

# Silkstone State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

Silkstone State School is a large and dynamic inner city Ipswich school with much to offer.

We have an active school community which continually strives for improvement. We continue to address all learning and community challenges and develop strategies to support everyone who joins us.

It is with pleasure that we present our 2014 School Annual Report. This report provides an orientation to our school and includes important information highlighting our endeavours from 2014.

### School progress towards its goals in 2014

Our two academic goals in 2014 continued to focus on the key areas of Literacy and Numeracy. Specifically, developing teaching practices that enhance consistency and continuity of learning across our 32 classrooms.

As measured through PAT data analysis, it is clear that we have continued on our trend of significant improvement regarding student performances in Literacy and Numeracy

In 2012, we were involved in a Quadrennial School Review (QSR). This process has clarified the schools direction and strategies for the next 4 years. The Teaching and Learning audit component of the QSR highlighted significant improvement in all areas.

2014 has produced our best ever results in NAPLAN testing. Year 3, 5 and 7 Reading results have improved in all areas that includes Mean Scale Score, Upper 2 Bands and National Minimum Standards. Our NAPLAN results in Numeracy have also improved in Years 3, 5 and 7 across the same areas.

Our School Opinion Survey continues to show improvement across all areas of the Survey. This improvement has been across Staff, Parent and Student responses.

Another measure of NAPLAN that measures our improvement rate against the State improvement rate is Effect Size Gain (Relative to the Nation). This continues to surpass the Gain for the State in 7 out of the 10 categories

and equal the State in one further category. This means that in those 7 areas, we are improving our student results at a greater rate than the State. Of those 7 areas, our rate of improvement in 3 areas is triple the improvement rate for the State and in 4 areas it is double the rate of improvement compared to the State.

Our PAT-Reading results also showed through 2014 a clear advancement of student reading. Subsequently we have significantly reduced the number of students below the national benchmark while also extending larger number of students into the areas identified as being well above the national average.

The implementation of the School Wide Positive Behaviour Support Program (SWPBS) has continued throughout 2014. Again, the use of consistent expectations and practices across the whole school has ensured growth and continued improvement in the social climate across the school.

### **Future outlook**

“Honour Before Honours” – The school motto for Silkstone State School. This has been the long standing motto for our school and provides a foundation for how we chose to do our business. Our school motto typifies the manner in which our school community achieves.

“Honour Before Honours” places emphasis on our students achieving well for themselves at an individual level, becoming quiet achievers and working well for the reward and satisfaction of achieving as best they can; safe in the knowledge that each of us have different strengths to work towards and weaknesses to further develop. It is about having respect for self and others and behaving with integrity and honesty.

“Honour Before Honours” is the facing of challenges that education and school life brings. Building resilience, the ability to stick at a task, is so important in enabling children and staff to become successful. We promote self-determination; we nurture the opportunity for people to set and achieve personal goals, and subsequently own the consequences of these choices. These are some of the qualities we continue to promote. We do this in a safe and supportive school environment.

At Silkstone State School, we continue to raise expectations for student learning, through our implementation of the National Curriculum and our focus on teaching with a curriculum. All this builds to develop students with the skills, knowledge and confidence to be actively engaged community participants.

Our key improvement areas are in the area of Literacy, Numeracy and Behaviour Management. Further, our major Literacy focus is Reading and this involves all our year levels. Our teachers work together with their year level peers, Master teacher, Literacy Coach and Admin personnel to implement the best strategies for leading and supporting our students with their reading.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	805	386	419	88%
2013	777	363	414	93%
2014	772	366	406	88%

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

### Characteristics of the student body:

Silkstone State School is an urban school with a student population of 770 (as at June 2014). This consists of 11% Indigenous students and 692 non-Indigenous students. Silkstone has 3% of students recognised as ESL students.

The socio-economic rating of the school has lifted to 933. This places us in the 16<sup>th</sup> percentile of socio-economic stature. The school community is largely urban based with most families living in the inner Ipswich catchment area.

