# Silkstone State School

# ANNUAL REPORT

# 2018

**Queensland State School Reporting**

*Every student succeeding*
*State Schools Strategy*
Department of Education

Queensland Government

# Contact information

| | |
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## School overview

Silkstone State School is a co-educational Primary School with an enrolment of approximately 840 students in 2019. Established in 1882 Silkstone has a rich history and is proud to call people such as Sir Llew Edwards, Craig McDermott and David Hamill as past students.

At Silkstone State School we:

- Believe all students can learn
- Sustain a high expectations culture
- Create and sustain a caring climate through Trauma Informed Practices while maintaining fair and consistent levels of discipline
- Convey optimism and hope
- Hold each other accountable
- Have outstanding, well distributed leadership
- Treat everyone with dignity and respect and show common courtesy
- Love to laugh
- Give voice to our community and communicate with our families

Silkstone State School is committed to sustaining an inclusive, safe and caring climate through Trauma Informed Practices while maintaining fair and consistent levels of discipline for all students. We have a passion for improving reading and writing outcomes at our school, and for providing our students with rich and engaging opportunities in other areas of the Australian Curriculum. Our Music and Sporting program are highly regarded and our teams, whether they be choirs, instrumental groups or sporting teams regularly win awards and accolades across the region. 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 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 2018 - 2020 consist of: delivery of the Australian Curriculum Subjects; strengthening our approach to Inclusive Education, in line with the Departmental Inclusive Education Policy; and improving our approach to teaching writing from Prep – Year 6.

## School progress towards its goals in 2018

The school has made significant progress in working towards a truly inclusive model of education for all students. Previously, students with disability were educated in a segregated approach. All students are now learning alongside same aged peers in mainstream classrooms. Significant consultation and negotiation occurred during 2018 to ensure that school staff were well supported to deliver an inclusive model for education. This support involved significant resourcing (human resources and time) as well as providing ongoing professional development for staff, focused on effective differentiation and delivery of the Australian Curriculum for a diverse group of students. It is important to acknowledge the outstanding work of the staff at the school who have worked so professionally to facilitate this new approach.

Delivery of version 8 of the Australian Curriculum is progressing well. Planning, teaching, assessment and reporting of the 8 curriculum subjects occurs under the umbrella of Silkstone State School's Curriculum Planning Framework. Teachers are given regular opportunities to plan collaboratively, and ensure planning and assessment is appropriately differentiated for all students. Teachers have made significant progress in their ability to design assessment tasks that give all students every opportunity to demonstrate their learning against the achievement standards described in the Australian Curriculum documents.

## Future outlook

Improvement priorities for 2019 continue to be a focus on:

*Systematic Delivery of the Australian Curriculum*

*Inclusive Education and Practices*

*Improved Outcomes in Writing and Reading*

Associated targets are:

- **70% of students achieving A-C in Maths and English at the end of Semester 1.**
- **80% of students achieving A-C in Maths and English at the end of Semester 2.**
- **20-25% of students achieving A in Maths and English at end of Semester 2.**
- **70% of Students With Disability (SWD) achieving A-C in Maths and English by the end of Semester 2.**
- **Reduce Student Disciplinary Absence rates for SWD.**
- **Increase attendance rates for SWD.**
- **95% Students achieving National Minimum Standard (NMS) in NAPLAN Reading in year 3 and year 5. 40% Students achieving Upper 2 Bands in NAPLAN Reading in year 3 and year 5.**
- **100% of Prep students achieving at least PM Reading Benchmark level 5 or above by the end of the year.**
- **90% of students in year 3 achieving NMS in NAPLAN Writing; 90% of students in year 5 achieving NMS in NAPLAN Writing.**

# Our school at a glance

## School profile

**Coeducational or single sex**        Coeducational

**Independent public school**          No

**Year levels offered in 2018**        Prep Year - Year 6

**Student enrolments**

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|---|---|---|---|
| Total | 815 | 828 | 849 |
| Girls | 393 | 404 | 407 |
| Boys | 422 | 424 | 442 |
| Indigenous | 95 | 97 | 95 |
| Enrolment continuity (Feb. – Nov.) | 90% | 93% | 92% |

