



ANNUAL SCHOOL REPORT - 2018

For further information on this report contact the school.

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CEO'S REPORT



As I reflect on our 2018, I can say 'our little school is not so little anymore' – in 2019 we opened with 595. I am delighted and grateful for the ongoing support from our families continuing their journey with Silkwood... thank you!

We started 2018 with a bang, launching our:

- Re-Culture Re-Design Process
- New Leadership Model; and
- Advisory Approach across the school

Sometimes we do change in small steps... sometimes big leaps and 2018 was a big leap year!

Did I know it was not going to be easy? YES. Did I know it would be worth it? YES. Going from good to great takes effort but settling for anything other than extraordinary would not be **The Silkwood Way!**

2018 saw us have a very tough first term, settling the Team into the changes these innovations brought while recruiting for our two new Leadership roles of **High School Leader** and **Principal**.

Welcoming **Terry O'Hanlon-Rose** as our inaugural **Principal** in March, followed by **Cara Shipp** as our new **High School Leader** in Term 2 was a very exciting step for Silkwood and me personally.

As I have shared before, 21 years ago, the spark for the Silkwood Vision grew in my heart when I was looking for an extra special school for my beautiful girls.

The 21 years have been hard. Beginning with no funds or educational experience, growing the vision from two students into our thriving community today, required a lot from me — the huge battle we had to endure with the council to bring the High School into being left me exhausted.

As we settled into Term 2, I was very much looking forward to having the added support of Terry and Cara and going on a long-awaited holiday to Canada. Time for me!

Finding out I had bowel cancer and the aggressive treatment needed weeks before my planned departure was difficult news to face. I struggled to come to terms with the uncertainty of this new chapter and say goodbye to my Canada adventure.

I had faced so many battles before, but this one was different, I had to dig deep to find renewed strength. Choosing to openly share my cancer recovery journey with the Silkwood community over that time was a deliberate choice. I knew a big part of my recovery was connected to the Silkwood story, so sharing was going to play an important part in my return to health, and I was right.

Having so many people walk alongside me, supporting me, proved to be the added boost I needed. Although I quietly struggled through my inner wilderness, I was outwardly finding strength from the connection to our amazing school community.

Using my time wisely, I spent the first few months clearing my body and mind of years and years of stress. Secondly, I only did things I felt like doing (apart from the medical uncertainties). Time and space began to clear, and an amazingly creative time unfolded, and I was able to design some



significant work needed for Silkwood's future. It did wonders for my healing to engage deeply in a creative process that mattered to me.

This work led to the completion of Silkwood's new Leadership and Management Model, Strategic Plan and processes, and the Design Team completing a review of the Vision, Mission and Values for the School. I was excited to launch these to the community recently; it is very exciting times ahead for Silkwood.

As we pressed on with the implementation of **The Silkwood Way** Advisory Approach, we are very excited to announce that in 2019, our Primary School families would be joining our High School families with the launch of:

- One on One Student/Parent planning meetings to support the development of your child's Personalised Learning Profile (PLP) which include their Individual Learning Plan; and
- One on one Student-led Exhibitions.

These meetings are central to the success of the Advisory Approach. It allows for a deepening of the partnership between home and school, an understanding of the student, and how to best support them with their learning.

I cannot close the 2018 year without giving a big shout out to my team; I am so very proud of them. They have stepped up in my illness, shouldered the responsibility of my work and delivered another very special and amazing year at Silkwood. They are my heroes.

Special mention needs to go to Terry and Cara who arrived and then within moments I was gone, unable to help them with settling in. They took it in their very capable strides to keep my vision moving forward. To my Leadership Team for welcoming in Terry, Cara and Edel and believing in me. I could not have walked away for my recovery as easily as I did without you all. They say it takes a village to raise a child, well it takes a Team to raise Silkwood, and I have one very special team.

It is with such gratitude I say today I am cancer free and feeling well and back at work full-time. The magic of Silkwood still lives in my heart and this year it has the added specialness of surviving a very tough year. Our young people are special, and we look forward to continuing to grow our vision so that their future remains exciting!

Kindest regards,

Valerie Campbell-Hogg
CEO

PRINCIPAL'S REPORT



I am pleased to be able to write my first Annual Report for Silkwood. It is just under a year ago that I began my Silkwood journey. In many ways, my previous experiences had prepared me for the role of Principal at Silkwood, yet coming to Silkwood provided an educational model that many educators can only dream. It was a post on LinkedIn that I read about Silkwood and the transformative educational agenda that was at the heart of the Silkwood Way. My interest was immediate and intense, and on learning more at the Information Session, I was fully aligned with the Vision, Mission and Values. I met the Leadership Team, led by Valerie Campbell-Hogg, and was inspired by their collective alignment to the Vision of the School. So began my Silkwood Learning Adventure.

