

Silkwood State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by Reviews and School Improvement through community consultation.

Acknowledgement of Country

We acknowledge the Ma:Mu people, the Aboriginal owners of the land where Silkwood State School has existed since 1916. We pay our respects to elder's past, present and emerging.

About the school

Education region	Far North Queensland Region
Year levels	Prep to Year 6
Enrolment	56
Aboriginal students and Torres Strait Islander students	38%
Students with disability	6%
Index of Community Socio-Educational Advantage (ICSEA) value	878

About the review

 2 reviewers from 14 to 15 October 2025	 18 school staff	 41 students
 33 interviews	 10 parents and carers	 8 community members

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and Reviews and School Improvement validation.

Domain 1: Driving an explicit improvement agenda
Collaboratively sharpen targets aligned with improvement agendas, including accompanying timelines and measures, to monitor impact on, and reinforce high expectations for, student learning.

Domain 2: Analysing and discussing data
Develop clear data monitoring processes and strategies to check student understanding, monitor progress and inform responses to student needs.

Domain 6: Leading systematic curriculum implementation
Develop line-of-sight processes for teaching and learning, to provide feedback for staff and ensure the planned curriculum is enacted with integrity.

Strengthen moderation processes at multiple junctures including external moderation, to monitor students' learning, review and refine curriculum alignment and inform teachers' judgements.

Domain 5: Building an expert teaching team
Prioritise professional learning in the teaching of reading to strengthen staff disciplinary knowledge and understanding of how students learn to read.

Key affirmations



Staff highlight how authentic relationships and a united commitment foster a positive and inclusive culture which supports students' learning, wellbeing and belonging.

Staff emphasise meeting the social, emotional and learning needs of every student is a priority. Leaders describe intentionally fostering a culture of learning that places equal emphasis on students' educational progress and wellbeing. Staff members express a strong belief in every students' ability to make continuous progress in their learning, highlighting how professional discussions consistently focus on student achievement. They describe developing strong relationships with students to understand their interests and needs and how to best support them within the school and planned curriculum. Parents describe how staff foster a warm and inclusive environment supporting the learning and development needs of every child. Students speak proudly about Silkwood being a 'small school family', remarking 'care', 'family' and 'learning' are key aspects.



Staff praise the strong collegial culture focused on purposeful collaboration and shared learning, which enhances teaching practices and positively impacts student learning outcomes.

The principal speaks of the importance of establishing collaborative opportunities for staff and describes learning alongside staff. They highlight the value of working together and in the cluster partnerships to support, share and enhance teaching and learning practices. Teachers value collaborating with colleagues and specialists to refine teaching practice. Staff appreciate opportunities to engage in collegial conversations, share strategies, deepen reflective practice, and strengthen consistent, evidence-informed approaches to teaching and learning. The principal values how the collegial partnership with a local high school supports transitions. Students appreciate how participating in transition activities supports their confidence and prepares them for their next steps.



Students, parents and community members speak highly of, and value, leaders and staff for their professional, caring and considered approach to supporting learning and leading that promotes confidence in the school's direction.

Staff describe leaders' impact on school culture and direction as positive and affirming. They praise the open communication and collaborative decision-making approach that leaders promote. Leaders describe a measured approach to leading the school which is respectful of the needs of staff, students and the community. Staff and community members comment these attributes foster high levels of trust and respect between staff and leaders. Staff express leaders genuinely care for them and attribute the school's current successful position to the supportive and respectful leadership. Parents and community members highlight how staff are open to feedback and easy to communicate with, speaking favourably about the school's direction. They appreciate the visibility and availability of staff at the school and school events.



Staff, parents, and community members celebrate the strong partnerships, enduring relationships and collective commitment to student success, which fosters a deep sense of pride and belonging within the school community.

Community members speak proudly of the school's long-standing, intergenerational family connections and shared sense of belonging. Staff and families value the highly active Parents and Citizens' Association (P&C), whose contributions enrich student learning, wellbeing and extracurricular opportunities. Staff and students praise the school grounds for the gardens, murals, student seating and the re-established tuckshop. Staff and community celebrate P&C-run events including the disco and movie nights that centre the school as the hub of the community. Parents talk about how participating in the playgroup further strengthens their engagement and connection, and supports their child's entry to school. Community members commend the ongoing commitment to community activities, particularly the organisation of Anzac Day commemorative services and the local show.