



Silkstone State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

## Contact Information

|                 |                                                                                                                                                                                         |
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| Contact Person: | Michael Sawbridge - Principal                                                                                                                                                           |

# School Overview

Silkstone State School is a coeducational facility that caters for children from Prep to Year 6. At Silkstone State School, we seek to achieve quality learning outcomes for the diverse range of students at our school. We have a learning framework that successfully integrates curriculum, pedagogy, assessment and reporting practices. We strongly promote a safe, tolerant and disciplined learning environment that is responsive to student and community needs. We have a workforce with the capability and flexibility to deliver school and systemic objectives and targets. Our key focus areas for 2017-2020 consist of: effective delivery of Australian Curriculum; consistent, rigorous approach to teaching reading; and development of a strong culture of learning. Furthermore, we aim to differentiate our teaching to meet the diverse learning needs of our students, including those with disability, those in out of home care and our Indigenous students. We ensure that students have exposure to and engage with challenging high level curriculum.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

A Priority School Review at the start of 2016, conducted by the School Improvement Team, highlighted the following areas for attention:

1. Developing a consistent approach to teaching reading from Prep to Year 6.
2. Developing and implementing a clearly aligned plan to deliver the Australian Curriculum.
3. Strengthening the Culture for Learning by enhancing Positive Behaviour for Learning.

Throughout 2016, we have focused strongly on these three areas. The recent 12 month Priority School Review Exit Meeting acknowledges that excellent progress has been made over the last 12 months in all three areas.

The school has made significant progress towards achieving targets for NAPLAN; A-E reporting; Attendance; and Reading Benchmarks.

In 2016, participation rates in NAPLAN increased by 25% on the previous year and the school matched the number of children achieving National Minimum Standard.

We set a target of 70% of students achieving an A, B or C grade in English in Semester 2 reporting and came close to achieving this with 68% of students from Prep – Year 6 achieving this target.

We set a target of 75% of students achieving an A, B or C grade in Mathematics in Semester 2 reporting. 71% of students from Prep – Year 6 achieved this target.

#### Future Outlook

Silkstone State School's Explicit Improvement Agenda for 2017:

1. Consolidate and embed Australian Curriculum plans, with associated targets for students achieving A-C (75%) in English and Mathematics.
2. Consolidate and embed the Silkstone State School Reading Framework in classroom practices; with associated targets for reading set:
  - >93% Year 3 Students achieving NMS or better in 2017 NAPLAN Reading Test.
  - >35% Year 3 Students achieving U2B in 2017 NAPLAN Reading Test.
  - >90% Year 5 Students achieving NMS or better in 2017 NAPLAN Reading Test.
  - >30% Year 5 Students achieving U2B in 2017 NAPLAN Reading Test.
  - 100% Prep Students achieving > Level 4 PM Benchmark by the end of 2017.
3. Strengthen the Culture for Learning, focussing on Positive Behaviour for Learning and Attendance.

# Our School at a Glance

## School Profile

|                                            |                    |
|--------------------------------------------|--------------------|
| <b>Coeducational or single sex:</b>        | Coeducational      |
| <b>Independent Public School:</b>          | No                 |
| <b>Year levels offered in 2016:</b>        | Prep Year - Year 6 |
| <b>Student enrolments for this school:</b> | <b>818</b>         |

|              | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| <b>2014</b>  | 772   | 366   | 406  | 83         | 88%                              |
| <b>2015*</b> | 765   | 353   | 412  | 81         | 92%                              |
| <b>2016</b>  | 815   | 393   | 422  | 95         | 90%                              |

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>).

## Characteristics of the Student Body

### Overview

Silkstone State School welcomes 818 students each day (June 2017). The student population is diverse across a number of measures, including socio-economic background and ethnicity. We welcome a population of 94 students (11%) who identify as Aboriginal or Torres Strait Islander. We also welcome a significant number of students (61) who have an identified disability. The Index of Community Socio-Educational Advantage (ICSEA) rating of the school is 933 (National mean = 1000).

### 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       | 22   | 24    | 24   |
| Year 4 – Year 7     | 24   | 26    | 25   |
| 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

Silkstone State School delivers the Australian Curriculum (<http://www.australiancurriculum.edu.au/>). A whole of School Curriculum and Assessment Plan has been developed to ensure students have access to the high quality curriculum they are entitled to. This is differentiated accordingly by classroom teachers to meet the individual needs of learners. Individual Curriculum Plans are developed for students who are working significantly above or below their age in particular subject areas. Educational Support Plans are created in partnership with the Department of Communities for children in out of home care. Students in years 5 and 6 learn German as a Language Other Than English (LOTE).

