

QUEENSLAND STATE SCHOOL REPORTING - 2010

Silkstone State School (0247)

	Postal address	Molloy Street Silkstone QLD 4304
	Phone	(07) 3437 2111
	Fax	(07) 3281 8059
	Email	the.principal@silkstonss.eq.edu.au
	Webpages	the.principal@silkstonss.eq.edu.au Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
	Contact Person	Greg Horrigan Principal

Principal's foreword

Introduction

"Honour Before Honours" – The school motto for Silkstone State School.

This has been the long standing motto for our school and provides an underlying blue print for how we do our business. To me, our school motto typifies the manner in which our students achieve. It is about building individual student success and growing school pride in what we do.

"Honour Before Honours" means that emphasis is placed 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 about facing up to the challenges that education brings to students. It's not always easy, but then, many things in life worth striving for aren't easy. As adults, there are many things in life that we need to continue to work at. Building resilience, the ability to stick at a task, is so important in enabling children to become successful students and life-long learners. These are some of the qualities we promote in our students. We do this in a safe and supportive school environment.

The "Honours" come through the recognition of student and school achievement and occurs as a natural reward for doing the important things well and we continue to have wonderful achievements with growing student academic success, success on the sporting fields and some of the best performances in The Arts that I have ever seen in a Primary school. But perhaps the best student achievements are those that take place when students are achieving at their own personal best.

As our facilities renewal program nears completion, it is perhaps timely to reflect on the recent building works that has lead to 22 new classroom spaces, 7 fully refurbished classrooms, new music and instrumental music rooms, a wonderful library with multi purpose areas and a science room included that has the flexibility to meet present student needs and also the learning needs of students well into the future, a first class hall, a

remodeled administration building and extensive landscaping. The new and refurbished classroom spaces provide larger and more flexible space that incorporates Smartboard technology in all classrooms with IT withdrawal rooms or areas. The classroom spaces are further supported through our 4 Outdoor learning Areas that provide increased flexible space with kitchenettes, wet areas and storage space.

At Silkstone State School, we continue to raise the bar for student learning through our implementation of the National Curriculum and our focus on student learning. All this builds to develop students with the skills and confidence to be actively engaged community participants. I am already seeing students further building their pride in our school and in themselves.

I am, and always will be, proud to be associated with the community that is Silkstone State School and I look forward to celebrating the future successes of our students.

Greg Horrigan
Principal

School progress towards its goals in 2010

Our two academic goals in 2010 are for student improvement in the key areas of Literacy and Numeracy. As measured through NAPLAN and PAT, it is clear that there has been significant improvement in our student performances. In a number of areas measured by NAPLAN our students had improvement levels that met or exceeded double the system target while a significant number had improvement levels that met or exceeded the system target. Significant gains were also made in Numeracy.

Our PAT-Reading results also showed through 2010 a clear advancement of student reading that 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 School Wide Positive Behaviour (SWPBS) has continued throughout 2010. Whole school engagement with the process continues. One measurement SWPBS success is evident in our sharp drop in the number of Student Disciplinary Absences throughout 2010 as compared to previous years.

Future outlook

We will continue to work towards the implementation of the recommendations from the 2009 Triennial School Review with our focus on Numeracy, Literacy and Behaviour Management. These aspects of student learning provide the foundation for further student academic growth and achievement and are the cornerstone of our Annual Operation Plan and our Triennial School Review. Increased student academic success will be achieved through the re-alignment of our curriculum to the National Curriculum and teacher Professional development. As always, the focus of our school will be on student achievement in all areas of their work.

Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered: Prep –year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
837	389	448	86%

Characteristics of the student body:

Silkstone State School is an urban school with a student population of 837. This consists of 94 Indigenous students and 743 non-Indigenous students. In recent years, the socio-economic rating of the school has been 912. This places us in the 12th percentile of socio-economic stature. By far, the most dominant religious background is Christian based. We have a very low percentage of ESL students.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	94%	6%	0%
Year 4 – Year 10	27	100%	59%	41%	0%
Year 11 – Year 12					
All Classes	25	100%	76%	24%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	86
Long Suspensions - 6 to 20 days	7
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Sports Development classes that focus on delivering the Key Learning Areas through the medium of sports. This provides a range of highly motivating learning experiences for students

Extra curricula activities

- *Award winning choirs.*
- *Award winning instrumental music bands*
- *Writers group*
- *Recorder group*
- *Wide range of talented sporting teams*

How Information and Communication Technologies are used to assist learning Computers enhance student learning and skills development through our integrated approach to ICT's.