By far, the most dominant religious background is Christian based.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	26	26	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	132	106	133
Long Suspensions - 6 to 20 days	12	10	7
Exclusions <sup>#</sup>	0	0	1
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Silkstone offers a diversity of learning opportunities across our learning programs.

Included in our curriculum options are extension programs focussed on deep understanding and development in Sport & Health, Grammar & Punctuation and Mathematical Problem Solving. Some programs are offered on an *'Expression of Interest and Selection Process'* while other programs are offered as a whole school undertaking.

German is provided to students in Years 6 as the LOTE key learning area. Specialist Music and Physical Education Teachers provide weekly lessons to students. Specialized student learning support is provided by the Guidance Officer, STLaN and Special Education Unit based on site.

Educational Support Plans are created in partnership with the Department of Child Safety for children enrolled who are in the care of the State.

### Extra curricula activities

Silkstone children can participate in a range of extra curricula activities. These include our:

- Award winning Harmonies Choir / Award winning BRASS Boys' Choir / Junior Developmental Choir
- Glee Club / Instrumental Band and a String Ensemble
- Junior Writers' Group
- Silkstone Stars Library Leaders
- Summer Inter-school Sports – Cricket, AFL, Boys'/Girls' Basketball, Vigoro, Boys'/Girls' Touch Football
- Winter Inter-school Sports – Netball, Boys' & Girls' Soccer, Rugby League
- District Sporting Carnivals – Cross Country, Swimming and Athletics
- Chess Club

School camps for Year 6 and 7 children

## How Information and Communication Technologies are used to assist learning

Each of our classrooms include areas designated to support the integration of technology across the curriculum. Typically 6 – 8 networked work stations are based in these withdrawal rooms. Supporting this is the placement of electronic Smartboards in all our classrooms.

At Silkstone we utilize our computer lab (with Smartboard) to enable whole class teaching and learning opportunities of specific ICT concepts.

The school utilizes SharePoint and the School Website to communicate to the school community and ensure school policy is clearly articulated and supports the demands of our ongoing stakeholder relationships.

Silkstone utilizes *Mathletics and Reading Eggs* as a consolidation learning tool across the whole school. This internet-based program is currently subsidized by the school for each child.

All school reporting to parents is generated electronically, using systemic templates. The school maintains a comprehensive student profile database that allows staff to track learning development; this profile contains systemic and diagnostic data focused on literacy and numeracy.

The school newsletter is also produced electronically on a fortnightly basis.

## Social Climate

At Silkstone we continue to promote four values.

- ❖ Be Safe
- ❖ Be Respectful
- ❖ Be Responsible
- ❖ Be An Active Learner

Having clarity and understanding around these values ensures that all stakeholders benefit from our improving social climate. Visitors frequently comment on the tone of the school in relation to student conduct.

We continue to act proactively to support the social dynamic that is created from having approximately 700 families within the school community. Specific initiatives we currently employ with success include:

1. Organized sport, a Chess Club, a Games Room and a Supported Play program (for at-risk children) to ensure safe and enjoyable play times.
2. *Program Achieve* to promote individual character development. Getting Along, Persistence, Organisation, Resilience and Confidence are qualities explicitly taught and promoted from Prep to Year 7.
3. The continuous recognition of students' successes through a token system, certificates on parade and participation in our Reward's Day programs.
4. A six day per fortnight School Chaplain who supports children's well-being needs. The Chaplaincy program also runs a Breakfast Club each Friday morning.