Silkwood School is a Non-Government, Independent School offering a transformative education from Prep to Year 12. With a history of over 20 years, students are encouraged to explore their interests and weave these interests into their Personal Learning Plan and achieve their personal best in all aspects of their intended learning journey. Students are challenged and engaged through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become resourceful and ethical life-long learners. The school offers a broad range of opportunities allowing students to achieve excellence in academic, creative, social, cultural, sporting, leadership and community endeavours.

The Silkwood Way, as it is known, develops collaborative learning, positive relationships and builds capacity among its students to effectively allow them to engage in a world of the future, where problem-solving, evaluating, working in teams, communicating, creating and innovating are not only valued concepts, but expected skills, attributes and capabilities.

The school has a very effective personalised support and wellbeing structure, known as our Advisory Approach that allows every student to thrive as they work towards achieving their personal best performance. Our highly experienced Advisors are partners in learning with the students and seek to deepen students' knowledge, provide an enriching and innovative learning experience, while also gently urging the students out of their comfort zone to attempt new challenges through their Personal Learning Plans.

I congratulate our Silkwood staff on their work, which has been outstanding, dedicated and highly effective. Our staff ensure students graduate from Silkwood School with the skills, mindsets and qualities that will best prepare them to lead rewarding lives as engaged citizens in a complex and dynamic world. Additionally, the staff ensure students engage in respectful relationships with their peers, Advisors and the broader community and demonstrate a keen social conscience and the capacity to make ethical decisions. Thank you to the staff for this highly important work of making a difference and having the courage to be part of a school which challenges the institutionalised, industrial approach to schooling. I also congratulate our students from the graduating class of Year 12 who, without exception, had explored their interests, developed future-focused, post-school plans and have now begun their productive lives as engaged participants of our world – they are inspired, connected and set to make a difference to the world. To our continuing students, I look forward to being part of creating your personalised pathways to your future.

I extend thanks to the School Board, Silkwood Community Care Association, the Strategic Team, and the Leadership Team, who have enabled me as Principal to unite the elements of the Silkwood Way and work together at Silkwood to create the conditions that have allowed the school to maintain its vision, mission and aims.

Terry O'Hanlon-Rose
PRINCIPAL

OUR VISION

Empowering young people to be inspired, get connected, and make a difference!

OUR MISSION

To create innovative, small learning communities led by Advisors, who use the world as their campus, to support Young People to develop personalised learning pathways focused on:

- their interests
- inspiring and stimulating content
- essential and emerging 21st century skills
- the use of real-world mentors and learning experiences

To help them go on and lead purposeful and fulfilling lives.

OUR AIMS

Our aspiration for the Silkwood Learning Adventure is for our students to graduate being able to:

- Use creative, innovative, and critical thinking to make a difference.
- Use their passions, talents, and skill to create a future that excites them and contributes positively to our world.
- See the adventure, opportunity, connections, and possibilities in life.
- Act with respect towards themselves, others, and our world.
- Create their own financial independence in win/win ways.
- Turn dreams and ideas into reality.
- Accept life's challenges with a resilient and flexible attitude.
- Create a happy and healthy life balance.
- Communicate with maturity, openness, and integrity.
- Embrace fun and live with curiosity.

This lies at the heart of 'The Silkwood Way'.

OUR VALUES

- Feeling Empowered to Make a difference
- Passion for our Vision
- Working in Partnership
- Making Moments that Matter
- Thinking Entrepreneurially
- Being Innovative
- Courageously learning, growing and leading

THE SILKWOOD WAY

To achieve the above Silkwood has developed **The Silkwood Way**.

