# Silkwood State School

## Executive Summary

Education Improvement Branch

Queensland Government

## Contents

# 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Silkwood State School** from **11** to **13 October 2021**.

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 implement 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.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

## 1.1 Review team

Ray Bloxham                                  Internal reviewer, EIB (review chair)

Emily Robinson                              Peer reviewer

## 1.2 School context

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| **Location:** | Japoon Rd, Silkwood |
| **Education region:** | Far North Queensland Region |
| **Year levels:** | Prep to Year 6 |
| **Enrolment:** | 42 |
| **Indigenous enrolment percentage:** | 20 per cent |
| **Students with disability:** | **Education Adjustment Program (EAP) percentage:** 5 per cent |
| | **Nationally Consistent Collection of Data (NCCD) percentage:** 18 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 887 |
| **Year principal appointed:** | 2020 – acting |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), three teachers, four teacher aides, acting small schools Business Manager (BM), two cleaners, seven parents, Parents and Citizens' Association (P&C) president, tuckshop worker and playgroup coordinator.

Community and business groups:

- Silkwood Kurrimine Junior Red Cross leader.

Partner schools and other educational providers:

- Innisfail State College principal.

Government and departmental representatives:

- Member for Hill and ARD.

## 1.4 Supporting documentary evidence

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| Annual Implementation Plan 2021 | Explicit Improvement Agenda 2021 |
| Investing for Success 2021 | Strategic Plan 2018-2021 |
| Headline Indicators (2021 release) | School Data Profile (Semester 1 2021) |
| Professional learning plan 2021 | School budget overview |
| School improvement targets | Curriculum planning documents |
| School pedagogical framework | School differentiation plan or flowchart |
| School data plan | Professional development plans |
| School Opinion Survey 2019 | School newsletters and website |
| School based curriculum, assessment and reporting framework | |

## 2. Executive summary

### 2.1 Key findings

**The principal and staff members speak confidently and enthusiastically of the shared commitment to providing a quality education for all students**.

Staff are committed to the provision of a caring educational environment, whereby students achieve success and feel supported in all aspects of their school life. Collegiality and support are apparent amongst staff members who identify the importance of developing consistent practices in all implementation areas across the school. This work is exemplified in the school's motto *'Keep on keeping on'*. The motto typifies the history of the struggle and toil of this rural area. Parents identify the school as a school of choice and praise the work of the principal and staff members. Parents comment positively on the levels of communication established by the teaching staff and the principal.

**The school promotes and maintains an environment reflective of its clear expectations that every student will learn successfully.**

The principal prioritises building and maintaining positive, genuine and trusting relationships amongst staff members, students and parents. Student wellbeing, collegiality and care are prioritised and form the basis for the school's success and reputation in the local community. Teaching staff and teacher aides express appreciation for the level of support provided by the principal in meeting the expectations for teaching and learning, and student engagement. The school views parents and families as integral members of the school community and partners in student learning. Students and staff display an obvious sense of belonging and parents are made to feel welcome at the school. Interactions between staff, students, parents and families are caring, polite and inclusive.

**Staff ensure that learning experiences are accessible for all students.**

The school utilises Curriculum into the Classroom (C2C) as a key driver for the implementation of curriculum within the school. This resource assists teachers in their delivery of the Australian Curriculum (AC). The school has developed a whole-school curriculum overview. The overview is beginning to provide detail on what is to be taught, and when, by teachers in each of the key learning areas. Clear, documented alignment between the curriculum overview, term overviews and classroom teaching programs is emerging.

**Staff are developing their practices for working in a multi-age classroom.**

Staff demonstrate a range of teaching strategies and recognise that highly effective teaching is the key to improving student learning. The school has a documented pedagogical framework that has recently been reviewed. The principal acknowledges the need to develop signature school practices aligned to the school priority areas. There is a desire articulated to see explicit and effective teaching occurring throughout the school and a focus on students being accountable for their own learning.

**Physical and financial resources are utilised to implement school practices and meet the learning needs of students.**

The school implements a range of teaching and learning approaches to address the needs of each student in the multi-age setting. Teacher aides are a highly valued human resource and undertake a range of different roles. Teacher aides are utilised to support the small group and individual student modes for delivery of curriculum learning. The principal articulates the need to undertake ongoing review of the allocation and deployment of all resources to ensure maximum student learning outcomes are achieved.

**The principal prioritises the discussion of student achievement data to enhance and improve learning outcomes**.

A broad range of measures is utilised to monitor whole-school achievement and to monitor student progress over time in literacy and numeracy. Meetings occur regularly to discuss student reading performance and are considered strategic in building teachers' skills in data analysis and assist in enhancing their overall data literacy. The principal acknowledges the need for teaching team members to continue to meet regularly to discuss and interrogate student learning data to measure progress towards targets and generate strategies for continuous improvement. Parents express feeling well informed in relation to how their child is progressing in their learning.

**A strong level of professional commitment by school staff members is apparent across the school.**

Staff members describe a collegial culture and sense of connectedness to the school and each other, and work in partnership to deliver the curriculum and learning interventions for students. Staff are committed to the continuous improvement of their own skills and focus on the development of knowledge and skills required to improve student learning. Staff articulate the desire to expand their knowledge of teaching and learning, and express they would welcome opportunities to learn from each other through modelling and coaching. The principal acknowledges that observation, feedback, modelling and coaching are important aspects of professional learning and outlines the intent to implement these processes.

**Learning environments and classrooms are organised and conducive to learning.**

The school has an attractive and stimulating physical environment that supports and encourages learning. A range of visual posters and displays is apparent in classrooms in addition to other visual artefacts that are designed to enhance the learning environment and support positive behaviour choices. The grounds are well maintained and staff articulate their pride in the continuous efforts made to ensure gardens are refurbished. Grounds staff refer to gardens showcasing 'a thriller, a filler and a spiller' to enhance the various aspects of the school grounds.

**Parents, grandparents and community members indicate that the school is held in high regard in the community.**

A strong sense of belonging is apparent. Parents indicate that they feel welcome in the school and speak positively of the current leadership and the relationship between parents and the school. Staff members, students and parents share a common belief that the school is caring and helpful and speak with pride of their long association and generational history with the school. Families articulate valuing the small school environment and express that their child enjoys coming to school. They articulate that the school is the hub of the community and an essential component of community and family life.

## 2.2 Key improvement strategies

Review and refine the whole-school curriculum plan to provide clear documentation of the three levels of planning.

Refine the school pedagogical approaches to determine the high-yield pedagogical practices that will support the implementation of the Explicit Improvement Agenda (EIA) and AC.

Quality assure the expenditure of funds for the effectiveness of targeted human and financial resource allocations, aligned to the school's priority areas, ensuring they are maximising outcomes for students.

Enhance the data literacy of staff members to undertake in-depth analysis and interpretation of student achievement data to inform adjustments to planning, pedagogy and assessment.

Develop and implement a collegial engagement plan that documents professional capability development for school staff including coaching, modelling, Watching Others Work (WOW) and mentoring support.