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Silkstone State School welcomes 834 students into our learning community. The student population is diverse across a number of measures, including socio-economic background, ethnicity and disability. We welcome a population of students that includes 11% of students who identify as Aboriginal or Torres Strait Islander. Another 10% of our students identify as speaking a language other than English. We also welcome a significant number of students who have an identified disability and approximately 10% of our students are identified through the Nationally Consistent Collection of

Data on students with disability The Index of Socio-Educational Advantage (ICSEA) rating of the school is 941 (National mean = 1000).

## Average class sizes

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2016 | 2017 | 2018 |
|---|---|---|---|
| Prep – Year 3 | 24 | 23 | 24 |
| Year 4 – Year 6 | 25 | 25 | 26 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

# Curriculum delivery

## Our approach to curriculum delivery

Silkstone State School delivers the 8 Australian Curriculum subjects in line with the Department's P-12 Curriculum, Assessment and Reporting Framework. The 8 subjects are English, Mathematics, Science, Languages, Health and Physical Education (HPE), Humanities and Social Sciences, The Arts and Technologies. As part of the Languages curriculum, Students in years 5 and 6 study German. Music, HPE and Languages are taught by dedicated specialist teachers. As part of The Arts curriculum, students participate in a dance program, which is delivered by an external provider. 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.

Teachers plan assessment task collaboratively, and these are intended to assess students' performance against the Australian Curriculum achievement standards. Teachers also participate in regular moderation meetings to ensure consistency of marking judgements.

## Co-curricular activities

At Silkstone State School, students also have opportunities to participate in the following co-curricular ativitiies:

- Instrumental Music Programmes;
- Award winning choirs including the Harmonies Choir. BRASSS Boys' Choir and Junior Choirs;
- 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;
- Deadly Choices Activities for Indigenous Students;
- Rock and Water Social and Emotional Wellbeing Program
- School Camps, including a Sports Camp for Years 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 significant number of iPads have also been supplied to classrooms to facilitate learning and assessment. A variety of web-based applications (Mathletics, Reading Eggs and A-Z Readers) are available to support learning in Mathematics and English from Prep to Year 6. Coding and robotics were taught by a specialist in the Resource Centre. Hand held technology such as iPads are available in various settings, the Resource Centre and the Special Education Program, to further support and 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 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 as published on our school website (https://silkstonss.eq.edu.au).

During 2018 and 2019, Silkstone State School has been endeavouring to foster a much more inclusive culture, so that all students feel safe and welcome at school, and furthermore, feel included in relationships and curriculum. The School is looking to assess levels of student wellbeing through an interactive, student-frienldy web-based platform called 'Rumble's Quest", devised by Griffith University in partnership with the Department of Education.

At the end of the school year, Silkstone State School celebrates and acknowledges those students who achieve A-grades in Mathematics, English and Science. Students also received awards for achievement in Music, PE and LOTE. This Academic Awards Assembly is an essential part of our strategies in developing a 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. Students and families are further supported by our school Chaplaincy program and regular breakfast club mornings.

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&C Association is supported by a fundraising body which co-ordinates and organises events such as our Spring Fair, The Annual Colour Fun Run, regular school discos, Mother's Day and Father's Day stalls.

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

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • their child is getting a good education at school (S2016) | 87% | 95% | 83% |
| • this is a good school (S2035) | 92% | 95% | 88% |
| • their child likes being at this school* (S2001) | 89% | 95% | 86% |
| • their child feels safe at this school* (S2002) | 84% | 88% | 89% |
| • their child's learning needs are being met at this school* (S2003) | 86% | 95% | 91% |
| • their child is making good progress at this school* (S2004) | 86% | 95% | 89% |
| • teachers at this school expect their child to do his or her best* (S2005) | 95% | 100% | 89% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 92% | 96% | 86% |