The Silkwood Way is our unique, transformative learning model. It is designed around small learning communities, that are led by Learning Advisors, who use the world as their campus, to support Young People to develop personalised learning pathways focused on:

- their interests
- inspiring and stimulating content
- essential 21st century skills and
- real-world mentors and learning experiences

It is influenced by 21st-century learning approaches, Big Picture Education and our action research and positioned around the following five educational distinguishers;

Student-Centered	Each student works in partnership with their Learning Advisor to design a personalised learning pathway around their interests and essential learning needs
Developmental	We match learning to young people's developmental needs
Learning how to learn	We make the process of learning visible for students so they can discover how to become better learners
Real-world Learning	We connect student learning to real-world experiences
Exploring and Expanding interests	We continuously engage students in learning experiences that grow their knowledge and skills and expand their interests

These five distinguishers are designed into a learning framework that uses;

- Learning continuums to guide student goal setting;
- An individualised essential learning program delivered using four different learning frames, Integrated, Discovery, Experiential and Core and;
- A Personalised learning pathway focused on a student's interests and passions that increases as the student's knowledge, skills and self-awareness develop.

This is all brought together through our;

- Advisory Approach and;
- A student's Personal Learning Profile (PLP) which sits at the centre of the student learning and teacher planning cycles

In simple terms 'The Silkwood Way' offers students a personalised learning pathway that supports the development of 21st-century life skills to enable them to live a purposeful and fulfilling life.

SCHOOL DETAILS

Silkwood School is a private, independent school that is accredited by the office of non-state schooling Queensland and is affiliated with the association ISQ (Independent Schools Queensland). The school is funded by the State and Federal government and parent fees. Silkwood has a current enrolment of 595 students offering educational programs from Preparatory to Year 12.

We are a co-educational, secular and innovative school offering a non-traditional model of education. We are firmly committed to providing a student-centred, developmentally-appropriate learning environment that is active in responding to the unique needs of each student through personalising learning pathways.

Silkwood is located within a beautiful bushland setting. Close enough to town to make it accessible, but far enough away to create a peaceful and special green environment in which the students can learn. We utilise this setting to place particular emphasis on awareness and respect for our natural environment within our programs.

Silkwood prides itself on inspiring students to explore, innovate and thrive on their learning adventure... it's The Silkwood Way.

SCHOOL CULTURE & PASTORAL CARE

At Silkwood, pastoral care begins with our philosophy that we are all here to support young people to learn, develop and mature on their path to adulthood. The young person's wellbeing and emotional development is central to this journey.

Our educational model, The Silkwood Way, personalises each student's learning to meet both their needs, interests and developmental stage. Therefore it is designed to inherently speak to, and affirm the student, and create a caring, engaging learning environment.

Our Advisory Approach

'The Silkwood Way' is led by the Big Picture Education Advisory approach. This is an innovative, cultural and pastoral care approach. It moves the traditional teacher-student relationship into one of a partnership between a Learning Advisor and Learner. It centres the importance of the student-teacher relationship in learning by giving more time for one on one learning conversations and self-discovery so personalised learning can flourish.

This approach design's our year levels into small learning communities called Advisories. Each Advisory is led by a Learning Advisor that has between 16-18 students in it. Students remain with the same advisory for two to three years, so they get to understand and know each other and their Advisor very well.

Students work in their Advisory Group with their Advisor as much as possible so that a strong learning community is formed, and the Advisor has the time to get to know each student well. During these times the Advisor deepens the understanding of each student and the group by:

- Facilitating team building
- Planning Advisory activities with input from the group
- Helping students work on the issues of respect and diversity through activities, discussions, speakers and trips.
- Planning trust-building activities
- Helping the advisory group form an identity.
- Setting up rituals and structures to help students succeed
- Tracking student work and learning
- Enriching the advisory with an array of discovery learning activities
- Giving students a voice and choice in planning and facilitating the advisory
- Striving to build student leadership and self-management skills

The advisory group then helps students manage their time, plan work, find real-world mentors, build on their Learning Goals, and complete projects. This way, the Advisory becomes a great support system for each student and like a family group at school with its own culture and personality.

The role of the Learning Advisor

This approach ensures each student is assigned a dedicated Learning Advisor who works in partnership with them and their family to create a personalised learning plan.

Their focus is on developing student awareness, ensuring the student feels connected to and responsible for their Learning Plan, and the student is progressing. They are committed to individualising and personalising student learning plans and supporting a student to achieve their learning goals by;

- Developing a deep understanding of how the student learns, behaves, and is motivated;
- Understanding their personal life circumstances;
- Supporting the student with developing an understanding of themselves so they can self-manage;
- Acting as an advocate for the student in the planning processes with the teaching team;
- Developing processes to empower the student's voice;
- Encouraging a growth mindset;
- Linking learning to real-world opportunities
- Developing and delivering essential learning programs for their Advisory
- Focusing the student on tangible progress
- Working in partnership with the student, their family, the school and the wider community.

Advisors meet one-on-one regularly with students to develop and manage their Personal Learning Profile (PLP).

