

Deception Bay North State School

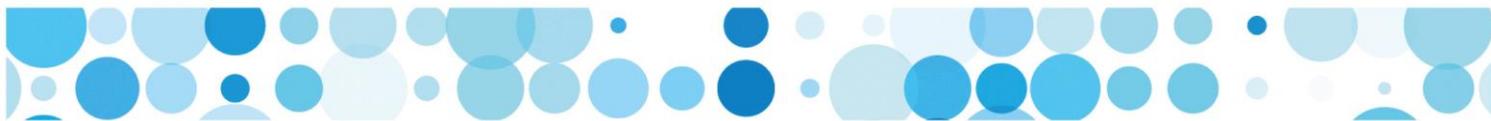
Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Deception Bay North State School** from **23 to 25 October, 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

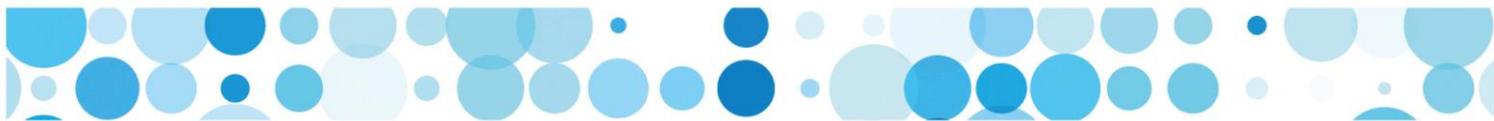
1.1 Review team

Alan Whitfield	Senior reviewer, SIU (review chair)
Andrew Helton	Senior reviewer
Warren Merchant	Internal reviewer
Clare Grant	External reviewer



1.2 School context

Location:	Old Bay Road, Deception Bay
Education region:	North Coast Region
Year opened:	1979
Year levels:	Prep to Year 6
Enrolment:	481
Indigenous enrolment percentage:	21.8 per cent
Students with disability enrolment percentage:	9.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	907
Year principal appointed:	2017 (acting)
Day 8 Staffing Teacher Full-time equivalent numbers:	25.3
Significant partner schools:	Deception Bay State School, Deception Bay State High School, Moreton Downs State School
Significant community partnerships:	Yourtown – Communities for Children (CfC) Alliance, Red Cross CARE Program, Mimi's House, Breakfast Club
Significant school programs:	Positive Behaviour for Learning (PBL), Reboot



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Head of Curriculum – Student Support (HOC-SS), master teacher, Business Manager (BM), success coach, 18 classroom teachers, three Support Teachers Literacy and Numeracy (STLaN), three Special Education Program (SEP) teachers, Indigenous Community Education Counsellor (CEC), Pacific Island Liaison Officer, 17 teacher aides and 86 students.

Community and business groups:

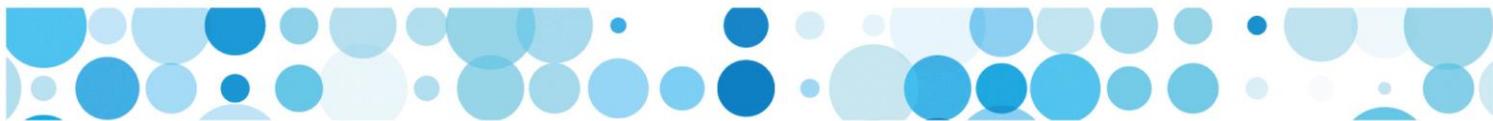
- Parents and Citizens' Association (P&C) executive members, Deadly Choices, Red Cross CARE coordinator, community partners and Outside School Hours Care (OSHC) providers.

Partner schools and other educational providers:

- Principal Deception Bay State High School and coordinator Bay Explorers Early Learning Centre.

Government and departmental representatives:

- Councillor for Moreton Bay Regional Council, State Member for Bancroft and ARD.



