Silkwood State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Silkwood State School** from **16** to **17 November 2017**.

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

Lesley Vogan	Internal reviewer, SIU (review chair)
Megan Rauchle	Peer reviewer

1.2 School context

Location:	Japoon Rd, Silkwood
Education region:	Far North Queensland Region
Year opened:	1916
Year levels:	Prep to Year 6
Enrolment:	59
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	925
Year principal appointed:	Term 2, 2017 (acting)
Full-time equivalent staff:	4
Significant partner schools:	Mundoo State School, Mena Creek State School, South Johnstone State School, Innisfail State College, St John's Catholic School - Silkwood Mena Creek Sports Association (SMCSA)
Significant community partnerships:	Queensland Police Service - Silkwood, Giggly Friends Playgroup, Kurrimine King Reef, Kurrimine Beach Motel, Red Cross, Queensland Country Women's Association (QCWA), Butcher, Kurrimine Beach Fishing Club, Margaret & Gid Fontana Suicide Prevention High Tea Fundraiser, Fitness with Kate, Kurrimine Beach Rural Fire Brigade, Commonwealth Scientific and Industrial Research Organisation (CSIRO)
Significant school programs:	Fountas and Pinnell, Spelling Mastery, Sound Waves, Maths Plus

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, six teachers, five teacher aides, small schools Business Manager (BM), cleaner, nine parents, Parents and Citizens' Association (P&C) president, tuckshop worker and playgroup coordinator.

Partner schools and other educational providers:

- Principal Innisfail State College.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School Opinion Survey
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Responsible Behaviour Plan	School newsletters and website

2. Executive summary

2.1 Key findings

The school principal and staff are committed to improving the learning outcomes for all students in the school.

Many staff members have a long-term professional and personal connection with the school and are fully behind the school motto '*Keep on Keeping on'* that describes their ongoing investment in the school community.

The staff members of the school believe that students are all capable of learning and being successful.

There are positive and caring relationships between the staff, students and families. Most students have high regard for members of staff and speak of the care they afford them. Students are proud to be a member of the school and are appreciative of the opportunities the school provides for them.

The school's Annual Implementation Plan (AIP) outlines a broad range of priority areas accompanied by some strategies and actions.

Timelines for implementation and targets for student improvement are yet to be developed. Staff members are unsure of the priority areas and their intended impact on their day-to-day classroom practice. Following a review of the current school context, the principal has narrowed the priority areas to addressing school behaviour expectations, reading and writing.

There is a strong sense of support amongst the staff members and this permeates into the school community.

The school is working towards building a learning environment that is safe and respectful. All community members speak with pride and passion about their association with the school and the importance of the continuing positive reputation of the school within the wider community. Staff members express a desire for improved communication with a clear strategic direction for the school and their classroom practice. Many staff members express low levels of morale.

Teachers are collecting a range of data to inform them of student progress towards year level benchmarks and targets.

All staff members are aware of the need to collect quality data sets when considering the performance of students throughout their years of schooling. Teachers individually record and collate their data sets to inform class groupings, monitor student progress and make decisions on students' Level of Achievement (LOA). Staff members have yet to develop a full understanding on how to utilise data collected to inform differentiation and self-reflection on practice.

Teachers use Curriculum into the Classroom (C2C) resources to deliver the Australian Curriculum (AC) across the school.

They describe their efforts in making the curriculum locally relevant by incorporating features of their community and surrounding areas. The principal is working with cluster schools and the region to develop a three-year coherent and sequenced curriculum and assessment plan that will quality assure the intended curriculum and make clear what and when teachers should teach and students should learn throughout the years of schooling.

Staff members of the school are experienced and confident teachers who possess a repertoire of effective pedagogical practices to support student learning and wellbeing.

All staff members articulate the importance of a consistent school-wide approach and understanding of effective teaching strategies throughout the school. Across classrooms, there are multiple approaches to the delivery of core curriculum areas and the literacy and numeracy focus within. The school is yet to develop a pedagogical framework that makes clear the expected practices for all staff members in supporting the delivery of the AC curriculum.

All staff members speak highly of their team and a collegial and supportive working relationship.

Many staff members have a long working relationship with the school and it is apparent that all staff members are eager to improve their teaching practice and willingly participate in any professional learning offered. Classroom-based learning, including mentoring, modelling, coaching and watching each other work, is not yet part of the school professional learning plan or embedded within school culture.

The school is highly regarded by the community and has played a significant role in the life of many generations of local families.

The school is held in high regard by the wider community and many members of the community have past associations with the school and continue to support the efforts of the Parents and Citizens' Association (P&C). Past parents, grandparents and students often attend celebrations and school fundraising events.

2.2 Key improvement strategies

Collaboratively develop a narrow and sharp Explicit Improvement Agenda (EIA) to include key strategies, achievable and measurable targets linked to individual student outcomes with term-by-term timelines, and communicate this agenda to the school and wider community.

Collaboratively build a strong professional team and culture of mutual trust and support amongst all staff members, and implement a range of strategies to ensure high levels of staff morale and wellbeing are achieved.

Engage staff members in ongoing Professional Development (PD) to ensure their data literacy skills enable a deeper understanding of data to better inform teaching practice.

Develop a school curriculum and assessment plan that is coherent, sequenced and makes clear what and when teachers should teach and students should learn.

Collaboratively develop and implement a school pedagogical framework that is based on current research and clearly communicates the school expectations regarding effective teaching.

Develop a whole-school approach to professional learning including opportunities for modelling, mentoring, coaching and watching each other work.