

Silkstone State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Silkstone State School is a large and dynamic school close to the Ipswich City Centre. The School community is vibrant and proactive, with staff working in harmony with the community to deliver the best social and academic outcomes for students.

Silkstone State School's Annual Report (2015) provides the community with important information about the school and highlights progress made during 2015.

School progress towards its goals in 2015

In 2015, the Explicit Improvement Agenda has focused on enhanced implementation of the Australian Curriculum; strengthening the School's culture of high expectations for behaviour, attendance and academic performance; and building teacher capacity to deliver the newly written Silkstone State School's Reading Framework.

Recent employment of a Head of Curriculum has built staff capability to deliver a consistent and aligned curriculum from Prep to Year 6. Assessment practices are now consistent with the achievement standards described in the Australian Curriculum.

Positive Behaviour for Learning continues as the chosen framework within which we teach our four expected behaviours of Safety, Responsibility, Respect and Active Learning.

Silkstone State School has also embraced the opportunity to participate in the Curiosity and Powerful Learning suite of Professional Development. This has empowered staff at the school to reflect on their practice and ensure that students are engaged in learning across the curriculum. Through this participation, we have also been able to develop some significant learning partnerships with local schools.

Future outlook

In 2016, our Explicit Improvement Agenda articulates three areas:

1. To deliver improved reading outcomes by embedding the Silkstone State School Reading Framework into teachers' practice from Prep to Year 6.
2. To ensure strong and consistent delivery of the Australian Curriculum and assess against the Australian Curriculum achievement standard for each subject.
3. To improve attendance rates in all year levels to 95% or greater and to increase the level of adherence to our four school expectations of Safety, Responsibility, Respect and Active Learning.

The foundation of this agenda will continue to be the School's participation in Curiosity and Powerful Learning.

We will:

- Significantly increase participation rates in NAPLAN in 2016.

- Increase the percentage of students achieving at or above National Minimum Standard and the number of students achieving the Upper 2 Bands in NAPLAN (Reading) in 2017.
- Increase the number of students achieving A and B grades in Mathematics and English in semester 2 reporting period, 2016.
- Decrease school disciplinary absence rates in 2017.

Strategies to achieve the above are explained in our Annual Implementation Plan and in our Investing For Success (I4S) Plan. Silkstone State School will also undertake the next Quadrennial School Review in the second half of 2016. This will partly be informed by the recent Priority School Review, conducted by colleagues from the School Improvement Unit (February 2016).

We also aim to sustain an enrolment of significantly more than 800 students. A School Enrolment Management Plan will be introduced in 2016.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	777	363	414	79	93%
2014	772	366	406	83	88%
2015	765	353	412	81	92%

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 2015, 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:

Silkstone State School welcomes 828 students each day (June 2016). The student population is diverse across a number of measures, including socio-economic background and ethnicity. We welcome a population of 100 students (12%) who identify as Aboriginal or Torres Strait Islander. The Index of Community Socio-Educational Advantage (ICSEA) rating of the school is 933 (National mean = 1000).

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	22	22
Year 4 – Year 7 Primary	26	24	23
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	106	133	151
Long Suspensions - 6 to 20 days	10	7	4
Exclusions	0	1	0
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.

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 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).

Extra curricula activities

Silkstone State School Students have the opportunity to participate in the following extra curricula activities:

- Award winning choirs including the Harmonies Choir, BRASSS Boys' Choir and Junior Choirs;
- Glee Club;
- Instrumental Music Programmes;
- Silkstone Stars Library Leaders;
- 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;
- And School Camps, including a Sports Camp for year 6 students.

How Information and Communication Technologies are used to improve 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.

A significant number of teachers are engaging in the State Schools' P-10 Digital Technologies online professional development course.

Social Climate

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 behavior 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>)

