



Silkwood State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Silkwood is a Band 6 school of approximately 66 students. The school was established in 1906 and is situated half way between Tully and Innisfail. It is approximately fifteen minutes from the local township of Kurrimine Beach where the majority of our students reside. The school itself is situated at the northern end of the township of Silkwood. There is a fully covered basketball court floored with synthetic grass and spacious and well-maintained school grounds. The school is extremely well respected in the community and takes part in numerous community projects and events. It has a very active Student Council and P&C Association who hold various extra curricular activities throughout the year. The school also has a modern, well-equipped Resource Centre and Meeting Room. This is used extensively by the school as well as the wider community. The Resource Centre is a comfortable venue for events for larger groups of students and adults from across the Canecutter and Ulysses Cluster of Schools for example, Readers Cup, Premier's Reading Challenge and District Sports meetings. We have a very vibrant, enjoyable and positive working environment where mutual trust and respect are an integral part of daily school life.

School progress towards its goals in 2018

In 2018 our specific goals were:

- to collaboratively develop a narrow and sharp Explicit Improvement Agenda around Reading that includes key strategies and achievable and measurable targets linked to individual student outcomes.

Status: Ongoing

Teachers collaboratively designed a whole school reading program and capacity building of all staff was a focus. The reading program focuses on the development of oral language, phonological awareness, phonics, vocabulary, fluency and comprehension skills. The program provides instruction at a students level, where teachers and trained teacher aides work with students in small groups for 5 sessions per week.

- to collaboratively build a strong professional team and a culture of mutual trust and respect.

Status: Ongoing

All staff worked collaboratively on school priorities. Staff built positive working relationships and continuously built their skills and knowledge, particularly in the area of teaching reading.

Future outlook

- Implementation of the Whole School Reading program with consistency and fidelity
- Development of a Whole School Curriculum plan based on ACARA
- Development of a Whole School Behaviour and Engagement Plan
- Development of a Students at Educational Risk System – identification, intervention, monitoring and review
- Continue to collaboratively build a strong professional team and a culture of mutual trust and respect

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	61	55	62
Girls	35	26	32
Boys	26	29	30
Indigenous	6	3	4
Enrolment continuity (Feb. – Nov.)	79%	89%	83%

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

In 2018, Silkwood State School had three multi-age classes: Prep/1, Year 2/3 and Year 4/5/6 and our enrolment numbers remained consistent throughout the year. Our students come from diverse backgrounds with Italian, Thailand, Philippines and Indigenous Australians making up part of our student body. The school draws the majority of our students from the coastal 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 onto Innisfail State College at the completion of their primary school careers. There is a strong sense of community and pride in being part of our school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	17	18	20
Year 4 – Year 6	23	22	26
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

The teaching of all curriculum learning areas is covered through the delivery of C2C units collaboratively adapted and differentiated to meet the specific learning needs of all students in each class. Summative and formative assessments occur through each term, to ensure student's progress is being monitored and reviewed. This allows for interventions to be planned and implemented as required for all students.

Explicit instruction is implemented across all year levels to actively engage students in the practice and mastery of key concepts and skills. Consolidations also feature in many curriculum areas. They are structured to move student knowledge from short to long term memory and to promote the automatic recall of concepts and facts.

Silkwood State School uses the following to inform curriculum delivery and support student learning:

- Australian Curriculum
- Queensland Curriculum Assessment Authority resources
- Literacy Continuum
- Age Appropriate Pedagogies

- Explicit Instruction
- Consolidations
- Direct Instruction Programs
- Differentiated Instruction
- Small Group Instruction

The Pre-Prep Program commenced in Term 4 and was designed for children who would be attending Silkwood State School for their Prep year. By attending the Pre-Prep Program once per week for a two hour session, the children gained new skills and school readiness behaviours and were provided with social opportunities that set them up for success in Prep. The Pre-Prep Program was implemented by a school based teacher, allowing the children the opportunities to build relationships with staff.

