School Improvement Unit
Report

Silkstone State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Silkstone State School from 8 to 10 February 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Molloy Street, Silkstone
Education region:	Metropolitan Region
The school opened in:	1915
Year levels:	Prep to Year 6
Current school enrolment:	833
Indigenous enrolments:	11 per cent
Students with disability enrolments:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	933
Year principal appointed:	October 2015
Number of teachers:	59 (full time equivalent)
Nearby schools:	Raceview State School, Amberley District State School, Bundamba State School
Significant community partnerships:	Red Cross, Eastern Suburbs ANZAC Commemoration Committee, Bremer School Alliance
Unique school programs:	Sports development classes

1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

  o Principal and leadership team

  o School improvement team

  o Three deputy principals, master teacher, Support Teacher Literacy and Numeracy (STLaN)/literacy coach, Head of Curriculum (HOC), Leader of Reading (LOR), Head of Special Education Services (HOSES), Guidance Officer (GO), Business Services Manager (BSM)

  o Parents and Citizens' (P&C) Association executive

  o 25 students

  o 39 teachers

  o Five teacher aides

  o 20 parents

  o Two administration staff members and the chaplain

1.4 Review team

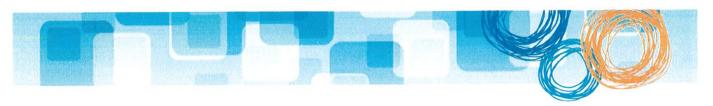|	
John Enright	Internal reviewer, SIU (review chair)
Alison Rose	Internal reviewer
Garry Lacey	Internal reviewer
Rod Kettle	Internal reviewer

2. Executive summary

2.1 Key findings

- **An explicit school improvement agenda is outlined by the leadership team and is known by most staff and parents.**

  The improvement agenda focuses on the teaching of reading, development of school learning culture, improving student behaviour and student attendance. There is an emphasis on learning intentions. A documented improvement agenda that outlines clear targets and timelines is yet to be developed.

- **The school is transitioning from the current whole-school pedagogical framework to a new format based on Powerful Learning[1].**

  Teachers share a collective responsibility for ensuring further improvement in student learning. A range of pedagogical practices is evident. A whole-school evidence-based approach is yet to be implemented.

- **Reading is identified as a key area for improvement at the school.**

  The school is implementing a pedagogical framework based on Powerful Learning to improve pedagogy in the teaching of reading. The school has resourced a Leader of Reading (LOR) to provide support for teachers and gather data to inform practice. Teacher aides are deployed to work in classrooms specifically during the reading block.

- **The school is developing a whole-school curriculum, assessment and reporting plan aligned to the Australian Curriculum.**

  The school is developing a whole-school curriculum, assessment and reporting plan. Evaluation of the effectiveness of curriculum units to ensure vertical and horizontal alignment is being developed.

- **The school has embraced Positive Behaviour for Learning (PB4L) as a vehicle for creating a whole-school approach to behaviour management.**

  Teachers and students are able to articulate the school's four expectations of behaviour. A consistent approach to the implementation and communication of agreed processes for effective behaviour management is not yet evident.

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[1] Hopkins, David & Craig. (2011). *Powerful Learning A strategy for Systematic Educational Improvement*. ACER: Australia.

- Attendance has been identified by the leadership team as an area of focus and is included in the school's explicit improvement agenda.

  The school has set clear attendance targets and has communicated this to the school community. The school has resourced a deputy principal to oversee the implementation of the *Every Day Counts* strategy.

- Data collection and analysis to inform teaching and learning is not yet a consistent practice.

  School leaders express a desire to develop a comprehensive schedule for the collection and analysis of data. Individual teachers are collecting data to inform their instructional practice. Consistent practices to monitor student progress as they move through the school are being developed.

- The school is yet to develop a systematic approach to providing feedback to staff on their teaching practice.

  Triads are being trialled to provide an opportunity for staff to provide feedback to their colleagues. A formalised approach to providing feedback by the leadership team to classroom teachers with links to Developing Performance Plans is yet to occur.

2.2 Key improvement strategies

- Develop a documented explicit improvement agenda that has clear timelines and targets and reflects the learning needs of students.

- Embed the reading framework across the school aligned with the school's new pedagogical framework.

- Review and update the school curriculum, assessment and reporting plan, aligned with the Australian Curriculum, to ensure vertical and horizontal alignment, and progression of learning and accountability across Prep to Year 6. Ensure it has clearly defined benchmarks, targets and timelines.

- Strengthen the school learning culture through a consistent whole school approach to improving behaviour and student attendance.

- Develop a formalised approach to providing feedback by the leadership team to classroom teachers with links to their Developing Performance Plans.