



Silkwood State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Silkwood is a Band 6 school of approximately 54 students. At Silkwood we address the diverse needs of our students by endeavouring to provide them with the best possible resources both human and material. The school is situated half way between Tully and Innisfail. It is approximately fifteen minutes from the local beach side town of Kurrimine Beach where the majority of our students reside. The school itself is situated at the northern end of the township and provides a very inviting and tidy environment for our students with outdoor play equipment situated under colourful shade cloth and permanent shade structures. We have a fully covered basketball/netball court covered with synthetic grass. The school is well respected in the community and takes part in a number of community projects. We have a very vibrant and enjoyable working environment where mutual trust and respect are an integral part of daily life. 2016 saw our community celebrate the school's centenary.

Principal's Foreward

Introduction

This school annual report provides a concise picture of Silkwood State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN results, and an overview of school community satisfaction using data from school opinion surveys.

School Progress towards its goals in 2016

2016 was a successful year for Silkwood State School on many fronts. In terms of NAPLAN, the student performance in the Upper 2 Bandings resulted in the highest achievement since the commencement of National Testing.

Through the Investing for Success (I4S) initiative, a key focus was improving reading outcomes for students in P-3.

The following key initiatives as outlined in the school's Annual Implementation Plan were successfully implemented:

1. The continued refinement and implementation of the school's explicit instruction model.
2. Enhancing the current P-3 Reading Program focussing on non-fiction texts and related comprehension strategies.
3. Implementing the strategies of the "Investing for Success" initiative with a focus on improving reading outcomes in P-3.

Future Outlook

The key priorities for 2017 include:

1. The continued refinement and implementation of the school's explicit instruction and consolidation models.
2. Continue using "Investing for Success" funding to implement reading intervention programs in the lower school.
3. Development of a 3 year cycle of units in English, Mathematics and Science.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	63	33	30	16	86%
2015*	60	33	27	9	85%
2016	61	35	26	6	79%

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.

In 2016, there were no students enrolled in a pre-Prep** program.

** 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>).

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

Characteristics of the Student Body

Overview

In 2016 Silkwood State School had three multi-age classes: Prep/1/2, Year 2/3/4 and Year 5/6 and our enrolment numbers have remained consistent throughout the year. Our students come from diverse backgrounds with, Italian, Thailand, Philippines and Indigenous Australians as part of our student body.



The school draws the majority of our students from the beachside township of Kurrimine Beach. The remaining 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. We place a high expectation 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	21	17
Year 4 – Year 7	20	24	23
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Silkwood State School developed a Pedagogical Framework in 2014 that informs curriculum delivery
- Explicit teaching forms the basis of the main component of 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 has a designated full time teacher aide
- Specific assessment linked to C2C, takes place at the end of every unit
- Assessment in PM reading and PROBE takes place each term
- Additional assessments in FNQ Maths Assessment, CARS, Spelling Mastery and Elementary Maths Mastery take place each term
- Reading Intervention implemented using Fountas and Pinnell resources to target students not meeting benchmark requirements.

Co-curricular Activities

- Instrumental Music Program – Strings
- Premier's Reading Challenge
- Young Performers – Junior Choir
- Readers Cup
- Read to Me Day
- A wide range of sports
- Maths Olympiad

How Information and Communication Technologies are used to Assist 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

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	80%	100%	83%
their child likes being at this school* (S2001)	60%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	80%	100%	83%
their child is making good progress at this school* (S2004)	80%	100%	67%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	83%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	100%	83%
teachers at this school motivate their child to learn* (S2007)	80%	100%	67%
teachers at this school treat students fairly* (S2008)	60%	100%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	80%
this school works with them to support their child's learning* (S2010)	100%	100%	80%
this school takes parents' opinions seriously* (S2011)	60%	100%	50%
student behaviour is well managed at this school* (S2012)	60%	100%	67%
this school looks for ways to improve* (S2013)	100%	100%	83%
this school is well maintained* (S2014)	80%	100%	83%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	95%
their teachers motivate them to learn* (S2038)	100%	100%	95%
their teachers expect them to do their best* (S2039)	100%	92%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	95%
teachers treat students fairly at their school* (S2041)	92%	100%	95%
they can talk to their teachers about their concerns* (S2042)	100%	100%	95%
their school takes students' opinions seriously* (S2043)	100%	96%	90%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	95%
their school is well maintained* (S2046)	100%	92%	95%
their school gives them opportunities to do interesting things* (S2047)	100%	92%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	80%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	89%
student behaviour is well managed at their school (S2074)	89%	100%	70%
staff are well supported at their school (S2075)	80%	90%	60%
their school takes staff opinions seriously (S2076)	90%	90%	60%
their school looks for ways to improve (S2077)	100%	100%	70%
their school is well maintained (S2078)	100%	100%	60%
their school gives them opportunities to do interesting things (S2079)	80%	100%	70%

* 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

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.



At Silkwood State School we seek to raise issues, discuss data and explore possible actions/approaches and strengthen partnerships to build a respectful and capable community.

Including:

- Promote expected parent/community behaviour across the school and the community in a consistent manner
- Incorporate parent/community support processes into school processes
- Strengthen home school partnerships
- Modelling respectful relationships for our children
- Improve the skills of staff in dealing with inappropriate behavior.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	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.

Environmental Footprint

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 in daily recycling.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	45,006	222
2014-2015	50,703	271
2015-2016	57,986	651

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.

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 <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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	8	0
Full-time Equivalents	4	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	3
Diploma	1
Certificate	0

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*Teaching staff includes School Leaders

**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 2016 were \$3085.

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
- Technology in the Tropics
- NAPLAN Workshop
- Reading and Writing Informative Texts
- Teaching Approaches
- OneSchool Training Planning
- Numeracy Workshop

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	98%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	85%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

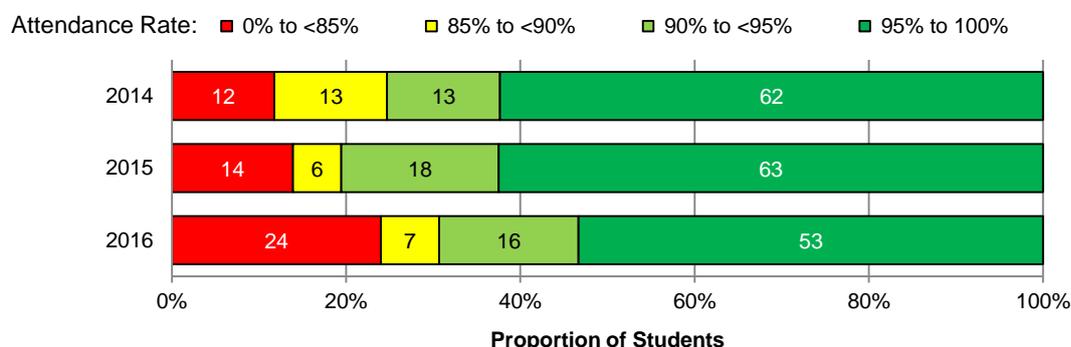
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	95%	95%	94%	92%	98%	93%	96%					
2015	96%	92%	92%	94%	96%	95%	91%						
2016	93%	89%	87%	95%	89%	96%	95%						

*Attendance rates effectively count 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 DET 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 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.

NAPLAN

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

The form consists of the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**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.