



Deception Bay North State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

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Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

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.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Early Childhood - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	533	454	424
Girls	268	226	214
Boys	265	228	210
Indigenous	102	104	109
Enrolment continuity (Feb. – Nov.)	88%	87%	86%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	23	20	22
Year 4 – Year 6	26	26	23
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 implementation

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*

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

• *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 ensures 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, Caboolture Early Years Centre 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	82%	87%	91%
• this is a good school (S2035)	88%	94%	100%
• their child likes being at this school* (S2001)	94%	88%	90%
• their child feels safe at this school* (S2002)	94%	88%	82%
• their child's learning needs are being met at this school* (S2003)	88%	69%	91%
• their child is making good progress at this school* (S2004)	88%	87%	91%
• teachers at this school expect their child to do his or her best* (S2005)	88%	93%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	79%	91%
• teachers at this school motivate their child to learn* (S2007)	88%	73%	82%
• teachers at this school treat students fairly* (S2008)	88%	81%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	75%	100%
• this school works with them to support their child's learning* (S2010)	88%	87%	91%
• this school takes parents' opinions seriously* (S2011)	76%	80%	100%
• student behaviour is well managed at this school* (S2012)	65%	53%	73%
• this school looks for ways to improve* (S2013)	88%	88%	100%
• this school is well maintained* (S2014)	82%	88%	80%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
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* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	81%	90%	90%
• they like being at their school* (S2036)	83%	91%	89%
• they feel safe at their school* (S2037)	81%	85%	84%
• their teachers motivate them to learn* (S2038)	93%	94%	96%
• their teachers expect them to do their best* (S2039)	92%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	91%	93%
• teachers treat students fairly at their school* (S2041)	89%	79%	89%
• they can talk to their teachers about their concerns* (S2042)	80%	78%	90%
• their school takes students' opinions seriously* (S2043)	79%	91%	85%
• student behaviour is well managed at their school* (S2044)	60%	63%	79%
• their school looks for ways to improve* (S2045)	86%	94%	96%
• their school is well maintained* (S2046)	72%	88%	80%
• their school gives them opportunities to do interesting things* (S2047)	88%	94%	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:	2017	2018	2019
• they enjoy working at their school (S2069)	86%	92%	98%
• they feel that their school is a safe place in which to work (S2070)	63%	67%	98%
• they receive useful feedback about their work at their school (S2071)	76%	72%	74%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	89%	80%
• students are encouraged to do their best at their school (S2072)	90%	92%	98%
• students are treated fairly at their school (S2073)	74%	71%	81%
• student behaviour is well managed at their school (S2074)	48%	40%	88%
• staff are well supported at their school (S2075)	64%	69%	83%
• their school takes staff opinions seriously (S2076)	63%	83%	78%
• their school looks for ways to improve (S2077)	83%	88%	98%
• their school is well maintained (S2078)	71%	79%	60%
• their school gives them opportunities to do interesting things (S2079)	78%	79%	80%

Percentage of school staff who agree# that:	2017	2018	2019
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* 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 appreciated.

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	222	181	128
Long suspensions – 11 to 20 days	4	0	2
Exclusions	0	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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	165,259	157,979	157,617
Water (kL)	10,221	1,455	2,111

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.



The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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



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



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	35	30	7
Full-time equivalents	31	20	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	87%	86%	86%
Attendance rate for Indigenous** students at this school	84%	83%	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	2017	2018	2019
Prep	90%	86%	87%
Year 1	86%	86%	87%
Year 2	88%	85%	86%
Year 3	90%	86%	88%
Year 4	86%	87%	85%
Year 5	85%	86%	85%
Year 6	86%	84%	87%

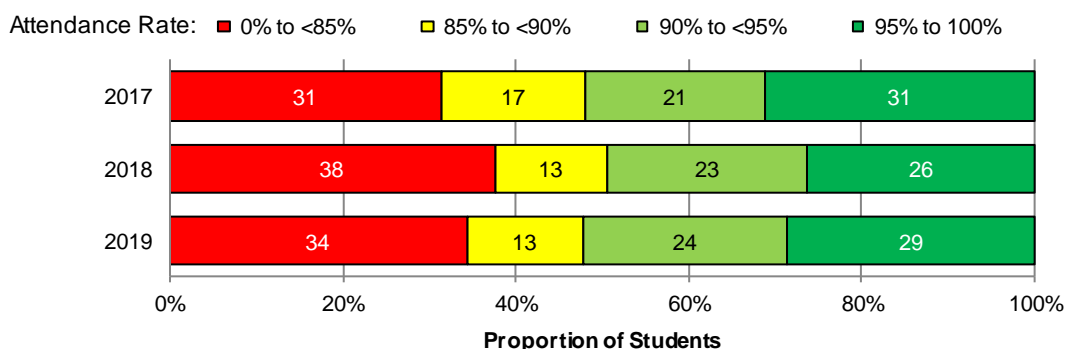
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

Search by school name or suburb 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.