Co-curricular activities

The school offers its students a wide variety of extra curricula activities across a range of fields. These include:

- **Literature:** Premier's Reading Challenge, Book Week Activities, Readers Cup, National Simultaneous Story time.
- **Performing Arts:** Instrumental Music Program - available for students in Year 3 - 6 – Strings, Junior Choir, Innisfail Young Performers, Dance troupe.
- **Sport:** Interschool sports (partner with Mena Creek SS, Mundoo SS and South Johnston SS forming the Silkwood Mena Creek Sports Association), participation in District Sports competitions and the opportunity to represent Peninsula District in state-wide carnivals.
- **Student Leadership:** Daradgee Leadership Camp for student leaders and the GRIP Leadership Conference in Cairns.
- **Student Council:** Free Dress Days, Discos, Special Events.

How information and communication technologies are used to assist learning

ICTs are integrated into key learning areas across all year levels. All classrooms and teaching spaces are fully networked and feature wireless technology. Interactive whiteboards are installed in every classroom as well as in our Resource Centre and are used daily across a variety of lessons. Students have access to iPads, scanners, cameras and a variety of software.

Social climate

Overview

Silkwood State School is committed to providing a safe, respectful and high quality 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. At Silkwood State School, we follow our Responsible Behaviour Plan which is designed to facilitate high standards of behaviours so that the learning and teaching in our school can be effective and students participate positively within our school community.

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)	100%	75%	100%
• this is a good school (S2035)	83%	75%	100%
• their child likes being at this school* (S2001)	100%	88%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	83%	75%	100%
• their child is making good progress at this school* (S2004)	67%	75%	100%
• teachers at this school expect their child to do his or her best* (S2005)	83%	86%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	75%	100%
• teachers at this school motivate their child to learn* (S2007)	67%	75%	100%
• teachers at this school treat students fairly* (S2008)	80%	71%	67%
• they can talk to their child's teachers about their concerns* (S2009)	80%	88%	100%
• this school works with them to support their child's learning* (S2010)	80%	86%	100%
• this school takes parents' opinions seriously* (S2011)	50%	75%	100%
• student behaviour is well managed at this school* (S2012)	67%	63%	100%
• this school looks for ways to improve* (S2013)	83%	86%	100%
• this school is well maintained* (S2014)	83%	75%	83%

* 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)	100%	89%	80%
• they like being at their school* (S2036)	100%	89%	80%
• they feel safe at their school* (S2037)	95%	89%	86%
• their teachers motivate them to learn* (S2038)	95%	100%	95%
• their teachers expect them to do their best* (S2039)	100%	100%	90%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	90%
• teachers treat students fairly at their school* (S2041)	95%	94%	85%
• they can talk to their teachers about their concerns* (S2042)	95%	83%	89%
• their school takes students' opinions seriously* (S2043)	90%	100%	76%
• student behaviour is well managed at their school* (S2044)	100%	82%	52%
• their school looks for ways to improve* (S2045)	95%	100%	90%
• their school is well maintained* (S2046)	95%	89%	81%
• their school gives them opportunities to do interesting things* (S2047)	95%	94%	84%

* 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)	100%	69%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	69%	92%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	80%	62%	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%	83%	100%
• students are treated fairly at their school (S2073)	89%	83%	100%
• student behaviour is well managed at their school (S2074)	70%	33%	92%
• staff are well supported at their school (S2075)	60%	46%	92%
• their school takes staff opinions seriously (S2076)	60%	50%	92%
• their school looks for ways to improve (S2077)	70%	62%	100%
• their school is well maintained (S2078)	60%	54%	75%
• their school gives them opportunities to do interesting things (S2079)	70%	54%	92%

* 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, parents and caregivers are encouraged to be actively involved in their child's education through:

- Discussing individual learning goals and progress during biannual parent-teacher interviews
- Meeting with classroom teachers and principal as required to discuss progress
- Attending and assisting at sporting events
- Providing voluntary support during class excursions and camps
- Becoming involved in school decision making through P & C Association
- Volunteering in the tuckshop
- Engaging with students through homework and home reading (5 - 10 mins minimum per night of reading)
- Participating in school information sessions
- Consultation with parents in the development of Individual Curriculum Plans and Individual Support provisions to assist students with diverse needs to access and full participate in learning.