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 programme 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.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	93%	100%	94%
this is a good school (S2035)	92%	100%	92%
their child likes being at this school (S2001)	89%	100%	96%
their child feels safe at this school (S2002)	100%	98%	96%
their child's learning needs are being met at this school (S2003)	89%	94%	92%
their child is making good progress at this school (S2004)	93%	94%	92%
teachers at this school expect their child to do his or her best (S2005)	93%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	90%	90%
teachers at this school motivate their child to learn (S2007)	89%	94%	92%
teachers at this school treat students fairly (S2008)	89%	98%	94%
they can talk to their child's teachers about their concerns (S2009)	93%	98%	96%
this school works with them to support their child's learning (S2010)	93%	92%	88%
this school takes parents' opinions seriously (S2011)	92%	96%	83%
student behaviour is well managed at this school (S2012)	86%	90%	81%
this school looks for ways to improve (S2013)	93%	96%	90%
this school is well maintained (S2014)	93%	92%	87%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	98%	94%	96%
they like being at their school (S2036)	95%	91%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they feel safe at their school (S2037)	95%	91%	92%
their teachers motivate them to learn (S2038)	98%	95%	98%
their teachers expect them to do their best (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	100%	96%	98%
teachers treat students fairly at their school (S2041)	94%	91%	93%
they can talk to their teachers about their concerns (S2042)	96%	85%	95%
their school takes students' opinions seriously (S2043)	98%	94%	91%
student behaviour is well managed at their school (S2044)	90%	80%	81%
their school looks for ways to improve (S2045)	100%	98%	97%
their school is well maintained (S2046)	99%	94%	91%
their school gives them opportunities to do interesting things (S2047)	99%	97%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	97%	100%
they feel that their school is a safe place in which to work (S2070)	96%	99%	98%
they receive useful feedback about their work at their school (S2071)	87%	90%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	95%	79%
students are encouraged to do their best at their school (S2072)	99%	100%	98%
students are treated fairly at their school (S2073)	99%	96%	96%
student behaviour is well managed at their school (S2074)	91%	97%	91%
staff are well supported at their school (S2075)	93%	96%	96%
their school takes staff opinions seriously (S2076)	91%	95%	96%
their school looks for ways to improve (S2077)	92%	99%	100%
their school is well maintained (S2078)	95%	97%	94%
their school gives them opportunities to do interesting things (S2079)	87%	92%	98%

'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.

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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	287,459	2,589
2013-2014	317,688	2,625
2014-2015	248,874	

*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.

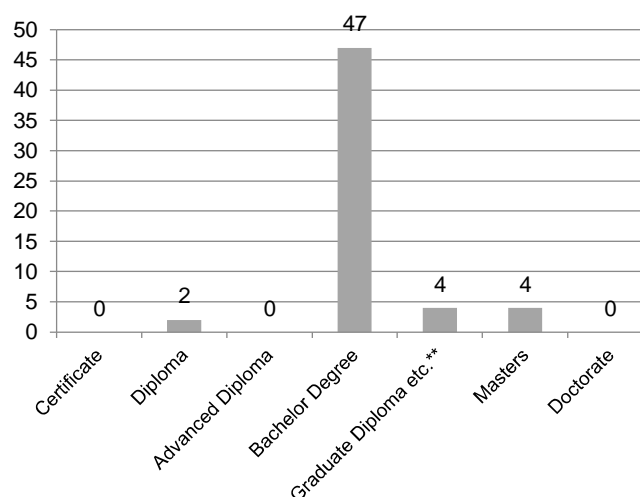
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	57	38	<5
Full-time equivalents	50	24	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	47
Graduate Diploma etc.**	4
Masters	4
Doctorate	0
Total	57



*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 2015 were \$31873.

The major professional development initiatives are as follows:

- Participation in Curiosity and Powerful Learning Professional Development
- Peer Coaching Training
- The Silkstone State School Reading Framework

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

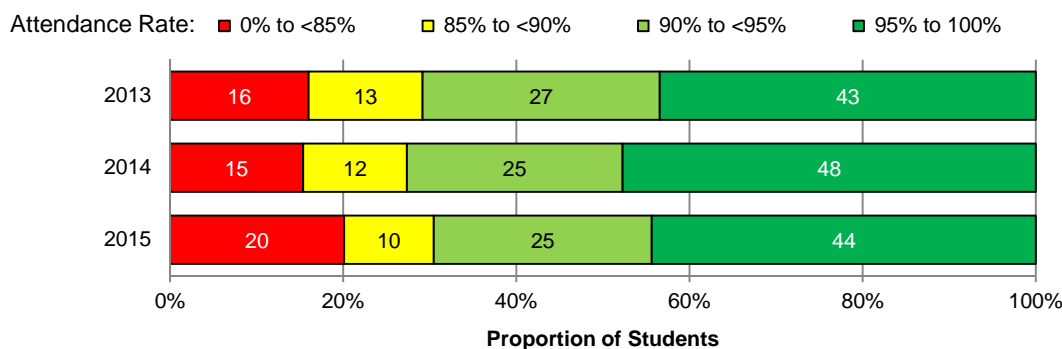
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	92%	90%	93%	90%	93%	92%	92%					
2014	92%	93%	92%	92%	92%	90%	91%	91%					
2015	93%	92%	92%	92%	92%	91%	90%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Regular contact by email and telephone is made with parents of students who fail to attend regularly. In 2016, Silkstone State School is introducing incentives for students to attend at higher rates.

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/>.

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

Sector:

Government

Non-government

Where it says '**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.