

Silkwood State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This School Annual Report is designed to inform parents and members of the wider community of our achievements and goals in 2015. It indicates what progress our students have made in regards to state and nation-wide testing and provides information to all interested stakeholders on what our goals are for the future and how we mean to achieve these goals. Finally, it will hopefully give the reader a clear picture of what we have to offer students and parents who choose to be a part of our wonderful school community. Silkwood State School has always been regarded as an integral part of the wider community and we pride ourselves on our strong community involvement. We encourage our students to take pride in themselves, their community and to strive to be the best that they can be.

School progress towards its goals in 2015

2015 was another successful year for Silkwood State School. Our priorities for 2015 were to embed explicit teaching practices in all classrooms, to use data based decision making to set school targets and measure student improvement, to engage parents and caregivers in their children's learning, and to improve the teaching of reading throughout the school in order to ensure that every student achieves above the national minimum standard.

Throughout 2015 we made significant progress towards these goals. All teaching staff engaged in professional development to advance their skills in explicit teaching which is now being used in every classroom every day. Targets are set and reviewed every 5 weeks and student gain is measured, analysed and celebrated. Our 2015 NAPLAN data indicates that 100% of students in Year 3 were at or above the National minimum standard in writing and spelling while year 5 achieved at or above the National minimum standard for reading, spelling and numeracy. 90% of our Prep students were above the Regional benchmark for reading in 2015.

Future outlook

The key priorities for 2016 include:

1. Continue to refine teaching practices in all classrooms through explicit teaching and regular coaching and feedback;
2. Use data to implement targeted initiatives within the school and to develop a whole school differentiation strategy for diverse student needs;
3. Identify and implement targeted initiatives to improve the performance of all students in Literacy and Numeracy;
4. Celebrating 100 years of quality education;
5. Provide senior students with leadership development opportunities.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	77	36	41	17	95%
2014	63	33	30	16	86%
2015	60	33	27	9	85%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

2015 was the inaugural year for our Pre-Prep Program, which is designed for children who will be attending Silkwood State School for their Prep year. The Pre-Prep Program was run in Terms 3 and 4, the year before the children commence Prep. By attending the Pre-Prep program once a week for a 2 hour session, the children gained new skills, established social connections, become accustomed to the school routines and built rapport with staff. Our Pre-Prep program is facilitated by a Registered Teacher with specialised knowledge and experience in education.

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

In 2015 Silkwood State School had three multi-age classes: Prep/1/ 2, Year 2/3/4 and Year 5/6 and our enrolment numbers have stayed fairly consistent throughout the year. Our students come from diverse backgrounds with Italian, Greek, Indian and Indigenous Australians as part of our student body. Our Indigenous students make up 30% of the student body. The school draws the majority of our students from the beachside township of Kurrimine Beach. The rest of our students are from the township of Silkwood, the surrounding areas of Lever Estate, and from the township of El Arish. The majority of our students move on after Primary School to the local State College in Innisfail. Our past students are regularly awarded senior leader positions at the College and in 2009 and 2013 two of our ex pupils were College Dux in Year 12. Our students are highly motivated and respectful individuals and we regularly receive very positive feedback from the local college about how well-prepared our students are for secondary education. We put high expectations on performance and on discipline which is reciprocated by the effort put in by our students in all areas of work and behaviour.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	23	21
Year 4 – Year 7 Primary	24	20	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- The school developed a Pedagogic Framework in 2014 that informs curriculum delivery
- Explicit teaching forms the basis of much curriculum delivery
- The classes of the school synchronise lessons in reading and spelling to provide synergy
- C2C units are incorporated into English, Science, History, Geography and HPE Key Learning Areas
- The Prep class have a designated full time teacher aide
- Specific assessment linked to C2C, takes place during and at the end of every unit
- Assessment in PM reading benchmarks and PROBE takes place each term
- Additional assessments in FNQ Maths Assessment, CARS, Spelling Mastery and Elementary Maths Mastery take each term
- Reading Intervention implemented using Fontas and Pinnell resources to target students not meeting benchmark requirements