1.4 Supporting documentary evidence

Annual Improvement Plan 2018	Assessment and Moderation Calendar
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview report
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School data plan	Professional Development plans
School Opinion Survey	DBN SS Data Review 2017
Responsible Behaviour Plan for Students	DBN SS Pedagogical Framework and Practices
School based curriculum, assessment and reporting framework	Report Card and NAPLAN Update Semester 1 2018
Deception Bay North School Action Plan 2017 – 2018	Annual Performance Development Plan template
School newsletters and website	



2. Executive summary

2.1 Key findings

The philosophy of the school is centred on a paradigm of caring relationships for those who require these the most.

Parents comment that when they are seeking additional support the school is there for them and assists them to access further relevant community-based support. Relationships amongst staff, and between staff and students are predominantly positive and respectful. Students articulate they value interactions with their teachers.

The school has established partnerships with a wide range of community organisations.

Strategic alliances are developed with groups including allied health, family support and counselling services to support and improve the learning and wellbeing needs of students in the school. Parents are regarded as integral partners supporting the learning needs of their child.

School leaders have developed and are implementing an improvement agenda that reflects a key focus on curriculum, engagement and wellbeing.

School leaders acknowledge the need to develop and implement monitoring processes to track progress towards Explicit Improvement Agenda (EIA) improvement and performance targets. Staff members indicate a need for clarity of school expectations relating to the EIA and its impact on classroom implementation. The roles and accountabilities of school leaders are yet to be aligned to the improvement agenda.

The school is focusing on a re-emphasis of the Positive Behaviour for Learning (PBL) program.

The language and artefacts of PBL are predominantly displayed in all classrooms and in school signage. Staff members report the need for increased consistency in the use of PBL language and procedures. Staff and community members articulate there is emerging improvement in student behaviour. It is identified that further implementation is required to establish a culture amongst all students that consistent effort, respectful behaviour and regular attendance will enable them to best meet their learning goals.

Teachers report an expectation to deliver a balanced reading program that includes modelled, shared, guided and reciprocal reading practices.

Expected reading practices continue to evolve as key components of the school-wide agreed approach to teaching reading. School leaders recognise a need for closer monitoring to ensure a consistent approach to reading instruction.



School leaders and members of the teaching teams are committed to implementing a curriculum related to learning areas aligned to the Australian Curriculum (AC).

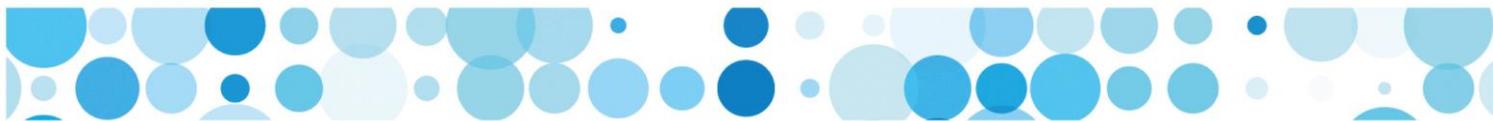
A whole-school curriculum, assessment and reporting plan, and associated learning area plans, make clear agreed expectations for what teachers will teach and what students will learn across all learning areas and the years of schooling. Processes to ensure the integrity of the enacted curriculum are yet to be clearly established and regularly implemented.

School leaders refer to a range of effective teaching strategies when describing the teaching behaviours they wish to develop across the school.

The school's pedagogical approaches are documented in the school's Pedagogical Framework and Practices handbook. An extensive and wide-ranging array of documentation provides lists of teaching and learning approaches. The school anticipates working with regional support personnel to collaboratively refine the pedagogical framework.

The school's Parents and Citizens' Association (P&C) is a small and active group of parents that supports the school.

The association conducts a range of fundraising activities throughout the year with the major project being to provide enhanced learning facilities. The P&C works actively to promote the school and engage parents in the life of the school. Community leaders are very supportive of the school and the community.



2.2 Key improvement strategies

Develop and communicate a specific statement of roles, responsibilities and accountabilities for each school leader and staff member detailing key actions, targets and implementation timelines.

Develop strategies to monitor the consistent implementation of PBL across all areas of the school.

Embed and monitor agreed strategies for the teaching of reading to ensure consistency across the school.

Develop monitoring and review processes to ensure that the intent and rigour of the AC are enacted in all classrooms.

Work with regional personnel to collaboratively refine the pedagogical framework to define the school's agreed signature pedagogies.