## Co-curricular Activities

Silkstone State School Students have the opportunity to participate in the following co-curricular activities:

- Award winning choirs including the Harmonies Choir, BRASSS Boys' Choir and Junior Choirs;
- Instrumental Music Programmes;
- Summer Inter-School Sports – AFL, Basketball and Touch Football;
- Winter Inter-School Sports – Netball, Soccer and Rugby League;
- District Sporting Carnivals – Cross Country, Swimming and Athletics;
- Sports Development Program for years 4-6;
- Indigenous Games and Activities conducted by the Leroy Loggins Foundation;
- School Camps, including a Sports Camp for year 4-6 students.

## How Information and Communication Technologies are used to Assist Learning

Students have access to digital technologies in the classroom via networked desktop PCs and Interactive Smartboards. Additionally, students have timetabled access to a computer laboratory. A variety of web-based applications (Mathletics, Reading Eggs and A-Z Readers) are available to support learning in Mathematics and English from Prep – Year 6. Coding and robotics are taught by a specialist in the Resource Centre. iPads are available in various settings, the Resource Centre and the Special Education Program, to engage students in learning.

## Social Climate

### Overview

Students who attend Silkstone State School are expected to uphold our four core expectations of Safety, Respect, Responsibility and Active Learning. Students are explicitly taught expected behaviours in the classroom each week. We encourage students and families to take a great deal of pride in all aspects of school life, including standards of school work, wearing uniform, the way we communicate and how we look after our environment. Students who demonstrate our four core expectations consistently and to a high standard are acknowledged through our 'sticker' merit system, which enables students to be acknowledged at Bronze, Silver, Gold and Platinum milestones. Rewards Days are held at the end of each term to acknowledge students who have achieved a milestone. Additionally students are acknowledged on weekly assemblies and every month, the Principal and Deputy Principals host a Student of the Month Morning Tea to celebrate high standards of student behaviour with students and their families. Inappropriate behaviour is dealt with according to Silkstone State School's Responsible Behaviour Plan for Students:

<https://silkstonss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Silkstone%20Responsible%20Behaviour%20Plan%20for%20Students%202016.pdf>

At the end of 2016, Silkstone State School celebrated and acknowledged those students who had achieved A-grades in Mathematics and English, and those who had shown high levels of commitment to learning in those subject areas. This was the first Academic Awards Assembly at the school and is part of a developing culture of academic achievement being the cornerstone of school life.

Silkstone State School is proud to host the Step-Up Playgroup on Mondays and Fridays. Up to 60 families and pre-school age children regularly access the program each week. Activities are intended to prepare children for life at school, hence giving them a 'Step-Up' into education.

Our P&C Association works closely with the school, donating resources and providing service through the Tuckshop, the Uniform Shop and a quality Outside School Hours Care Programme. The P and C is supported by a very active Parent Group fundraising body.

Parents are encouraged to volunteer in classrooms. Silkstone State School's Home Reading Programme promotes reading at home.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

| Performance measure                                                       | 2014 | 2015 | 2016 |
|---------------------------------------------------------------------------|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:             |      |      |      |
| their child is getting a good education at school (S2016)                 | 100% | 94%  | 87%  |
| this is a good school (S2035)                                             | 100% | 92%  | 92%  |
| their child likes being at this school* (S2001)                           | 100% | 96%  | 89%  |
| their child feels safe at this school* (S2002)                            | 98%  | 96%  | 84%  |
| their child's learning needs are being met at this school* (S2003)        | 94%  | 92%  | 86%  |
| their child is making good progress at this school* (S2004)               | 94%  | 92%  | 86%  |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 96%  | 95%  |

| Performance measure                                                                                    |      |      |      |
|--------------------------------------------------------------------------------------------------------|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:                                          | 2014 | 2015 | 2016 |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90%  | 90%  | 92%  |
| teachers at this school motivate their child to learn* (S2007)                                         | 94%  | 92%  | 95%  |
| teachers at this school treat students fairly* (S2008)                                                 | 98%  | 94%  | 87%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 98%  | 96%  | 97%  |
| this school works with them to support their child's learning* (S2010)                                 | 92%  | 88%  | 89%  |
| this school takes parents' opinions seriously* (S2011)                                                 | 96%  | 83%  | 86%  |
| student behaviour is well managed at this school* (S2012)                                              | 90%  | 81%  | 76%  |
| this school looks for ways to improve* (S2013)                                                         | 96%  | 90%  | 92%  |
| this school is well maintained* (S2014)                                                                | 92%  | 87%  | 95%  |