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • teachers at this school motivate their child to learn* (S2007) | 95% | 96% | 86% |
| • teachers at this school treat students fairly* (S2008) | 87% | 96% | 80% |
| • they can talk to their child's teachers about their concerns* (S2009) | 97% | 96% | 89% |
| • this school works with them to support their child's learning* (S2010) | 89% | 95% | 89% |
| • this school takes parents' opinions seriously* (S2011) | 86% | 88% | 81% |
| • student behaviour is well managed at this school* (S2012) | 76% | 79% | 69% |
| • this school looks for ways to improve* (S2013) | 92% | 96% | 94% |
| • this school is well maintained* (S2014) | 95% | 95% | 89% |

* 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.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • they are getting a good education at school (S2048) | 97% | 93% | 97% |
| • they like being at their school* (S2036) | 95% | 91% | 89% |
| • they feel safe at their school* (S2037) | 94% | 82% | 76% |
| • their teachers motivate them to learn* (S2038) | 97% | 92% | 95% |
| • their teachers expect them to do their best* (S2039) | 98% | 96% | 98% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 95% | 92% | 94% |
| • teachers treat students fairly at their school* (S2041) | 95% | 86% | 88% |
| • they can talk to their teachers about their concerns* (S2042) | 91% | 85% | 87% |
| • their school takes students' opinions seriously* (S2043) | 90% | 89% | 87% |
| • student behaviour is well managed at their school* (S2044) | 86% | 65% | 83% |
| • their school looks for ways to improve* (S2045) | 97% | 93% | 95% |
| • their school is well maintained* (S2046) | 93% | 87% | 75% |
| • their school gives them opportunities to do interesting things* (S2047) | 96% | 93% | 91% |

* 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • they enjoy working at their school (S2069) | 94% | 88% | 76% |
| • they feel that their school is a safe place in which to work (S2070) | 99% | 88% | 69% |
| • they receive useful feedback about their work at their school (S2071) | 90% | 85% | 69% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 87% | 70% | 81% |
| • students are encouraged to do their best at their school (S2072) | 100% | 100% | 86% |
| • students are treated fairly at their school (S2073) | 93% | 83% | 71% |

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • student behaviour is well managed at their school (S2074) | 90% | 69% | 51% |
| • staff are well supported at their school (S2075) | 93% | 85% | 66% |
| • their school takes staff opinions seriously (S2076) | 90% | 85% | 66% |
| • their school looks for ways to improve (S2077) | 100% | 98% | 81% |
| • their school is well maintained (S2078) | 96% | 94% | 80% |
| • their school gives them opportunities to do interesting things (S2079) | 93% | 89% | 76% |

\* 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. Plans to engage students with diverse learning needs are reviewed regularly, and parents are invited and encouraged to participate in frequent stakeholder meetings.

The Silkstone P&C Association plays an important role in this partnership. The Association enjoys high membership and active participation.

## Respectful relationships education 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 behaviour. These include reporting incidences of disrespect, bullying and aggression. During 2018, we also implemented the 'Rock and Water' program into our school as a way to improve wellbeing and resilience among our students. In classrooms, studnts are taught Second Step Social Emotional Program. This intends to develop children's understanding of concepts such as empathy and wellbeing.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|---|---|---|---|
| Short suspensions – 1 to 10 days | 181 | 242 | 356 |
| Long suspensions – 11 to 20 days | 7 | 1 | 4 |
| Exclusions | 4 | 0 | 1 |
| Cancellations of enrolment | 0 | 0 | 0 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

# Environmental footprint

## Reducing this school's environmental footprint

At Silkstone State School, we are always looking for opportunities to reduce our environmental footprint. We have solar panels installed to reduce the amount of electricity that we require from the grid. We also harvest rain water by our collection tanks.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|---|---|---|---|
| Electricity (kWh) | 294,877 | 264,637 | 290,660 |
| Water (kL) | | | |

