



Delaneys Creek State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

| | |
|-----------------------|--|
| Postal address | Mount Mee Road Delaneys Creek 4514 |
| Phone | (07) 5434 6333 |
| Fax | (07) 5496 4824 |
| Email | principal@delaneyscreekss.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website. |
| Contact person | Julianne Mabb Principal |



School overview

Delaneys Creek State School is a small semi-rural school nestled at the base of the D’Aguilar Ranges. It was established in 1892 and has been the school of choice for generations of families in the area and we are proud to boast that some of our students are fourth generation attendees. A mixture of native Australian bushland and farmland surrounds the school. Delaneys Creek State School is culturally inclusive and has a well-established and expanding indigenous program, which includes a bush tucker garden that was established in partnership with local community members. Upon enrolment, a long term relationship begins between parents, students, staff and community members. Students quickly become a valued member of our school community and have a sense of belonging to the ‘Creek Family’.

With a belief that every student is capable of successful learning, we pride ourselves on valuing and accepting that each individual is on their own learning journey and can be supported to strive for progress.

Delaneys Creek state school truly values the critical role the community plays in children's education; therefore, parents are encouraged to form positive partnerships with our school community to ensure a collaborative approach is established.

At Delaneys Creek, we offer a diverse range of learning experiences that engage and cater for individual students. Under the framework of our Responsible Behaviour Plan, children's are supported to be responsible, respectful and safe learners, preparing them to becoming contributing members of our society.

The community of Delaneys Creek State School should be congratulated on another outstanding year.

Julianne Mabb

Principal

School progress towards its goals in 2018

In 2018 Delaneys Creek strived to improve results in writing and reading through developing an agreed action plan with specific targets and outcomes. Our strategies of developing an expert teaching team where teacher’s knowledge and understanding of the Australian Curriculum was deepened as they worked with regional HODS and master teacher to unpack the English Curriculum.

2018 saw the launch of our Prep Talking4Reading oral language program, as part of our community engagement strategy to empower parents to support students in their learning at home. This program was one of and continues to be a great success for our Prep students.

Through community consultation our whole school vision and values was developed and now sets the scene for all learning and wellbeing in our school. A consistent language was introduced to support students with communicating their feelings.

| Key Priority | Outcomes and Achievements 2018 |
|-------------------------|---|
| <p>Learning</p> | <p>Target- Maintain the percentage of students in Year 3 and Year 5 to a level that is the same as or greater than the National Minimum Standard for writing.</p> <p>Achievemnet- Year 3's and 5's have seen improvement the same/greater than the Nation.</p> <p>Target- Increase Year 3 and 5 Mean Scale Score continue to improve at a rate similar to or greater than that of the Nation.</p> <p>Achievement- Year 3's and 5's Mean Scale Score remained in the same quartile.</p> <p>Target- Increase Year 3 and 5 Upper Two Bands to at or above the Nation. Achievement- Our Upper Two band numbers are statistically similar to the Nation.</p> <p>Reading Achievement- Our Mean Scale Score and Upper Two Bands for Year 3 & 5 reading was above the Nation. 100% of our Year 3 & 5 students were at or above the National Minimum Standard.</p> |
| <p>Teaching</p> | <p>Building teacher capacity</p> <ul style="list-style-type: none"> • All staff to confidently unpack AC • 100% of teachers able to use the Gradual Release of Responsibility Model for the modelled/shared component of the model. • Teacher Effect Size for the reading was 0.50 compared to other Queensland State Schools 0.02. This means our teachers are doing a fantastic job teaching reading. • Continued implementation of school wide programs • All teachers participated in CoVerification Rounds of watching each other teach. • Teaching staff Performance Plans aligned with AITSL: Australian Professional Standards for Teachers. • Developed localised structures that enable teachers to engage in discussion and analysis of effective teaching and learning. • Pre and Post moderation meetings held with professional discussions. |
| <p>Wellbeing</p> | <p>Development of whole school approach to student and staff wellness.</p> <ul style="list-style-type: none"> • Understanding the brain's development and how it affects our behaviour. • Growth mindset • Differentiation |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Whole school language for acknowledging and correcting behaviours. (Dolphin, Shark, Jellyfish) • Revise Responsible Behaviour Plan and continue to the implementation of whole school explicit teaching of behaviour expectations. • Continued monitoring of student wellbeing and actioning timely support. |
|--|--|

Future outlook

Delaneys Creek State School had its final school review in March 2018 carried out by a review team from the School Improvement Unit. Some of their key findings were as follows:

The school is a welcoming school community with a belief that every student is capable of successful learning. The staff prioritise the individual learning and wellbeing needs of all students. The principal and staff are committed to the improvement of learning outcomes for all students in the school. The school is building a professional team of highly committed teachers who have a shared responsibility for student learning and success. All staff members recognise that highly effective teaching is the key to improving student learning. Teachers endeavour to make the curriculum accessible, engaging and challenging for all students. The ability of teachers to understand class data and respond to the implications for differentiation is developing across the school. The school has a positive reputation in the community and several informal partnerships are established that enhance student learning and wellbeing.