Respectful relationships education programs

Silkwood State School has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

- Bullying No Way! Day
- Cyber-bullying presentation
- Guidance Officer programs: social skilling with small groups, individual counselling, anxiety support programs, parent support

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	0	0	2
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

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 are also involved in a daily recycling program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	57,986	64,281	58,919
Water (kL)	651	1,368	1,237

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.

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

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



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	6	7	0
Full-time equivalents	4	4	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	
Graduate Diploma etc.*	
Bachelor degree	6
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 \$13 048.77

The major professional development initiatives are as follows:

- First Aid Course for all staff
- Alison Davis Teaching Reading and Writing
- Collaborative Planning Days
- English Unit Planning

- Teaching of Reading
- Growth Mindset
- HASS

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.	98%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% 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	93%	94%	92%
Attendance rate for Indigenous** students at this school	85%	88%	87%

* 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

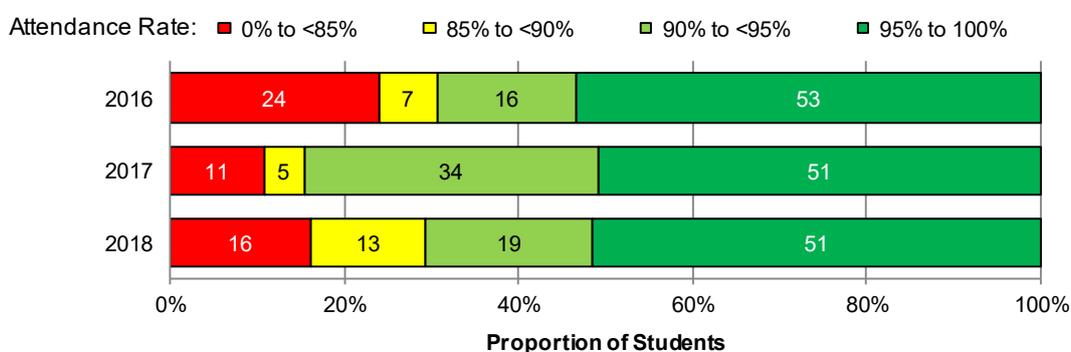
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	93%	91%	Year 7			
Year 1	89%	95%	95%	Year 8			
Year 2	87%	89%	93%	Year 9			
Year 3	95%	91%	92%	Year 10			
Year 4	89%	95%	86%	Year 11			
Year 5	96%	96%	92%	Year 12			
Year 6	95%	95%	89%				

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.

The Silkwood State School attendance policy aims to address student attendance and promote every day counts. At Silkwood State School we promote 100% attendance by:

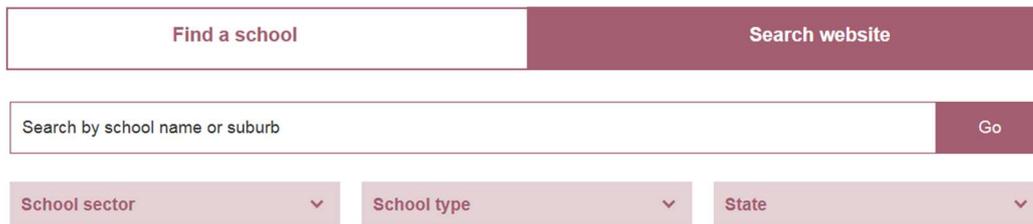
- Sending clear and consistent messages to parents and students that attendance is vital for educational success
- Promoting the message that Every Day Counts by ensuring that class time is used effectively and learning starts on the first day and occurs up to and including the last day of every term.
- Marking rolls twice a day and monitoring for patterns of absenteeism
- Quickly identifying unexplained absences and following up promptly with SMS and phone calls
- Developing clear expectations about what is an authorised absence with the school community
- Building positive relationships and developing open communication with the school community
- Analysing attendance data and addressing attendance issues collaboratively
- Celebrating high student attendance

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.



The image shows a search interface for finding schools. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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



A rectangular button with a thin border and the text 'View School Profile' centered inside.

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.