



Deception Bay North State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	PO Box 348 Deception Bay 4508
<b>Phone</b>	(07) 3897 2333
<b>Fax</b>	(07) 3897 2300
<b>Email</b>	principal@deceptionbaynorthss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Troy Barath - Principal

## School overview

At Deception Bay North our school motto is '**Pride in Achievement.**' We are proud of all of our students' achievements, whether they be academic, social, artistic, sporting or community based. Our school is an accepting and supportive community that strives for improvement in every area. We emphasise personal improvement regardless of ability through the Australian Curriculum and our many and varied special programs.

We highly encourage parent involvement in our school. We have an active and friendly P&C that support the school through fun events and run our uniform shop and tuckshop. Parents are welcome to attend a large number of special events including sports days, book week, Under 8's days, transition days, student led conferences, art and performance nights, community breakfasts, morning teas, NAIDOC and ANZAC day. Parents are also encouraged to assist in class if they are able.

A core component of our school's culture is **high expectations** for everyone. We have high academic and behavioural expectations that are exhibited daily by students, staff and parents. We model and teach these expectations in our classrooms and playgrounds and support students to develop a positive outlook that includes having a growth mindset, being problem solvers and being responsible for their own actions.

Our school is a **Positive Behaviour for Learning** school. Our school rules are;

- I am a Learner
- I am Resilient
- I am Respectful
- I am Responsible

These rules guide all of our students interactions and are used to assist them in understanding their actions have positive and negative reactions and consequences. While we assist all students to learn behaviour and grow emotionally, we also have thorough and rigid discipline processes.

## School progress towards its goals in 2018

- **Reading** – The school focused on the gradual release of responsibility in reading lessons with a strong focus on modelling to improve student outcomes.
- **Positive Behaviour for Learning** – PBL was implemented successfully in the school by a team. A behaviour matrix was set up and displayed in classes with reinforcement by class teachers in PBL focus lessons each week and on assembly. Data collection and subsequent decision making was improved to strategically target key behaviours and areas to improve
- **Staff Wellbeing and Performance** – Staff Developing Performance plans were agreed upon and worked towards throughout the year.

## Future outlook

The school is looking forward to a growth period over the next two years with enrolments expected to rise. Prep enrolments for 2019 have increased by approximately 20% with a similar amount expected for 2020.

The School Improvement Agenda is remaining focused on the same three areas for 2019 with a vision to moving on from most of these areas in 2020. The Strategies are outlined below;

### Strategy 1: Explicit Teaching of Reading –

- Focus all staff on building and enhancing capacity to teach Reading (Term 1 – 3)
- Instill a culture of high expectations that all learners can learn to read, which serves as the gateway to learning in all areas and a successful future. (Term 1)
- Establish the explicit teaching of Reading P-6 as a key driver for school improvement (Term 1)
- Implement and embed expectations of evidence based, best practice in the teaching of reading (Term 2 -3)

- Develop 'line of sight' of the teaching of Reading across the school (Term 3 – 4)

### Strategy 2: Staff Well Being - Building a Supportive Team

- Develop a shared vision statement for staff wellbeing (Term 3)
- Develop and implement a Staff Health and Wellbeing action plan that addresses the needs of all staff and supports them in their work roles (Term 4)
- Review the process and implement Individual Performance Development Plans for all staff (Term 2)
- Implement individual performance develop plans for all staff, with a focus on performance aligned to student achievement and engagement (Term 2)

### Strategy 3: Positive Behaviour for Learning – A culture that promotes learning

- Embed Positive Behaviour for Learning as a priority and methodology as part of the “DBNSS Way”. (Term 1 – 4)
- Implement Positive Behaviour for Learning across the school, with a common purpose and a consistent approach (Term 1 – 4)
- Lead Positive Behaviour for Learning implementation with a representative PBL team (Term 1)
- Embed procedures across the school to encourage expected behaviours. (Term 1 – 2)
- Develop processes to use behaviour, attendance and academic data-to make decisions and inform practice. (Term 2 – 3)

We are confident that significant progress will be made towards these three strategic areas this year. The school is in a good position to move forward in all areas with a supportive and focussed staff.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	544	533	454
Girls	274	268	226
Boys	270	265	228
Indigenous	102	102	104
Enrolment continuity (Feb. – Nov.)	89%	88%	87%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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. We proudly celebrate our diversity and welcome all students to our school.

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

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	20
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

- \* Full implementation of the current Australian Curriculum, DBNSS has invested heavily in training and support for our school staff to ensure all teachers and assistants are confident with the latest version of the curriculum and its delivery.
- \* A pedagogical approach that creates assessment literate learners through the work of Hattie – Visual Learning.
- \* A whole school approach to reading and writing.
- \* A heavy emphasis on Number and mental calculation in Mathematics and expanding into real world problem solving.
- \* All classes are encouraged to ensure their curriculum involves hands on learning.
- \* Full support for individual student needs through quality first teaching, targeted class based interventions and extension, if required.

### Co-curricular activities

These co-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.