Silkstone State School continues to work in partnership with the P&C Association to provide a quality Outside School Hours Care program that continues to align with the four school values.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	93%	93%	100%
this is a good school (S2035)	97%	92%	100%
their child likes being at this school* (S2001)	97%	89%	100%
their child feels safe at this school* (S2002)	93%	100%	98%
their child's learning needs are being met at this school* (S2003)	93%	89%	94%
their child is making good progress at this school* (S2004)	93%	93%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	89%	90%
teachers at this school motivate their child to learn* (S2007)	96%	89%	94%
teachers at this school treat students fairly* (S2008)	79%	89%	98%
they can talk to their child's teachers about their concerns* (S2009)	96%	93%	98%
this school works with them to support their child's learning* (S2010)	93%	93%	92%
this school takes parents' opinions seriously* (S2011)	88%	92%	96%
student behaviour is well managed at this school* (S2012)	86%	86%	90%
this school looks for ways to improve* (S2013)	96%	93%	96%
this school is well maintained* (S2014)	96%	93%	92%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	98%	94%
they like being at their school* (S2036)	94%	95%	91%
they feel safe at their school* (S2037)	89%	95%	91%
their teachers motivate them to learn* (S2038)	96%	98%	95%
their teachers expect them to do their best* (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	96%
teachers treat students fairly at their school* (S2041)	83%	94%	91%
they can talk to their teachers about their concerns* (S2042)	89%	96%	85%
their school takes students' opinions seriously* (S2043)	84%	98%	94%
student behaviour is well managed at their school* (S2044)	76%	90%	80%
their school looks for ways to improve* (S2045)	98%	100%	98%
their school is well maintained* (S2046)	96%	99%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	97%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	97%
they feel that their school is a safe place in which to work (S2070)		96%	99%
they receive useful feedback about their work at their school (S2071)		87%	90%
students are encouraged to do their best at their school (S2072)		99%	100%
students are treated fairly at their school (S2073)		99%	96%
student behaviour is well managed at their school (S2074)		91%	97%
staff are well supported at their school (S2075)		93%	96%
their school takes staff opinions seriously (S2076)		91%	95%
their school looks for ways to improve (S2077)		92%	99%
their school is well maintained (S2078)		95%	97%
their school gives them opportunities to do interesting things (S2079)		87%	92%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Education is a shared responsibility. Silkstone State School recognizes the need for genuine partnerships to exist between home and school. Children will always thrive when the school and home are working together as a team toward common goals.

Our P&C Association plays an important role in this partnership to ensure a successful and productive school. It is an enthusiastic group who provide significant financial and organisational support to our school through representation of various steering committees and overseeing a range of subcommittees including the Outside School Hours Care, a Canteen, a Swimming Club and a Parent Group.

In recent years, the P&C has produced an annual Strategic Plan, which assists them to identify priorities and coordinate their efforts.

Effective home/ school communication is maintained at Silkstone through:

- Fortnightly newsletters, a School Website
- Weekly whole school parades and fortnightly year level parades
- Parent Information and Orientation sessions
- P&C Meetings and P&C Sub-Committee Meetings
- Community Inter-active Signage
- Class Letters/ Notices (needs basis) confirming learning and special event priorities

We encourage feedback through promotion of an 'open-door' policy and surveys. We provide two opportunities for formal parent/teacher interviews each year and encourage appointments with school personnel as required.

## Reducing the school's environmental footprint

At Silkstone State School we are increasingly looking for opportunities to reduce our environmental footprint. Solar panels have been installed to reduce our usage of grid electricity. The school is currently installing solar heating to service the demands of the school pool.

Our ability to collect and use rainwater has been greatly enhanced through the installation of additional rainwater tanks. This water is used in the management of our pool and to supplement our ground irrigation needs.

New toilets have been built utilising eco-friendly technology, to also reduce water usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	237,690	2,235
2012-2013	287,459	2,589
2013-2014	317,688	2,625

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.

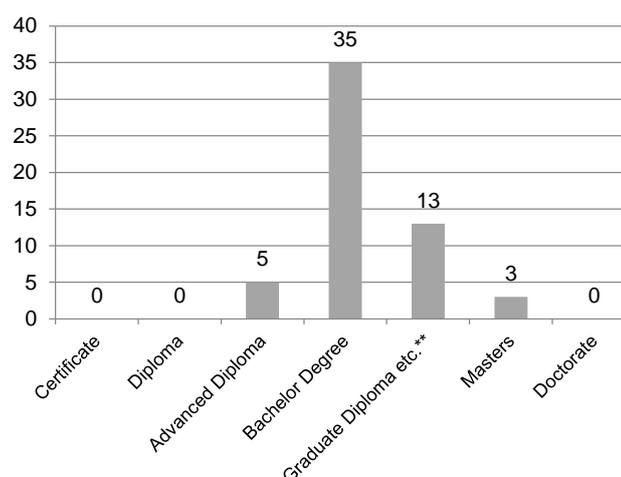
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	33	<5
Full-time equivalents	50	22	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	5
Bachelor Degree	35
Graduate Diploma etc.**	13
Masters	3
Doctorate	0
<b>Total</b>	<b>56</b>