A full Executive Summary can be found on the school's website at: www.delaneyscreekss.eq.edu.au

In 2019 our focus will continue to be unpacking the P-12 Australian Curriculum and in particular English- reading and writing. We will embed the Gradual Release of Responsibility pedagogical framework and develop consistency of practice through observation, feedback rounds.

Continuing to nurture and develop our positive school culture by developing a comprehensive well-being program throughout the school for all students and staff and review our school's Responsible Behaviour Plan.

The key areas for improvement as defined in the 2019 School Improvement Plan are:

| Writing & Reading within the Australian Curriculum | |
|---|--|
| Teaching Quality | Pedagogical Framework <ul style="list-style-type: none"> - Align Staff Developing Performance Plans- reading and writing - Deepen knowledge of Achievement Standards and curriculum intent through the Pre-Moderation Process. - Develop teacher knowledge of data analysis and response planning and, expertise to include and engage all learners. - Refine teacher understanding of Formative assessment - Engage in the post moderation process - Anchor chart creation and consistent use - Peer observation, feedback and differentiated coaching - Design, draft and trial a junior school and senior school literacy block |
| Successful Learners | <ul style="list-style-type: none"> - A whole school approach to support the learning of all students. |

| | |
|----------------------------|---|
| | <ul style="list-style-type: none"> - Assessment is planned to occur in multiple ways to enable choice for students with diverse learning needs to demonstrate their abilities. - Timely support delivered according to data cycles and student needs. - Use of Early Start and the P-10 Literacy Continuum LC to monitor students' progress in writing. - Wellbeing framework to reflect inclusive practices. |
| Leadership and Performance | <ul style="list-style-type: none"> - Lead an inclusive and collaborative culture, deepen learning and foster accountability. - Establish a teaching and learning calendar. |
| School Performance | <ul style="list-style-type: none"> - Work collaboratively within and across schools to improve student achievement in writing using data evidenced inquiry cycles. |
| Regional Support | <ul style="list-style-type: none"> - Engage with NCR for PATIL support for implementation of the Australian Curriculum English. |

Our school at a glance

School profile

| | |
|------------------------------------|--------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2018 | Prep Year - Year 6 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 142 | 132 | 155 |
| Girls | 75 | 67 | 80 |
| Boys | 67 | 65 | 75 |
| Indigenous | 10 | 9 | 11 |
| Enrolment continuity (Feb. – Nov.) | 88% | 94% | 95% |

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

Delaneys Creek State School is a coeducational site offering enrolments for students from Prep to Year 6. Our school population draws from a rural setting in the D'Aguiar catchment area and has a mix of socioeconomic and cultural backgrounds. Over the past year our enrolment numbers have grown and this can be attributed to families moving into the area seeking a semi-rural lifestyle.

The students of Delaneys Creek State School display a very high standard of behaviour and school participation. Student attendance is high and students present themselves in full school uniform every day.

Parents/carers and the community are supportive of our stance on issues such as behaviour, uniform and using common courtesies.

Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 22 | 22 | 24 |
| Year 4 – Year 6 | 20 | 24 | 28 |
| 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

Delaneys Creek State School offers a rich curriculum, which focuses heavily on literacy as central the component of all learning areas. The curriculum is delivered in an authentic and meaningful way and promotes skill development through 'real-life' and 'life-like' investigations and experiences. Multi-age classrooms allow for individual, tailored programs and student orientated teaching and learning. We individualise supportive yet challenging learning plans for students to maximise their talent and provide opportunities for them to develop their skills.

Our curriculum areas include:

- English; Mathematics; Science; Technology; Humanities and Social Sciences; the Arts; Technologies; Health and Physical Education.
- The following areas are delivered by specialist teachers:
- Physical Education; Music; LOTE – Japanese; and Coding.

Staff at Delaneys Creek SS work diligently to improve the educational outcomes of our children. We do this by offering many important and different programs to support the varied needs of our children.

Additional programs that we offer include:

- Talking 4 Reading Oral Language Program
- SSP Phonics Program
- Sustainability programs
- Speech programs
- School based and interschool spelling bees and debating tournaments.

