

Silkstone State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Silkstone State School** from **30 October** to **3 November 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Anthony Palmer	Internal reviewer, EIB (review chair)
Deanne Parker	Peer reviewer
Matthew Glen	External reviewer



1.2 School context

Location:	Molloy Street, Silkstone	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	824	
Indigenous enrolment percentage:	12 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	24.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	940	
Year principal appointed:	Term 3, 2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Head of Department – Curriculum (HOD-C), guidance officer, Speech Language Pathologist (SLP), 41 teachers, 12 teacher aides, three administration officers, cleaner, schools officer, 39 parents and 72 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and vice president, tuckshop convenor, Outside School Hours Care (OSHC) convenor, four OSHC staff members, Kambu representative, playgroup organiser and local ANZAC committee member.

Partner schools and other educational providers:

- Bremer State High School on-boarding teacher and KindyLinQ teacher.

Government and departmental representatives:

- Capability manager teacher learning centre and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Collegial engagement framework	Curriculum planning documents
School improvement targets	School differentiation placemat
School pedagogical framework	Professional development plans
School data plan	'Faces On Data' (FOD) materials
School Opinion Survey	Responsible Behaviour Plan for Students
'Student at a glance' proforma	ICP flowchart
School based curriculum, assessment and reporting framework	School newsletters, website and Facebook page



2. Executive summary

2.1 Key findings

Staff members articulate the importance of developing positive, caring and mutually respectful relationships with students.

Parents articulate their child feels happy and wants to come to school. Interactions between students, parents and teachers are predominantly caring and respectful. Students have an obvious sense of belonging and speak highly of their teachers and teacher aides. Parents comment on the supportive approach of the principal, school leaders and staff members. Students articulate appreciation for the care provided by staff members and the focus on supporting their learning and wellbeing.

The school strives to effectively utilise available facilities to maximise the provision of learning opportunities for students.

The school grounds are attractive and well designed. Parents, staff and students express appreciation for the amount of open space and composition of the school grounds. Staff members take pride in the presentation of the physical school environment. Classrooms are vibrant, welcoming and engaging for students. Specialist learning spaces support the implementation of school-specific programs. Students, parents and staff members highly value the opportunity for students to participate in the music and sport development programs.

The school places a priority on identifying and addressing the learning and wellbeing needs of all students.

School leaders and staff members identify the importance of reviewing whole-school responses to supporting the diverse learning needs of students. Staff members detail the move from a dedicated Special Education Program (SEP) approach to an inclusive education approach. Some staff members describe the changing approaches to inclusion at the school and express a desire for greater communication, clarity and consistency. Staff member understanding of and commitment to inclusion vary. A shared philosophy of inclusion and vision for implementation is yet to be collaboratively developed and promoted.

The principal and school leaders are committed to improving learning and wellbeing outcomes for all students at the school.

Staff members and parents express admiration for the professionalism and commitment the principal brings to the school, and comment on the positive approach of the principal. Roles, responsibilities and accountabilities of school leaders aligned to precise strategies and actions and the Explicit Improvement Agenda (EIA) are identified as a priority. The principal acknowledges the need to provide clear and consistent communication and expectations from the leadership team to support all staff members to work collaboratively towards achieving the school's priorities.



School leaders articulate the expectation that all teachers will be highly committed to the continuous improvement of their teaching.

Staff members articulate a benefit of working with and learning from each other. Teachers and school leaders note that Watching Others Work (WOW) is a useful peer-to-peer learning strategy. The school has many highly skilled and experienced teachers that have expertise in a range of contemporary curriculum and pedagogical applications. Teachers and school leaders express a desire to engage in further peer-to-peer learning, coaching, mentoring and feedback to strengthen their professional practice.

Staff members and school leaders discuss the importance of placing a high priority on the wellbeing of all staff.

Teachers report they particularly appreciate the support of their colleagues and the levels of personal support provided by members of their teaching teams. School leaders and staff members express the desire to continue to explore processes to monitor and support the wellbeing of all staff members. Staff members and school leaders articulate the importance of strengthening a culture of mutual trust and respectful relationships throughout the school.

The principal details a current consultative process to collaboratively develop the new Student Code of Conduct.

The school displays four expectations for all students of '*Be Safe, Be Respectful, Be Responsible, Be Active learners*' in all classrooms and in prominent locations across the school. Staff members indicate that there has previously been consistent implementation of Positive Behaviour for Learning (PBL) processes across the whole school and express a desire to return to and further refine this area. The principal and staff members articulate the importance of developing a consistent, school-wide focus on behaviour.

Parents and community members speak highly of the work of school staff.

They express appreciation for efforts to support the learning of students and creating links with the school community. Parents describe their child's teachers as approachable and proactive. The school proactively seeks ways to increase student learning and wellbeing by working with various community members and groups, local businesses, agency support organisations and programs, health professionals and educational clusters. These connections occur in informal and formal ways. The establishment of KindyLinQ enables connections to be made with families to assist in the transition to kindergarten.

A coherent whole-school curriculum plan for curriculum delivery from Prep to Year 6 has been developed by the school.

The plan comprises an overview of the intended curriculum, year level and term overviews and a comprehensive teaching and learning sequence. Curriculum plans and materials are stored centrally on the school's SharePoint site. Staff members discuss the curriculum journey during the previous years and value the time they are provided with for team planning. They report they value the efforts and support of the Head of Department – Curriculum (HOD-C) in assisting to develop their knowledge and understanding of the Australian Curriculum (AC).



2.2 Key improvement strategies

Collaboratively develop and communicate a whole-school understanding of the vision and philosophy for inclusion at the school.

Develop and communicate roles, responsibilities and accountabilities, aligned to precise strategies and actions, for all school leaders regarding EIA priority areas.

Collaboratively review the collegial engagement framework to provide differentiated coaching, observation, feedback and mentoring processes to support the capability development of all staff members.

Strengthen a culture of mutual trust and respectful relationships, placing a priority on supporting the wellbeing of all staff members.

Collaboratively review and consistently implement whole-school student behaviour expectations and processes through the enactment of the new Student Code of Conduct.