### Student opinion survey

| Performance measure                                                               |      |      |      |
|-----------------------------------------------------------------------------------|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                               | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048)                               | 94%  | 96%  | 97%  |
| they like being at their school* (S2036)                                          | 91%  | 96%  | 95%  |
| they feel safe at their school* (S2037)                                           | 91%  | 92%  | 94%  |
| their teachers motivate them to learn* (S2038)                                    | 95%  | 98%  | 97%  |
| their teachers expect them to do their best* (S2039)                              | 98%  | 98%  | 98%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 96%  | 98%  | 95%  |
| teachers treat students fairly at their school* (S2041)                           | 91%  | 93%  | 95%  |
| they can talk to their teachers about their concerns* (S2042)                     | 85%  | 95%  | 91%  |
| their school takes students' opinions seriously* (S2043)                          | 94%  | 91%  | 90%  |
| student behaviour is well managed at their school* (S2044)                        | 80%  | 81%  | 86%  |
| their school looks for ways to improve* (S2045)                                   | 98%  | 97%  | 97%  |
| their school is well maintained* (S2046)                                          | 94%  | 91%  | 93%  |
| their school gives them opportunities to do interesting things* (S2047)           | 97%  | 98%  | 96%  |

### Staff opinion survey

| Performance measure                                                                                                |      |      |      |
|--------------------------------------------------------------------------------------------------------------------|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:                                                            | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069)                                                                         | 97%  | 100% | 94%  |
| they feel that their school is a safe place in which to work (S2070)                                               | 99%  | 98%  | 99%  |
| they receive useful feedback about their work at their school (S2071)                                              | 90%  | 94%  | 90%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 95%  | 79%  | 87%  |
| students are encouraged to do their best at their school (S2072)                                                   | 100% | 98%  | 100% |
| students are treated fairly at their school (S2073)                                                                | 96%  | 96%  | 93%  |
| student behaviour is well managed at their school (S2074)                                                          | 97%  | 91%  | 90%  |

| Performance measure                                                    |      |      |      |
|------------------------------------------------------------------------|------|------|------|
| Percentage of school staff who agree# that:                            | 2014 | 2015 | 2016 |
| staff are well supported at their school (S2075)                       | 96%  | 96%  | 93%  |
| their school takes staff opinions seriously (S2076)                    | 95%  | 96%  | 90%  |
| their school looks for ways to improve (S2077)                         | 99%  | 100% | 100% |
| their school is well maintained (S2078)                                | 97%  | 94%  | 96%  |
| their school gives them opportunities to do interesting things (S2079) | 92%  | 98%  | 93%  |

\* 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

Silkstone State School recognizes that the responsibility for children's education is shared between the home and the school. Parents and teachers have the opportunity to meet formally twice each year, and parents can make appointments at other times to discuss academic progress and any other matters. Written reporting against the Australian Curriculum occurs twice each year. Where students have diverse learning needs, Individual Curriculum Plans and/or Individual Support Plans are co-constructed with parents. The Silkstone P&C Association plays an important role in this partnership. The Association enjoys high membership and active participation.

## Respectful relationships programs

Silkstone State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Through Positive Behaviour for Learning, students are actively taught behaviours associated with our school's four expectations: Be Safe, Be Respectful, Be Responsible and Be an Active Learner. Through these lessons, students are taught to use the High 5 responses when confronted with disrespectful or aggressive behavior. These include reporting incidences of disrespect, bullying and aggression. We are also going to implement the Kids Matter Framework into our school over the next 12 months as a way to improve wellbeing and resilience among our students.

## 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 | 133   | 151    | 181  |
| Long Suspensions – 6 to 20 days | 7     | 4      | 7    |
| Exclusions                      | 1     | 0      | 4    |
| 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

At Silkstone State School, we are always looking for opportunities to reduce our environmental footprint. Solar panels have been installed to reduce the amount of electricity drawn from the grid. Rainwater is harvested by our collection tanks.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2013-2014                          | 317,688         | 2,625    |
| 2014-2015                          | 248,874         |          |
| 2015-2016                          | 294,877         |          |

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                 | 60             | 36                 | <5               |
| Full-time Equivalent       | 54             | 24                 | <5               |

#### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |                                                               |
|--------------------------------|---------------------------------------------------------------|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      | 0                                                             |



| TEACHER* QUALIFICATIONS        |                                                               |
|--------------------------------|---------------------------------------------------------------|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Masters                        | 5                                                             |
| Graduate Diploma etc.**        | 5                                                             |
| Bachelor degree                | 48                                                            |
| Diploma                        | 2                                                             |
| Certificate                    | 0                                                             |

\*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 \$47,158

The major professional development initiatives are as follows:

- Building teacher capacity to implement the Silkstone State School Reading Framework.
- Building teacher capacity to deliver the Silkstone State School Australian Curriculum Plan.
- Giving teachers the opportunity to participate in the Peer Coaching initiative.

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

## Staff Attendance and Retention

### Staff attendance

| Description                                                            | AVERAGE STAFF ATTENDANCE (%) |      |      |
|------------------------------------------------------------------------|------------------------------|------|------|
|                                                                        | 2014                         | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 95%                          | 95%  | 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 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). | 92%  | 92%  | 91%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 89%  | 89%  | 86%  |

\*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

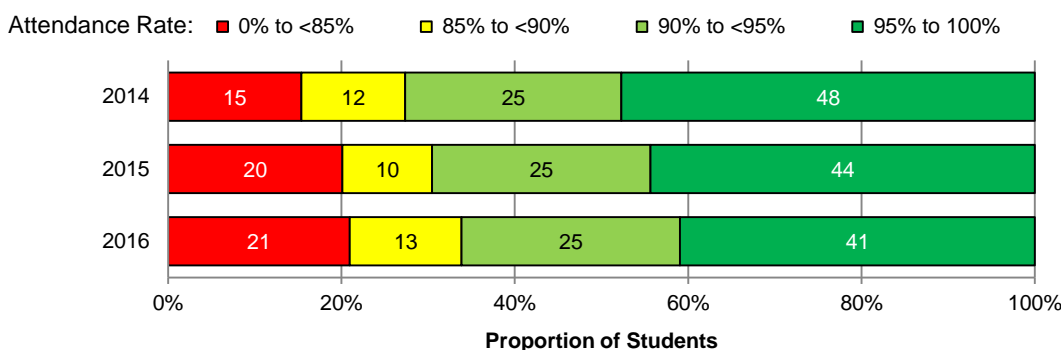
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2014       | 92%  | 93%    | 92%    | 92%    | 92%    | 90%    | 91%    | 91%    |        |        |         |         |         |
| 2015       | 93%  | 92%    | 92%    | 92%    | 92%    | 91%    | 90%    |        |        |        |         |         |         |
| 2016       | 92%  | 92%    | 92%    | 92%    | 89%    | 89%    | 91%    |        |        |        |         |         |         |

\*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.

Attendance is marked twice daily by teachers using the OneSchool roll marking facility. Individual attendance rates, class attendance rates and year level attendance rates are closely monitored by teachers, Deputy Principals and the Principal. Attendance targets are set and attendance rates are published through the school newsletter.

An electronic SMS system has been introduced to give parents increased opportunity to communicate with school about student absences.

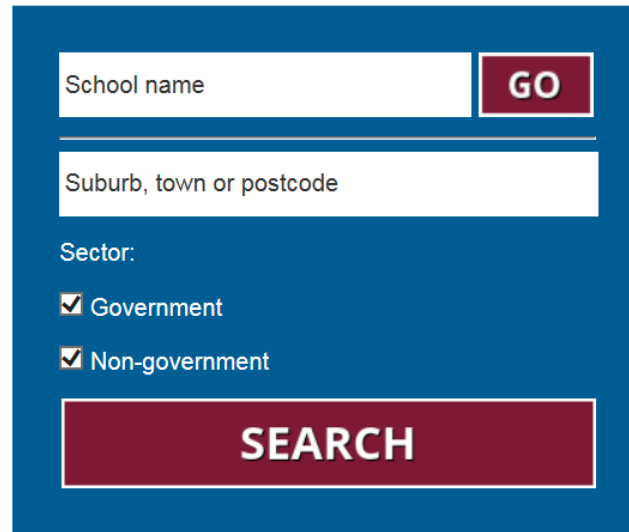
Regular contact by email and telephone is made with parents of students who fail to attend regularly. In 2016, Silkstone State School has introduced some significant incentives for students to attend at higher rates, including celebratory breakfasts for year levels who have highest attendance rates.

## 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 image shows a search form titled "Find a school" with a blue background. It contains 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.