



Delaneys Creek State School

School annual report

Queensland state school reporting

2020



Delaneys Creek State School Values



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School context

As our school vision states, 'We Nurture, We Inspire, We Create the Future'. Thankfully we enjoy the support of many parent and community volunteers to enrich our students learning and development.

We are delighted to be able to share your child's learning journey with you and your family. Our school is now your school.

At Delaneys Creek State School we believe effective teachers take responsibility for all students learning and set high expectations so as to achieve the personal best out of each student. We believe effective teachers are lifelong learners that improve, learn and change. Effective teachers create a safe and supportive learning culture that increases student achievement. We believe that effective teachers use research based practices and benefit from coaching and collaboration. We believe effective teachers are reflective teachers.

At Delaneys Creek our core values lie under the three beliefs of:

- Building Positive Relationships
- A Love of Learning
- Being a Active and Informed Citizens
- Being Problem Solvers and Creative Thinkers

With approximately 200 students at our school, we are not too big and not too small. We are big enough to afford our students every opportunity that being a 'big' school allows, yet still small enough to maintain that 'small, country school feel'.

So what makes our school so special? It is more than our experienced teachers, our lovely green grounds and our outstanding academic, sporting and cultural achievements. Our most outstanding feature is the quality of the relationships we share at our school. We see the explicit teaching of Literacy and Numeracy as essential and are proud of our outstanding results in these areas.

Every person is valued and respected. Every interaction is important. The strength of our relationships (student/teacher/parent/staff/school community) and the culture of belonging created within our school is held in high regard within our local community.

Julianne Mabb- Principal

Coeducational or single sex

Coeducational

Independent Public School

No

Year levels offered in 2020

Prep Year – Year 6

Webpages

Additional information about Queensland state schools is located on the:

- [My School](#) website
 - [Queensland Government data](#) website
 - Queensland Government [schools directory](#) website.
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Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	19	29	40	22	27	39
Year 1	21	23	26	20	21	26
Year 2	25	21	24	27	19	24
Year 3	21	34	23	22	35	21
Year 4	24	22	34	26	22	34
Year 5	17	31	25	19	32	25
Year 6	18	17	33	19	16	32
Total	145	177	205	155	172	201

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	24	19	22
Year 4 – Year 6	28	29	23

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	100.0%	100.0%	
This is a good school.	100.0%	100.0%	
My child likes being at this school. ²	100.0%	95.8%	
My child feels safe at this school. ²	100.0%	100.0%	
My child's learning needs are being met at this school. ²	100.0%	91.7%	
My child is making good progress at this school. ²	91.7%	91.7%	
Teachers at this school expect my child to do his or her best. ²	100.0%	100.0%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	100.0%	95.7%	
Teachers at this school motivate my child to learn. ²	100.0%	95.8%	
Teachers at this school treat students fairly. ²	100.0%	100.0%	
I can talk to my child's teachers about my concerns. ²	100.0%	100.0%	
This school works with me to support my child's learning. ²	100.0%	100.0%	
This school takes parents' opinions seriously. ²	91.7%	95.8%	
Student behaviour is well managed at this school. ²	91.7%	91.7%	
This school looks for ways to improve. ²	100.0%	100.0%	
This school is well maintained. ²	100.0%	95.8%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree¹ that:	2018	2019	2020
I am getting a good education at my school.	97.5%	98.0%	
I like being at my school. ²	97.5%	97.9%	
I feel safe at my school. ²	100.0%	100.0%	
My teachers motivate me to learn. ²	100.0%	100.0%	
My teachers expect me to do my best. ²	100.0%	97.9%	
My teachers provide me with useful feedback about my school work. ²	100.0%	98.0%	
Teachers at my school treat students fairly. ²	94.7%	95.9%	
I can talk to my teachers about my concerns. ²	90.0%	91.8%	
My school takes students' opinions seriously. ²	95.0%	93.9%	
Student behaviour is well managed at my school. ²	97.4%	85.7%	
My school looks for ways to improve. ²	100.0%	97.9%	
My school is well maintained. ²	100.0%	97.9%	
My school gives me opportunities to do interesting things. ²	100.0%	97.9%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree¹ that:	2018	2019	2020
I enjoy working at this school.	100.0%	100.0%	
I feel this school is a safe place in which to work.	100.0%	100.0%	
I receive useful feedback about my work at this school.	100.0%	95.5%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	92.9%	
Students are treated fairly at this school.	100.0%	100.0%	
Student behaviour is well managed at this school.	88.9%	100.0%	
Staff are well supported at this school.	100.0%	100.0%	
This school takes staff opinions seriously.	100.0%	100.0%	
This school looks for ways to improve.	100.0%	100.0%	
This school is well maintained.	100.0%	100.0%	
This school gives me opportunities to do interesting things.	94.4%	100.0%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	3	2	8
Long Suspension	0	0	0
Exclusion	0	0	0
Total	3	2	8

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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 search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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



A rectangular button with a red border and the text "View School Profile" in red.

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



The screenshot shows a navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a red background.

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of 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 link:

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

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	14	18	19	11	11	15			
FTE	8	12	14	6	6	8			

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	93%	92%	91%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	92%	94%	93%
Year 1	90%	91%	92%
Year 2	94%	90%	90%
Year 3	91%	93%	91%
Year 4	92%	91%	90%
Year 5	94%	91%	89%
Year 6	96%	95%	89%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



A screenshot of the My School search interface. It features a search bar on the left with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown menu.

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

[View School Profile](#)

4. Click on *NAPLAN* and select a year to view school NAPLAN information.



A screenshot of the My School navigation menu. The menu is a horizontal bar with several items: "School profile", "NAPLAN" (which is highlighted with a white background and a dropdown arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "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.