Note: Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

# 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.

### *How to access our income details*

1.  Click on the *My School* link http://www.myschool.edu.au/.

2.  Enter the school name or suburb of the school you wish to search.

| Find a school | Search website |
|---|---|
| Search by school name or suburb | Go |
| School sector ⌄ | School type ⌄ | State ⌄ |

3.  Click on 'View School Profile' of the appropriate school to access the school's profile.

| View School Profile |
|---|

4.  Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |
|---|---|---|---|---|---|---|

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

# Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|---|---|---|---|
| Headcounts | 61 | 36 | 5 |
| Full-time equivalents | 58 | 25 | <5 |

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|---|---|
| Doctorate | 0 |
| Masters | 5 |
| Graduate Diploma etc.* | 5 |
| Bachelor degree | 50 |
| Diploma | 1 |
| Certificate | 0 |

*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 2018 were $51, 183

The major professional development initiatives are as follows:

- Australian Curriculum
- Inclusive Practices
- Mentoring teachers in early career phase
- Peer to peer coaching

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 96% |

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

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description | 2016 | 2017 | 2018 |
|---|---|---|---|
| Overall attendance rate* for students at this school | 91% | 91% | 90% |
| Attendance rate for Indigenous** students at this school | 86% | 85% | 86% |

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 | Year level | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|
| Prep | 92% | 91% | 90% | Year 7 | | | |
| Year 1 | 92% | 92% | 89% | Year 8 | | | |
| Year 2 | 92% | 93% | 92% | Year 9 | | | |
| Year 3 | 92% | 91% | 91% | Year 10 | | | |
| Year 4 | 89% | 92% | 88% | Year 11 | | | |
| Year 5 | 89% | 90% | 91% | Year 12 | | | |
| Year 6 | 91% | 88% | 87% | | | | |

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%  ■ 85% to <90%  ■ 90% to <95%  ■ 95% to 100%

| Year | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|------|-----------|-------------|-------------|-------------|
| 2016 | 21 | 13 | 25 | 41 |
| 2017 | 20 | 11 | 25 | 44 |
| 2018 | 21 | 13 | 27 | 38 |

Proportion of Students (0% to 100%)
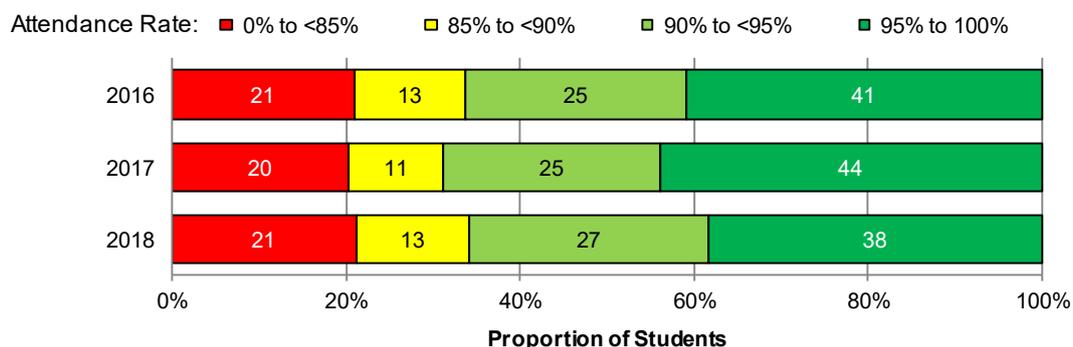
## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 2017, Silkstone State School has introduced some significant incentives for students to attend at higher rates, including celebratory breakfasts for students who achieve an attendance rate of greater than 95% in each 5 week period

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

### *How to access our NAPLAN results*

1.  Click on the *My School* link http://www.myschool.edu.au/.

2.  Enter the school name or suburb of the school you wish to search.

| Find a school | Search website |
|---|---|

| Search by school name or suburb | Go |
|---|---|

| School sector ⌄ | School type ⌄ | State ⌄ |
|---|---|---|

3.  Click on 'View School Profile' of the appropriate school to access the school's profile.

| View School Profile |
|---|

4.  Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |
|---|---|---|---|---|---|---|

Notes:

1.  If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.