on preparing students for Prep through engagement with local kindergartens and child care providers
- Extended community engagement through parent information session on managing young children and the Early Years curriculum

Future outlook

Key priorities for 2012 are:

- Continued progress towards the goals of our Strategic Plan as a National Partnership School
- Implementation of the Australian Curriculum in English, Maths and Science
- Reaching our student attendance targets
- Closing the Gap for Indigenous students
- Student wellbeing and behaviour management
- Parent and community engagement
- Staff wellbeing

Throughout 2011 the school focus was on using data to drive student learning and build capability within the staff to develop highly effective learners. In 2012 we will continue this by:

- Implementing the Australian Curriculum in English, Maths and Science, and raise awareness of History for implementation in 2013, as well as continuing the QCAR Essentials in the remaining curriculum areas. Implementing QCATs in Years 4&6 with associated moderation processes.
- Differentiating the curriculum for students and increasing teachers' understanding and use of effective strategies to cater for the particular students in each curriculum area
- Further developing whole school programs in the areas of English and Maths, particularly in spelling and reading comprehension and problem solving
- Building staff capability to implement the Australian Curriculum through ongoing professional development opportunities
- Developing a whole school Assessment and Reporting Framework
- Focussing on the specific needs of Indigenous students in the areas of curriculum and student wellbeing
- Using the functionality of OneSchool for planning, assessment and reporting towards central data storage and a reduction of paper usage across the school

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 students within the school and all groups within the community.

Characteristics of the student body:

At Deception Bay North, 320 boys and 285 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 51 students in the Years 1-7 special education program and 21 children in the early childhood development program, including 7 Preps.

From February 2010-November 2010 enrolment continuity was 86%, indicating a less transient student body than 2010. The average class size in Prep-Year 3 is 22 students while in Years 4-7 it is 28 students. The majority of classes have been on or under target in 2011. The average class size overall was 24.3 students

- 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
Short Suspensions - 1 to 5 days	52
Long Suspensions - 6 to 20 days	11
Exclusions	1
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
- 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 3-7
- Life Ed 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 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

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 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
- 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, students and teachers had 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.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	76%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	79%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	70%
Percentage of staff members satisfied with morale in the school	65%

DW – Data withheld

Involving parents in their child's education

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.

Opportunities for parental involvement in the school include:

- Attendance in special days such as 'Be a Kid Again Day', Messy Day, Mothers' Day Pamper Days, sports days, discos and musical events etc.
- Volunteer work in classrooms
- School committees
- Tuckshop
- Coaching sporting teams and attendance at competitions
- Support-a-Reader and Support-a-Talker programs
- P&C Association

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, 2010-2011

	Electricity KwH	Water KL
2011	142,780	17,656
2010	127,308	1,620
% change 10 - 11	12%	990%

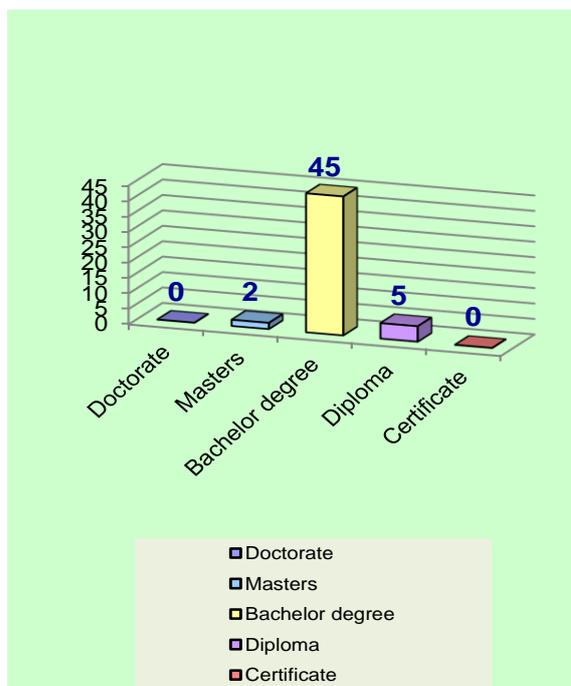
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	52	32	<5
Full-time equivalents	45	21	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	45
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$17964.

The major professional development initiatives are as follows:

- Student Learning Data- analysis, collation and differentiating the curriculum through 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
- Spelling
- Beginning teachers' induction
- Essential skills in behaviour management
- Mentoring from literacy/numeracy mentor to build teacher capability
- Collaborative curriculum development
- Professional Associations for Administrators

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 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

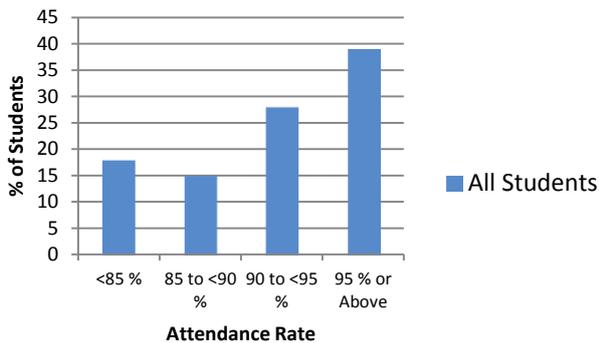
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
 The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91%	92%	90%	92%	92%	90%	90%					

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, 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.

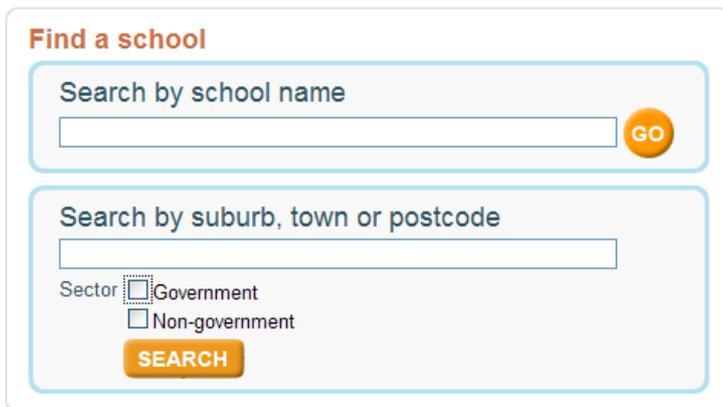
Rolls are checked weekly by office staff and a school administrator and phone calls are made to parents after three consecutive unexplained absences. If there is no satisfactory explanation given by parents or guardians, letters are sent home to parents and these are followed-up by members of the school 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.

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 image 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 circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "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

Numbers of Indigenous students at our school continue to grow. In 2011 an Indigenous breakfast and homework club was 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 2010 and 2011 NAPLAN results there have been marked increases in results in Reading, Writing and Numeracy. Year 3 Indigenous students' mean scale scores in reading were higher than Queensland State Schools. Mean scale scores in writing were above both regional and state schools averages. Mean scale scores in numeracy were above state school averages.

In 2011 attendance rates of Indigenous students was 85.9%. This represents a decrease of 3% on 2010 figures. The Indigenous Community Advisor will address issues of attendance with students as part of her role to maximise students' engagement with programs offered by the school to continue this very positive trend.