\*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 2014 were \$30 989.00

The major professional development initiatives are as follows:

-Teacher release days for school based Professional Development. This has included the

- development of Literacy strategies
- development of Maths strategies
- assessment workshops
- workshops around pedagogy
- development of school based programs.

Cohort Interaction Meetings utilising peer learning.

Behaviour Management professional development.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%

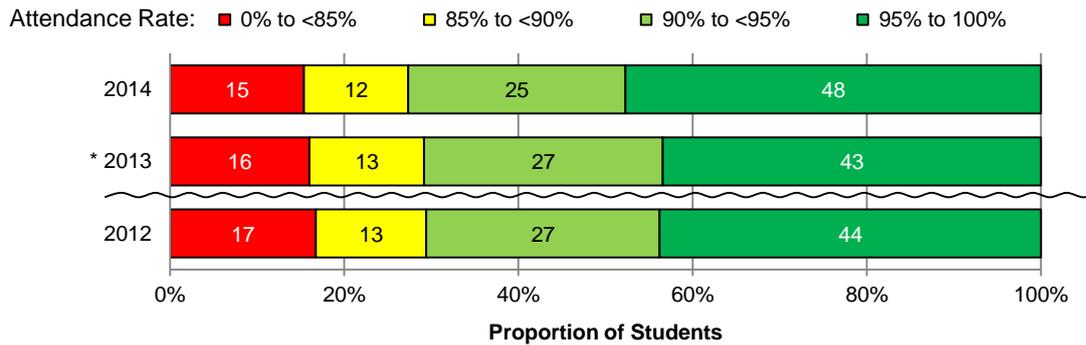
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	91%	91%	93%	94%	91%	89%					
2013	92%	90%	93%	90%	93%	92%	92%					
2014	93%	92%	92%	92%	90%	91%	91%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### 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.

To assist with this the school employs additional support.

Student rolls are marked twice daily. This data is entered daily onto our OneSchool system twice each day.

Letters are kept on the rolls relating to student absenteeism. If there is any unexplained absenteeism that exceeds three days the office is notified and communication is entered into with the parent. This occurs through either formal letter or telephone call. The school utilises additional office staff support to monitor enrolments and closely case manages enrolment trends.

### 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/>.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

In the NAPLAN areas of Reading, Writing and Numeracy for 2014 Silkstone State School performed better at Closing the Gap between Indigenous and Non-Indigenous than the Queensland State School. The following tables indicate the difference between the Indigenous and Non-Indigenous means. In each area, Silkstone State School's results were better than that of the State. The negative numbers in the Year 7 table indicate that in those areas the Indigenous mean was higher than the Non-Indigenous mean.

Year 3	Difference between Silkstone Indigenous and Non-Indigenous mean	Difference between Queensland Indigenous and Non-Indigenous mean
Reading	46	68
Writing	27	52
Numeracy	38	59

Year 5	Difference between Silkstone Indigenous and Non-Indigenous mean	Difference between Queensland Indigenous and Non-Indigenous mean
Reading	37	67
Writing	14	56
Numeracy	39	61

Year 7	Difference between Silkstone Indigenous and Non-Indigenous mean	Difference between Queensland Indigenous and Non-Indigenous mean
Reading	-43	53
Writing	-1	57
Numeracy	-19	53

In 2014, the attendance of Indigenous students showed an increase over the previous 3 years. However, Non-Indigenous students attended school more frequently than Indigenous students. This attendance was 88.5% for Indigenous students compared to 92.2% for Non-Indigenous students.