- **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

Digital technologies are an integral component of modern living and education and as such are embedded in all that we do at Deception Bay North State School. Every classroom has interactive whiteboards installed, ensuring teachers use ICTs regularly in their teaching and giving students the most up to date information while helping them stay engaged. A class set of digital cameras has been established, Ipads and Surface tablets are available for use along with a computer lab and class sets of laptops.

Wireless internet access is available throughout the school to assist learning. Students are able to access iPads and laptops freely to assist with research, projects and school work when needed.

## 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 assist 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	82%	87%
• this is a good school (S2035)	77%	88%	94%
• their child likes being at this school* (S2001)	100%	94%	88%
• their child feels safe at this school* (S2002)	85%	94%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	77%	88%	69%
• their child is making good progress at this school* (S2004)	92%	88%	87%
• teachers at this school expect their child to do his or her best* (S2005)	100%	88%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	88%	79%
• teachers at this school motivate their child to learn* (S2007)	85%	88%	73%
• teachers at this school treat students fairly* (S2008)	77%	88%	81%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	75%
• this school works with them to support their child's learning* (S2010)	92%	88%	87%
• this school takes parents' opinions seriously* (S2011)	69%	76%	80%
• student behaviour is well managed at this school* (S2012)	38%	65%	53%
• this school looks for ways to improve* (S2013)	77%	88%	88%
• this school is well maintained* (S2014)	85%	82%	88%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	81%	90%
• they like being at their school* (S2036)	91%	83%	91%
• they feel safe at their school* (S2037)	83%	81%	85%
• their teachers motivate them to learn* (S2038)	96%	93%	94%
• their teachers expect them to do their best* (S2039)	98%	92%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	91%
• teachers treat students fairly at their school* (S2041)	85%	89%	79%
• they can talk to their teachers about their concerns* (S2042)	86%	80%	78%
• their school takes students' opinions seriously* (S2043)	83%	79%	91%
• student behaviour is well managed at their school* (S2044)	61%	60%	63%
• their school looks for ways to improve* (S2045)	93%	86%	94%
• their school is well maintained* (S2046)	81%	72%	88%
• their school gives them opportunities to do interesting things* (S2047)	92%	88%	94%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	89%	86%	92%
• they feel that their school is a safe place in which to work (S2070)	70%	63%	67%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	67%	76%	72%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	91%	89%
• students are encouraged to do their best at their school (S2072)	91%	90%	92%
• students are treated fairly at their school (S2073)	80%	74%	71%
• student behaviour is well managed at their school (S2074)	50%	48%	40%
• staff are well supported at their school (S2075)	63%	64%	69%
• their school takes staff opinions seriously (S2076)	64%	63%	83%
• their school looks for ways to improve (S2077)	76%	83%	88%
• their school is well maintained (S2078)	72%	71%	79%
• their school gives them opportunities to do interesting things (S2079)	78%	78%	79%

\* 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 and information sessions are held for parents and specialist staff, including guidance officers, speech language pathologist, support teachers, visiting health specialists, conduct these.

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 education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our Positive Behaviour for Learning (PBL) is a proactive approach to establishing the behavioural supports and social culture needed for our students to succeed.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	418	222	181
Long suspensions – 11 to 20 days	6	4	0
Exclusions	4	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	159,579	165,259	157,979
Water (kL)	8,610	10,221	1,455

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	40	32	7
Full-time equivalents	36	21	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	8
Bachelor degree	29
Diploma	1
Certificate	0

\*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 2018 were \$ 5200

The major professional development initiatives are as follows:

- Reading Improvement
- Positive Behaviour for Learning
- Behaviour Management

- Trauma Informed Practice

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 75% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	87%	86%
Attendance rate for Indigenous** students at this school	82%	84%	83%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	88%	90%	86%
Year 1	90%	86%	86%
Year 2	89%	88%	85%
Year 3	87%	90%	86%
Year 4	89%	86%	87%
Year 5	86%	85%	86%
Year 6	86%	86%	84%

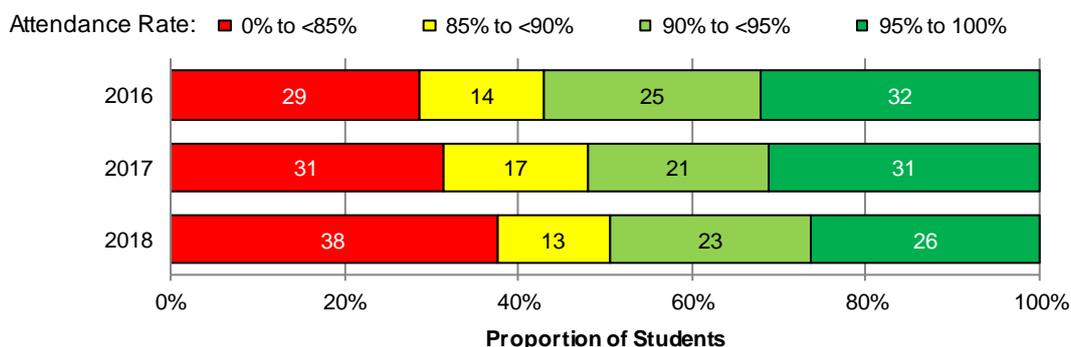
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.