Extra curricula activities

- Instrumental Music Program – Strings
- Premier's Reading Challenge (100% participation)
- Young Performers – Junior and Senior Choir
- Readers Cup
- Read To Me Day
- A wide variety of sports
- Maths Olympiad

How Information and Communication Technologies are used to improve learning

Silkwood SS has a fully integrated computer lab which is equipped with 28 laptops. ICTs are integrated across a variety of KLAs from Prep to Year 6. Wireless internet access is available in all classrooms as well as in our new Resource Centre. Interactive whiteboards are installed in every classroom as well as in our Resource Centre and are used daily across a variety of lessons. Students also have access to scanners, cameras and a variety of software. Each classroom has an iPad which is also used across a variety of areas.

Social Climate

Silkwood State School is committed to providing a safe, respectful and disciplined learning environment for all students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We pride ourselves on the very high standards of behaviour displayed by our students who are all considerate and respectful individuals. We have zero tolerance for bullying and address any issues immediately.

At Silkwood State School we follow our Responsible Behaviour Plan for Students which is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	100%	100%
this is a good school (S2035)	97%	80%	100%
their child likes being at this school (S2001)	91%	60%	100%
their child feels safe at this school (S2002)	97%	100%	100%
their child's learning needs are being met at this school (S2003)	97%	80%	100%
their child is making good progress at this school (S2004)	97%	80%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	80%	100%
teachers at this school motivate their child to learn (S2007)	94%	80%	100%
teachers at this school treat students fairly (S2008)	91%	60%	100%
they can talk to their child's teachers about their concerns (S2009)	94%	100%	100%
this school works with them to support their child's learning (S2010)	94%	100%	100%
this school takes parents' opinions seriously (S2011)	91%	60%	100%
student behaviour is well managed at this school (S2012)	88%	60%	100%
this school looks for ways to improve (S2013)	97%	100%	100%
this school is well maintained (S2014)	97%	80%	100%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	90%	100%	100%
they like being at their school (S2036)	83%	100%	100%
they feel safe at their school (S2037)	93%	100%	100%
their teachers motivate them to learn (S2038)	85%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	92%
their teachers provide them with useful feedback about their school work (S2040)	93%	100%	100%
teachers treat students fairly at their school (S2041)	68%	92%	100%
they can talk to their teachers about their concerns (S2042)	77%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school takes students' opinions seriously (S2043)	90%	100%	96%
student behaviour is well managed at their school (S2044)	77%	100%	100%
their school looks for ways to improve (S2045)	90%	100%	100%
their school is well maintained (S2046)	90%	100%	92%
their school gives them opportunities to do interesting things (S2047)	93%	100%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	80%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	89%	100%
staff are well supported at their school (S2075)	100%	80%	90%
their school takes staff opinions seriously (S2076)	100%	90%	90%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	80%	100%

'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

At Silkwood State School we have an expectation that all students read to an adult at least five nights a week and possibly on week-ends. Our school has run information sessions for parents as well as Meet and Greet nights at the start of the year. Parents are encouraged to visit their child's classroom and assist during reading groups and other morning activities. Parents are strongly encouraged to attend parent/teacher interviews and warmly welcomed at various school events throughout the year.

We have a very active P&C who work closely with the Principal to regularly organise school social events, provide a successful Tuckshop and other fundraising ventures.

