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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 2011 School Annual Report. This report provides an orientation to our school and includes important information highlighting our endeavours from 2011.

School progress towards its goals in 2011

Our two academic goals in 2011 continued to focus on the key areas of Literacy and Numeracy. Specifically, developing teaching practices that enhance consistency and continuity of learning across our 35 classrooms.

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

In many 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.

Our PAT-Reading results also showed through 2011 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 2011. Again, the use of consistent expectations and practices across the whole school has ensured growth and an improved quality relating to our social climate.



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 explicit teaching. All this builds to develop students with the skills, knowledge and confidence to be actively engaged community participants.

In 2012 we see our school undertake a formal Quadrennial School Review process. Through reflection of data and anecdotal information, reflecting the input and opinion of all stakeholders, we will develop a clear strategic vision for 2012 through to 2016.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
811	397	414	92%

Characteristics of the student body:

Silkstone State School is an urban school with a student population of 830 (as at June 2012). This consists of 85 Indigenous students and 745 non-Indigenous students. Silkstone has 3% of students recognised as ESL 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.9
Year 4 – Year 10	25.1
All Classes	24.5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	94
Long Suspensions - 6 to 20 days	13
Exclusions	1
Cancellations of Enrolment	0

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 & 7 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 / Vegetable Garden Program
- Separate Year 6 (4 day camp) and Year 7 (5 day camp) within the South-East corner of Queensland

How Information and Communication Technologies are used to assist learning

Each of our new and refurbished 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* 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.

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 School Chaplain who supports children's well-being needs six days per fortnight. The Chaplaincy program also runs a Breakfast Club each Friday morning.
5. The adoption of the *Kids Matter* program and philosophies. *Kids Matter* aims to strengthen the mental health and wellbeing of children, reduce mental health problems amongst children, and achieve greater support for children experiencing mental health difficulties, and for their families.

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 teacher satisfaction with the school

School Opinion Survey data for 2011 has reflected another dimension of our continuing improvement agenda.

The anecdotal, systemic and school based data 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.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	71%
Percentage of students satisfied that they are getting a good education at school	87%
Percentage of parents/caregivers satisfied with their child's school	86%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	65%
Percentage of staff members satisfied with morale in the school	75%

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.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	283,636	2,300
2010	253,015	4,662
% change 10 - 11	12%	-51%

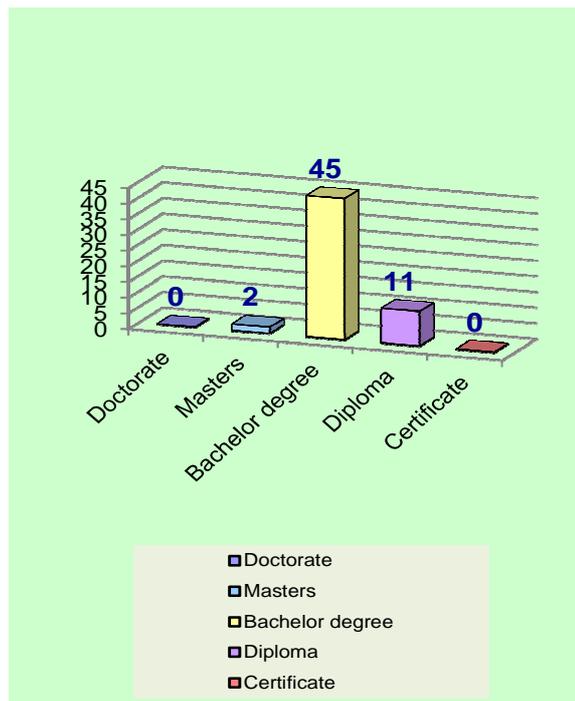
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	58	29	<5
Full-time equivalents	52	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	45
Diploma	11
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$28 262.

The major professional development initiatives in 2011 included:

- Functional Grammar
- First Steps Maths
- ICT – Smartboard Pedagogy
- *Kids Matter* Program
- Science Sparks
- Resilient Kids
- Essential Skills for Classroom Management

Silkstone State School commenced the Cohort Interaction Model in 2011. This is a school based initiative. Apart from ensuring consistency and continuity in learning programs, this model of teacher interaction provides a collegial support network for teachers to supplement their ongoing learning.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2011 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 web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance - 2011

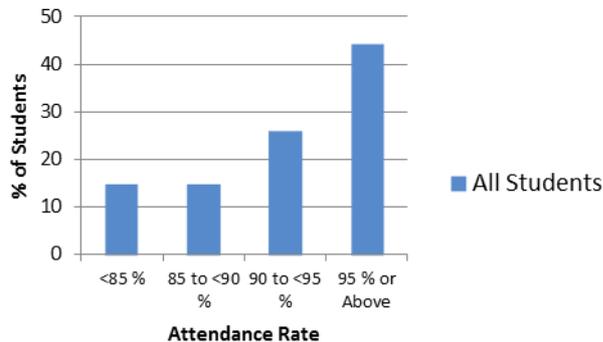
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	90%	93%	93%	92%	92%	91%

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 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 twice daily. This data is entered onto our OneSchool system at the end of each week.

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.

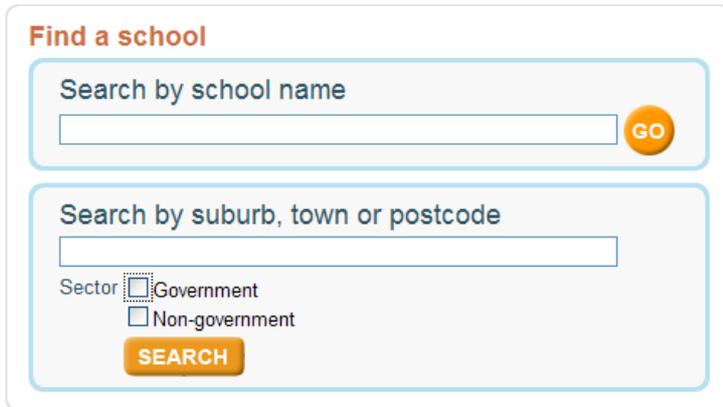
Late arrivals to school must request a *Late Pass* from the school office if arriving after 9.10am each day.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

Indigenous student attendance for 2011 was 90.2%. This was below the state average of 91.0% and the national average of 90.5%.

The performance of Silkstone Indigenous students in NAPLAN for 2011 continues to provide another source of great pride.

In summary, the mean score of the Indigenous Year 3/5/7 students at Silkstone was better in 11 of the 15 indicators of Literacy and Numeracy, in comparison to the Indigenous National mean. This data also highlighted the Silkstone State School children ranked higher than the national percentages in 14 out of the 15 indicators, when considering indigenous students that perform above the National Minimum Standards.

Silkstone State School continues to promote Indigenous perspectives through a variety of endeavours in our day to day undertakings and learning programs.

These endeavours include:

1. Elected Indigenous Student Leaders
2. Acknowledgement to country at all whole school functions
3. NAIDOC Activities
4. Specialised intervention programs – targeting literacy
5. Inter-Agency partnerships supporting Health Screening of Indigenous students
6. Indigenous sport and games promoted through the *SmartMoves* initiative
7. Guided reading units focussed on Indigenous content
8. Supporting (in partnership with the Purga Elders and Descendants Aboriginal Corporation) community sporting and cultural ventures, as part of the Lighthouse Program