Co-curricular activities

Activities outside the normal school routine are seen as being of much value in assisting the development of children's full potential. Extra-curricular activities are arranged for children throughout the year. These include cultural and artistic performances, participation in local sports and academic competitions, school camps and discos.

- Fancy Dress Discos
- Raw Art
- Easter parades and performances
- Under Eights Day activities for students from Prep to Year 6
- Student Council
- Years 5 and 6 Leaders' Camps
- Graduation Dinner at the Woodford Golf Club.
- Participation in the community Anzac Day and Remembrance Day service at school and at Woodford RSL Memorial.
- Participation in the Woodford Show
- Representation at District and Regional Cross Country, Athletics and Rugby League competitions
- Interschool sport
- AFL, Cricket, Rugby clinics
- Swimming
- Chaplaincy programs, including V.I.T.A.L Unlimited
- Science day

Inter-school debating. Students from Year 4 to 6 are invited to participate in the annual inter-school debating competition between Mount Mee State School, Mount Kilcoy, Delaney's Creek State School and Woodford P-10 State School. Each Term, students are challenged with new topics to debate in various formats.

How information and communication technologies are used to assist learning

Our teachers focus on skill development and utilise the computers to complement the integrated units of work planned for the students. Our students access programs that help promote fine motor skills, hand-eye coordination, problem solving, higher order thinking, team building skills and learning web based programmes such as Study Ladder and Zoowhiz.

Teachers cater for a variety of learning styles through the use of digital differentiation across the curriculum. On-going professional learning for all staff is a priority, with staff attending various seminars and workshops throughout the year.

Delaneys Creek SS is a leading school in the implementation and use of technology to enhance student engagement and learning for the IT world. IT is utilised to enhance student learning opportunities. The school has class sets of Surface RT tablets and Ipads; classroom desk top and laptop computers as well as digital cameras, flip cameras, digital microscopes and iPods. SmartBoards are located in each classroom and the eXPlore centre has one for each learning area, along with a class set of desktop computers. An additional mini-computer room is located in the junior section of the school.

Social climate

Overview

Delaneys Creek State School has clear expectations for all students and are based around our vision of: We Nurture, We Inspire, We Create the Future. The four values that underpin our vision- Community and Relationships; Love of Learning; Active and Informed Citizenship and Problem Solving/Creative Thinking, inform how we go about our daily business, social conversations, and

provide consistent language amongst our community. These are recognised and celebrated throughout the term.

Delaneys Creek State School uses Restorative Practice as the foundation of our Responsible Behaviour Plan for Students. Our Responsible Behaviour Plan for Students is currently under review and will be refined each year in response to analysis of behaviour incident records and School Opinion Survey results.

Our focus in 2018 has been to ensure there is a consistent and whole school approach to the explicit teaching of expected behaviours including working with students to develop their skills in managing conflict, responding to bullying and building resilience.

Our Student Council, made up of Year 6 student leaders. These students meet regularly to discuss ideas, suggestions and projects that they lead across the school in order to have a voice and make real contributions towards their school, local and global communities. These students relish the opportunity to take on added responsibilities and represent their fellow students in school decision making and improvement. They are to be commended on their fundraising efforts that have resulted in the construction of a new shed to house the school livestock.

The positive culture of the school is reflected in the school's motto, 'Striving for Progress'. The school has high aspirations for student behaviour and wellbeing and this has been reflected through our school opinion survey results where the majority of students reported they enjoy attending school, feel safe, are motivated to learn and believe the teachers at this school expect them to do his or her best. Students at Delaneys Creek also feel supported in that they can speak with a teacher about their concerns.

100% of parents reported that Delaneys Creek State School is a good school. Parents were united in their belief that their child is getting a good education at Delaneys Creek and that the teachers are genuinely interested in their child's wellbeing.

Our 2018 Staff data indicates 100% satisfaction across most questions asked and we recognise that a happy staff assists with improving student outcomes.

Our student support team consists of the Principal, Chaplain, Guidance Officer, HOSES, SWD and behaviour support teacher, Master Teacher/STL&N teacher, as well as Speech Language Pathologist. Classroom teachers play a pivotal role in the pastoral care of our students on a daily basis. Our well-respected Chaplain provides an extra level of care for students, parents and teachers, working closely with staff to provide support where needed.