Reducing the school's environmental footprint

Silkwood State School is very aware of our responsibilities in reducing our environmental footprint. We have rainwater tanks that provide water for flushing toilets as well as solar panels that provide power to the energy grid. Silkwood State School is also part of the Earth Smart Science program with all year levels being involved daily recycling.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	46,378	2,411
2013-2014	45,006	222
2014-2015	50,703	271

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

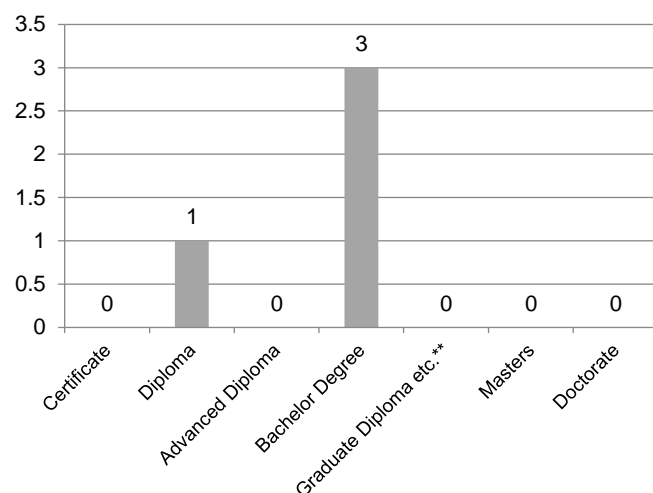
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time equivalents	4	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	4



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 6132

The major professional development initiatives are as follows:

- First Aid Course for all staff
- Student Protection Training
- Code of Conduct Training
- Principals' Conference - Brisbane
- Asbestos Management in DET Facilities
- Right To Information
- Explicit Teaching
- Checking For Understanding
- Fountas and Pinnell Reading Strategies

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	92%

The student attendance rate 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.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

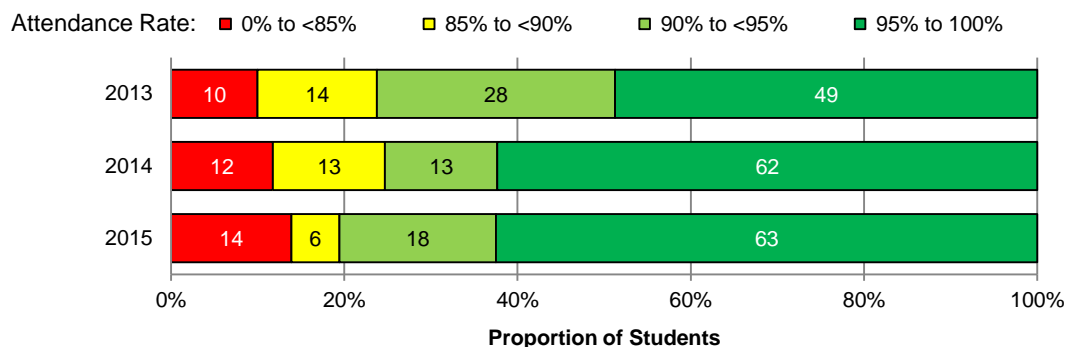
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	96%	93%	97%	93%	95%	93%	93%	92%					
2014	91%	95%	95%	94%	92%	98%	93%	96%					
2015	96%	92%	92%	94%	96%	95%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate 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.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The Silkwood State School attendance policy aims to address student attendance and bring about a change in culture about the need for students to be in school every day. A necessary part of this plan is to engage all stakeholders in reducing absenteeism and making every day count at school.

At Silkwood State School we promote 100% attendance by:

- Sending clear messages to parents and students that attendance is vital for meeting educational benchmarks and targets;
- Promoting the message that *Every Day Counts* by ensuring that class time is used effectively and learning starts on the first day and occurs up to and including the last day of every term;
- Marking rolls twice a day and monitoring for patterns of absenteeism e.g. Day of the week, long weekends, Specialist lessons etc.
- Quickly identifying unexplained absences and following up promptly;
- Developing clear expectations about what is a reasonable excuse for being absent;
- Building positive relationships and developing channels of communication with the school community;
- Analysing attendance data and addressing attendance issues collaboratively;
- Celebrating those attaining greater than 95% and 100% attendance at the end of each term and on Presentation Night.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.