Silkstone State School
School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

At Silkstone State School we acknowledge Aboriginal and Torres Strait Islander people as the Traditional Custodians of the land upon which we meet. We pay our respects to Elders past, present and emerging. We recognise their connection to Country and their role in caring for and maintaining Country over thousands of years.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	695
Indigenous enrolments	17.4%
Students with disability	40%
Index of Community Socio-Educational Advantage (ICSEA) value	936

About the review

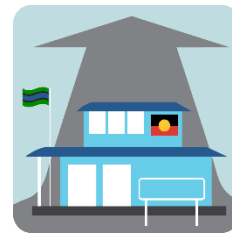|		
3 reviewers from 21 to 23 October 2024	127 participants	57 school staff
41 students	23 parents and carers	6 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Strengthen instructional leadership capabilities of current and aspiring leaders to supportively supervise the program of instruction and promote a positive learning environment for students and staff.

Domain 2: Analysing and discussing data
Further refine data conversations regarding monitoring strategies in the teaching and learning sequence to measure the impact of teaching practice and inform next steps.

Domain 3: Promoting a culture of learning
Review Student Support Team processes, practices and structures to consolidate consistency of practice and expectations in achieving sustainable improvements for every student.

Domain 7: Differentiating teaching and learning
Strengthen teacher capability to implement effective differentiated teaching and learning to ensure all students are engaged, challenged and extended.

Domain 3: Promoting a culture of learning
Embed Positive Behaviour for Learning universal expectations as part of ongoing staff professional learning to maintain consistency of approaches.

Key affirmations

Members of the school community speak proudly of the school as a place 'where students shine' and staff express optimism about their school's improvement journey.

Leaders share a deep commitment to the school's vision that highlights the belief that all students are capable of realising their potential. Leaders, staff and students recognise the distance travelled in school improvement. Staff articulate the school is on a 'positive trajectory' and is 'in a good place' for the future. Students talk appreciatively about their teachers having high expectations for them to achieve their best behaviour and academic results. The 2024 School Opinion Survey shows 97.1% of parents, 95.9% of students and 100% of staff agree with statements regarding teachers expecting students to do their best.

Staff, students and parents describe a sense of feeling welcome and included, highlighting that diversity is embraced at the school.

Leaders and staff articulate a commitment to a student-centred approach, with an ethos that is built around high expectations for engagement, behaviour and successful learning for all students. Parents and students discuss their sense of belonging to the school community. They express high regard and respect for staff. Parents proudly highlight intergenerational enrolments and connections with the school. Leaders, staff and regional leaders describe classrooms as orderly and purposeful learning environments. Students and staff articulate consistent approaches in supporting student behaviour are having positive impacts for learning in classrooms.

Staff speak highly of the culture of collaboration and professionalism they share with colleagues.

Staff describe a collegial culture of support and mutual trust in their Professional Learning Community (PLC) teams (teaching teams) and specialist teams, and among teacher aides. Leaders and staff speak appreciatively of the expertise and support provided by colleagues. Teachers affirm leaders' high expectations for all staff to undertake ongoing professional growth through engaging in a range of professional learning offerings. Teachers highlight the professional autonomy leaders afford them in their teaching. Leaders praise teachers' reflective practice in data conversations and discuss that teachers take ownership and accountability for improvement in student learning.

Teachers commend the leadership and collective processes that support them to align curriculum with teaching, learning and assessment with integrity.

Leaders and teachers praise the expertise of the Head of Department – Curriculum, whose expertise supports them to deepen their knowledge and understanding of the Australian Curriculum and embed a shared vision for curriculum at the school. Teachers speak positively about the processes to prepare for the implementation of the Australian Curriculum Version 9, including PLC meeting time and support from Learning Area Champion teachers. They indicate they will proceed into the next school year with confidence. Leaders attribute the review and refining of curriculum implementation is supporting improvements in student outcomes, with most English and Mathematics Levels of Achievement results currently being above state-wide targets.