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) | 93% | 95% | 100% |
| • this is a good school (S2035) | 93% | 100% | 100% |
| • their child likes being at this school* (S2001) | 93% | 100% | 100% |
| • their child feels safe at this school* (S2002) | 89% | 100% | 100% |
| • their child's learning needs are being met at this school* (S2003) | 96% | 95% | 100% |
| • their child is making good progress at this school* (S2004) | 89% | 95% | 92% |
| • teachers at this school expect their child to do his or her best* (S2005) | 96% | 100% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 96% | 95% | 100% |
| • teachers at this school motivate their child to learn* (S2007) | 93% | 95% | 100% |
| • teachers at this school treat students fairly* (S2008) | 88% | 95% | 100% |
| • they can talk to their child's teachers about their concerns* (S2009) | 93% | 100% | 100% |

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • this school works with them to support their child's learning* (S2010) | 96% | 95% | 100% |
| • this school takes parents' opinions seriously* (S2011) | 92% | 95% | 92% |
| • student behaviour is well managed at this school* (S2012) | 81% | 90% | 92% |
| • this school looks for ways to improve* (S2013) | 93% | 95% | 100% |
| • this school is well maintained* (S2014) | 96% | 95% | 100% |

* 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) | 98% | 96% | 98% |
| • they like being at their school* (S2036) | 100% | 89% | 98% |
| • they feel safe at their school* (S2037) | 100% | 98% | 100% |
| • their teachers motivate them to learn* (S2038) | 100% | 98% | 100% |
| • their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 98% | 94% | 100% |
| • teachers treat students fairly at their school* (S2041) | 96% | 96% | 95% |
| • they can talk to their teachers about their concerns* (S2042) | 98% | 98% | 90% |
| • their school takes students' opinions seriously* (S2043) | 98% | 96% | 95% |
| • student behaviour is well managed at their school* (S2044) | 98% | 100% | 97% |
| • their school looks for ways to improve* (S2045) | 98% | 96% | 100% |
| • their school is well maintained* (S2046) | 98% | 96% | 100% |
| • their school gives them opportunities to do interesting things* (S2047) | 98% | 98% | 100% |

* 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) | 95% | 100% | 100% |
| • they feel that their school is a safe place in which to work (S2070) | 91% | 100% | 100% |
| • they receive useful feedback about their work at their school (S2071) | 91% | 100% | 100% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |
| • students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| • students are treated fairly at their school (S2073) | 95% | 100% | 100% |
| • student behaviour is well managed at their school (S2074) | 91% | 94% | 89% |
| • staff are well supported at their school (S2075) | 76% | 100% | 100% |
| • their school takes staff opinions seriously (S2076) | 67% | 100% | 100% |

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their school looks for ways to improve (S2077) | 91% | 100% | 100% |
| • their school is well maintained (S2078) | 95% | 94% | 100% |
| • their school gives them opportunities to do interesting things (S2079) | 91% | 100% | 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.

Parent and community engagement

Parents are vital to their child's education. Our school encourages parents and community members to become involved in the daily routines and operations of the school by way of our school P & C. Delaneys Creek State School has a large number of parents who volunteer regularly to assist with various aspects of our school. We appreciate this support immensely and encourage new families to become involved.

This involvement may include:

- classroom support – negotiated with the teacher
- reading intervention with individual students – negotiated with the teacher
- cooking groups- negotiated with teachers
- sporting teams – supervision and coaching support
- school tuckshop
- attending field trips – supervision attendance at class presentations as required.

Delaneys Creek State School provides parents with opportunities to attend workshops on educational topics that are being implemented into the school curriculum or school setting. Parent information sessions are an important way that we can include our parents not only in our school community and also recognise and support their responsibility as home educators.

Through Chaplaincy parents and community members are also encouraged to become involved in our school life. Parents and community members are invited to participate and be members of the Chaplaincy committee, be involved in events and attend programs, such as Unlimited.

The school presents annually at the Woodford ANZAC Day ceremony.

As a school we attempt to provide timely and meaningful feedback to parents. We achieve this by providing parent / teacher meetings twice a year and offer other opportunities to meet with teachers as required. We also welcome parents to our end of year celebration and awards evening. Our school is forever thankful for the support of local businesses and members of parliament/council.

Under 8's Day and our weekly playgroup offer opportunities for parents to come together in a friendly, supportive environment.

Respectful relationships education programs

Respectful relationships and the feeling of belonging that comes from being part of a community are central to the values of Delaneys Creek State School. Our four school rules of Be Safe, Be Responsible, Be Respectful and Be A Learner are enacted and taught through the lens of our school values as this is central to creating a positive and supportive school environment. At Delaneys Creek we acknowledge that as with all other learning that takes place in our school so does the learning of how to become an active and informed citizen. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

To support our approach we have adopted a Restorative Practice pedagogy as a whole school approach. Restorative practice is a strategy that seeks to repair relationships that have been damaged. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the target and the bully express their acceptance of

the proposed solution/s and discuss what can be done to prevent a recurrence. The situation is then monitored by school staff and further intervention occurs if the situation does not improve. The school has committed to developing and implementing a whole school approach to social and emotional wellness by employing two Guidance Officers. Through their expertise the school implements the following programs to support not only our students but also their families, to build appropriate, respectful and healthy relationships.