The Discovery Learning Frame

Discovery learning time is set to give explicit time to empowering the student's voice, community work, personal and social development, **health management and wellbeing**.

Here students embark on a journey of discovery that helps expand their awareness of themselves by giving them opportunities to:

- see life through different perspectives;
- develop or increase resilience to life's bumps;
- find inspiration;
- improve their communication skills;
- develop an awareness of how their behaviour impacts their life;
- develop strategies to self-manage;
- develop knowledge and skills to make informed decisions about their health and body;
- participate in solving real-world community challenges by engaging in service learning opportunities.

Using their growing awareness, students build connections to self, others and place. This frame includes essential skill and habit development, developmental content, activities, camps, and community projects designed to give authentic opportunity to develop character, build self-awareness and offer adventure and challenge.

Discovery is part of the Essential Learning Program, so all students participate. Learning Advisors work with their students to set related goals and to individualise the learning experiences and incorporate the following approaches into their Discovery planning design:

- Connection and Collaborative activities;
- Student-led Learning through Community Projects (LTC);
- Learning Advisory Problem Solving;
- Restorative Practice;
- Philosophical inquiry;
- Town Halls;
- Personal and social development programs; and
- Adventure learning.

Discovery Learning is generally a daily 30-minute session that begins each learning day.

Other Pastoral Support Features

To support the care and safety of each student at Silkwood, the school has a Behaviour Management Policy with the objective of fostering a school environment that is safe and productive for all children and focuses on students learning self-management. It incorporates pre-emptive, operative and post-operative strategies that enable staff to identify children who need support quickly. Every year the policy is reviewed using statistical data gathered and parent and teacher feedback.

We also recognise the place that positive psychology, proactive communication and ongoing learning, play in a successful and happy adult life. For this reason, we specifically work with developing a growth mindset and the Habits of Mind through our 'learning how to learn' program. These are built into our overall learning approaches and individualised into specific student goals through their learning plans.

The School Principal and the Learning Support Team are trained in student wellbeing, managing child protection issues, and dealing with challenging behaviour. They work alongside the Advisors when matters arise and seek appropriate professional support for the school, family or student if required.

All these things work together to create a school culture that is learning, growing and caring.

SILKWOOD'S ORGANISATIONAL MODEL

The business of Silkwood is supported by three different but vital and connected systems:

- Strategic
- Resource
- Operational

All three systems are needed for the health, well-being, sustainability, and success of the organisation. All three need to work together maturely for the greater good of the whole to enable the vision to thrive.

Although a Team Member's time and energy will mostly be dedicated to one system, as in any healthy system there is a natural flow; people move across systems when personal interest projects and organisational demands arise.

The Operational System

The Operational Team lead our operating system. They are responsible for keeping things stable, taking care of the day-to-day processes, and keeping our students and parents happy. Their role is to convert 'The Silkwood Way' and School goals into action, a finished product, so our students and parents feel supported and satisfied we have delivered our mission.

The people who look after this system are the:

- Advisors, Specialist Teachers and Teacher Aids
- Co-ordinators
- ICT Administration and Support Team
- Site and Facilities Team
- Finance and Administration Team
- Marketing Team

The Strategic System

The Strategic Team are the people in the organisation that are responsible for developing the strategic systems. The CEO – who is the Organisational Leader leads this system and works closely with the Strategic Leaders and the School Board to develop the business strategy to achieve the aims of the business. They set the five-year strategic plan for the business and work closely with the School Team every year in September to develop the School's Annual Improvement Plan.

The Strategic System is designed around the following four Departments and their Leaders:

Departments	Leaders
Marketing and Community Relations	Marketing and Community Relations Leader
Team and Culture	Team and Culture Leader
Business Development and Operations	Business Development and Operations Leader
Teaching and Learning	School Principal (The School Leader)

The Resource System

The Resource Team are responsible for developing the systems, processes and resources for the operational team to be able to successfully convert 'The Silkwood Way' into action and achieve the organisational goals.

Their role is to blend the need for change (strategic goals) with the need for day to day stability in the school operational systems.

They have got their feet firmly planted between looking at the strategic 'big picture', and ensuring that the day-to-day, 'right-now' needs are being met. They also support the ongoing development of the skills and capabilities of the Operating Team. They are our balancers, the Team who work between the strategic and operational needs.

They are the Leaders of the School's Operational Teams.