Each of our new and refurbished classrooms include withdrawal areas or areas designated to support the integration of technology across the curriculum. Supporting this is the placement of electronic Smartboards in all our new and refurbished classrooms. The success of this program is based largely on the effective communication between the resident ICT teacher, the year level co-ordinators and the classroom teacher.

Social climate

Anecdotal and School Opinion Survey data both strongly indicate students are happy attending Silkstone State School and they believe it to be a good school. Parents share these beliefs. The data also indicates students feel safe and believe they are treated fairly.

Parent, student and teacher satisfaction with the school

There is room for improvement in the data generated through the School Opinion Survey. It is the aim of the school to improve the data generated through the School Opinion Survey. It is also clear that a better way of sharing the wonderful successes with the community needs to be found.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	68%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	79%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	59%
Percentage of staff members satisfied with morale in the school	78%

Our school at a glance

Involving parents in their child's education.

Our P&C plays an important role in our community activities. It is an enthusiastic group who provide significant financial and organisational support to our school through a range of subcommittees – 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.

We utilise fortnightly newsletters and student assemblies, information sessions, P&C meetings, P&C subcommittee meetings, information updates and signage, to keep our community informed about our activities and 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.

We have also developed a school website that provides information about a range of school activities, events and initiatives.

Reducing the school's environmental footprint

We are increasingly looking for opportunities to reduce our environmental footprint. Solar panels have been installed to reduce our usage of grid electricity. Our ability to collect and use rainwater has been greatly enhanced through the installation of additional rainwater tanks that lifts our capacity substantially. New toilets have been built to also reduce water usage.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$106,598	\$44,253	\$43,326	\$4,478	\$13,863	\$281	\$397	253,015	4,662	3,795
2009	\$105,082	\$33,234	\$0	\$0	\$12,984	\$266	\$58,598	210,999	5,229	0
% change 2009 - 2010	1%	33%	N/A	N/A	7%	6%	-99%	20%	-11%	N/A

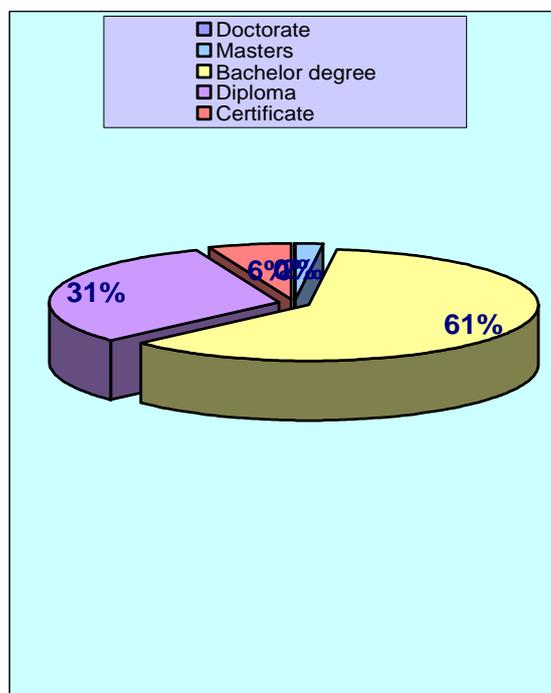
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	60	30	<5
Full-time equivalents	54	19	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	63
Diploma	32
Certificate	6



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$15839 .

The major professional development initiatives are as follows:

- First Steps in Maths
- Functional Grammar
- School Wide Positive Behaviour
- Teaching of Reading

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 88% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

Student attendance for each year level

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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Student rolls are marked daily and is entered onto our system.

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.

Student absences can be lodged at school through a dedicated phone line, email or through note to teachers.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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 whose NAPLAN results 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 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

Attendance: Our Indigenous students have an attendance rate that is very comparable to that of our non-Indigenous students. The Indigenous attendance is 90.3% while that of non-Indigenous is 92.3%.

Attainment: The academic attainment of our year 3 students exceeds that of our non-Indigenous students in Reading and Numeracy. In Reading, this attainment far exceeds that of non-Indigenous students. In the area of writing, the attainment of our Indigenous students is not at the same level as that of our non-Indigenous students.