- 1,2,3 Magic
- How the brain works lessons
- Art and Craft therapy
- Daniel Morcombe Health Unit
- Responsible and Respectful Relationships Program
- Foundations Counselling Services (External Provider)
- Ditto (External Provider)
- The Life Education van (External Provider)

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 | 6 | 12 | 3 |
| Long suspensions – 11 to 20 days | 0 | 0 | 0 |
| 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

Our school community is very proud of the work achieved by students and staff to ensure we foster magnificent biodiversity within the school grounds. Our hard working school community holds working bees to improve and maintain the grounds for our students.

Our school grounds boast beautiful countryside views and grassy areas for students to play.

Water tanks and solar panels help to reduce our use of water and electricity. Awareness of turning off air conditioning, lights and computers when not in use, is reinforced with all students.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 45,876 | 33,880 | 40,628 |
| Water (kL) | 6,406 | 2,375 | 4,921 |

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

Search by school name or suburb 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 | 14 | 11 | 0 |
| Full-time equivalents | 8 | 6 | 0 |

*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 | |
| Masters | 1 |
| Graduate Diploma etc.* | 3 |
| Bachelor degree | 10 |
| Diploma | |
| Certificate | |

*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 \$14,320

The major professional development initiatives are as follows:

- Building teacher capability in the Australian Curriculum
- Catering For Differentiation
- Catering For students with disabilities
- The teaching of Writing
- Finance
- Art of Science of Teaching
- Teaching Reading
- First Aide Training
- Coaching

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. | 94% | 97% | 94% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 | 95% | 93% | 93% |
| Attendance rate for Indigenous** students at this school | 95% | 94% | 92% |

* 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

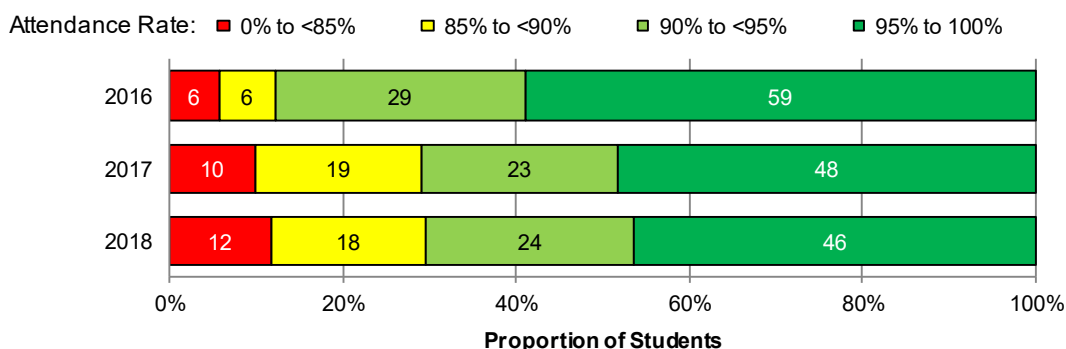
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep | 97% | 93% | 92% |
| Year 1 | 93% | 94% | 90% |
| Year 2 | 95% | 91% | 94% |
| Year 3 | 94% | 92% | 91% |
| Year 4 | 96% | 92% | 92% |
| Year 5 | 95% | 95% | 94% |
| Year 6 | 95% | 93% | 96% |

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.

Non-attendance is managed in state schools in line with the 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.

The process used to manage student attendance at Delaneys Creek State School is as follows:

- Rolls are marked twice per day by classroom teachers. Parents are asked to make use of the 'absence line' and notify the office of any student absences so this may be recorded accurately.
- The school follows up on those instances where a reason for absence has not been provided by phoning parents/guardians on the morning of their absence. Letters for unexplained absences are sent home each week seeking further information from parents.

In order to encourage student attendance, staff at Delaneys Creek SS ensure:

- they provide a safe and supportive environment for students
- engage students in pastoral care programs
- they monitor attendance closely and communicate clearly with parents
- they provide quality, engaging learning experiences
- they establish quality relationships with their students

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 | |
| Search by school name or suburb | | |
| Go | | |
| School sector | School type | State |

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



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



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.