Our Departments and Teams

Strategic Departments	Operational Teams	Operational Team Members
Teaching and Learning	Learning Community – Early Childhood – Year 2	Prep – Year 2 Advisors
	Learning Community – Year 3 - 5	Year 3 - 5 Advisors
	Learning Community – Year 6 – 8	Year 6 - 8 Advisors
	Learning Community – Year 9 - 12	Year 9 - 12 Advisors
	Learning Enrichment & Specialist Learning	Learning Enrichment Advisors
		Teacher Aides
		Specialist L&B Support Professionals
		Teacher Administration Support
		Specialist Teachers
Learning Co-ordinator's		
Business Development and Operations	Finance	Accounts Team
	Site and Facilities	Bus Drivers
		Maintenance Crew
		Grounds People
		Cleaners
	ICT	ICT Assistants
		ICT Helpdesk
Team and Culture		
Marketing and Community Relations	Marketing & PR Co-Ordinator	
	Community Support Assistants	
	Enrolment Co-Ordinator	

The Formal Leadership Team

The above chart sets out the School Departments and Teams.

Each Department is led by a **Strategic Leader** who reports termly to the CEO on the progress of their Department goals.

Each Operational Team is led by a **Resource Team Leader** who report termly on the progress of their Team's goals to their Strategic Leader.

The Strategic and Resource Leaders make up the formal Leadership Team of the school. They are selected for their expertise within their field of operation, leadership capabilities and commitment to the Silkwood Vision.

The CEO is the Organisational Leader who oversees the resource, operational and strategic systems. They report directly to the School Board.

The CEO works with the Strategic Team Leaders to support, collaborate, coordinate and drive the strategic progress of the school and alongside all the Teams to ensure a connection and understanding of the school vision.

The School Board

Silkwood's governing body is referred to as 'The School Board', and it is the legal proprietor of the company that Silkwood School operates under. Its role is to legitimise policy, uphold the constitution and develop and oversee the strategic direction of the school to enable the organisation to fulfil its Vision, Mission and Aims.

The School Board operates as a Company limited by guarantee called Leading Educational Enterprises Ltd. and as such is expected to meet all requirements of Australian Company law. The Board is made up of parents, employees and other professional people.

The School Board is the employer of the CEO and delegates all operational aspects of the school to them. It works only at a Strategic level with the Strategic Team and does not get involved in, or take part in, day-to-day operational matters or the running of the school.

The CEO reports directly to the Board. They meet with the School Board to go through the strategic goals and the school's progress towards these and then on an 'as needs' basis as school issues of Board importance arise.

The Board holds an annual AGM which includes the election of the Board. People can put forward a nomination to become a Board member before the AGM. The roles in the Board are defined through specific expertise needed to run an effective Board.

DISTINCTIVE CURRICULUM & SCHOOL OFFERING

The Silkwood Way is unique in that our essential learning program offers every student, opportunities to participate in, real artistic, dramatic, musical, art and handwork skills that they can integrate into their lives.

However, our biggest distinguisher from traditional schooling is the time we allow students from Prep to Year 12 to explore things that they are personally interested in. This allows students an opportunity to be supported to learn anything – the world is their oyster.

We do not do any of our learning in tokenistic ways. We focus on connecting all student learning to real-world opportunities and experience with real-world mentors. This allows in-depth learning and hands-on activities to give them a rich and engaging appreciation of their capabilities.

The following opportunities were included in the school program for **2018**:

- Personalised Passion Projects
- Music
- Art
- Drama
- Handcraft
- Pottery and Sculpture
- Sow, Harvest, Grow, Learning program, incorporating Permaculture Gardening and cooking
- Environmental and Indigenous learning
- Community and service learning
- Orchestra/Ensemble, Band, Choir
- Entrepreneurial Educationn

SCHOOL FESTIVALS AND SIGNIFICANT TRANSITIONS

One of Silkwood's unique points of difference is our Festivals and Transition Ceremonies. They are 'moments that matter' in our school year and hold a special place in our student's memories of their time at Silkwood.

The celebration of festivals and important transitions in a student's learning journey brings a sense of enrichment to school life by uniting our school community and nurturing a connection to the changes that occur within and outside ourselves. In our fast paced modern world, we believe it is important to give young people moments to stop, consider and celebrate the changes that happen in our world and their school life.

At Silkwood, we do this by acknowledging our seasons and the subtle changes they bring to our world through a seasonal festival every term. At the end of every school term, we celebrate with a school festival around the seasons.

Term 1	We celebrate Autumn with an Italian Harvest Festival, a cultural celebration incorporating Italian food, games and music.
Term 2	We celebrate Winter with a festival at dusk incorporating markets, night walks and fire performance.
Term 3	We celebrate Spring with the Silkwood Dreaming Festival – an Aboriginal and Torres Strait Islander people's cultural celebration with music, stories, dance and traditional games, featuring 'Yugambeh Country' lore.
Term 4	We celebrate Summer with a water festival with a fun day of traditional summer games

We also acknowledge four significant transitions points in a student’s learning journey at Silkwood with reverent ceremonies. These are special age-appropriate ceremonies to honour the close of significant learning times and to welcome in a new one for our students. Families are invited to come along and share these moments.

Prep	The children take a magical boat journey to the new land of Primary School.
Year 2	The Year 2 children say goodbye to the early years learning years with the magic of an Irish ceremony as they are welcomed to Year 3 by their new teacher
Year 6	We farewell their primary years with a Time and Space Primary School Graduation journey.
Year 12	Graduation ceremony from Silkwood – a celebration of the Silkwood adventure in its entirety and a time of closure and blessings for new beginnings.

EXTRA-CURRICULAR ACTIVITIES

Silkwood is committed to providing extra-curricular learning opportunities for children. Putting this commitment into action, the school offers a range of extra activities and services to the community and students at the school. The opportunities offered are by no means complete; this area is a work in progress, and over time, we hope to have more activities on offer.

The following extra activities were offered to students in **2018**:

- AUSKICK
- Soccer
- Specialist Music Lessons
- Active After School Sports Program
- Before and After School Care
- Student African Drumming
- Student Yoga classes
- Parent-Child Groups (Playgroups)
- Craft Groups
- Orchestra/Ensemble, Band, Choir
- Drumming classes
- Student Art classes

SCHOOL, STUDENT & TEACHING ACHIEVEMENTS

Silkwood is proud of all its student and teaching achievements. We believe every day offers something to be honoured in both of these areas. While we acknowledge awards and prizes as extrinsic recognition of the work the children and the team do here at Silkwood, we prefer our focus to be on the effort students and teachers put in every day towards their growth and learning plans. This is the essence of true achievement.

In saying this, every year, we have several things that reach out beyond our school community into the wider world. All of these things require an added investment of personal time that sits outside school time and creates a little bit of extra magic for our school. We honour the efforts of those people by acknowledging these things in our achievement section.

PERFORMING ARTS ACHIEVEMENTS, AWARDS AND RECOGNITION	
Gold Coast Eisteddfod 2018	<p>All of our five performance groups achieved excellent results at the prestigious Gold Coast Eisteddfod 2018</p> <ul style="list-style-type: none"> • Intermediate Orchestra – 3rd Place • Hummingbird Choir – 2nd Place • Senior Strings – Highly Commended • Junior Sparrows Choir – Highly Commended • Senior Nightingales Choir – Honors
CD Releases 2018	<ul style="list-style-type: none"> • Songs of Silkwood – all the traditional songs sang at Silkwood throughout the year recorded by our performance Choirs and Orchestras – released at the Winter Concert • Bi-Annual CD – a collection of the best material from 2017/2018 released at the Summer Concert
AMEB & Trinity College London	<ul style="list-style-type: none"> • Year 12 - Lawson Schafer - Level 3 Certificate in Speech and Drama - (Grade 8 Speech and Drama with Distinction) from Trinity College • Year 12 – Kalila Purtle: Certificate of Performance (Singing) AMEB
PUBLISHED ARTICLES and PRESENTATIONS TO THE WIDER COMMUNITY	
Kalindi Brennan	Australian Association of Environmental Education Biennial Conference – Creating Capacity for Change
	ACSA 2018 Curriculum Symposium
	Doing School Differently – National Flexible + Inclusive Education Conference
	Our Connections, Our Futures Symposium
SPECIAL RECOGNITION PROJECTS AND COMMUNITY PROGRAMS	
Year 12 Student – Harrison Tippett	2018 Commonwealth Games Queen’s Relay Baton Bearer
Year 11 Student - Max Crossley	QATSIF (Queensland Aboriginal and Torres Strait Islander Foundation) Scholarship for senior education
Land for Wildlife 20th Year Celebration Event – hosted at Silkwood School	<p>On 24 November, the City of Gold Coast in partnership with Silkwood School hosted a special event to celebrate the achievements of Land for Wildlife over the last 20 years. It was an opportunity to acknowledge the enormous contribution that Land for Wildlife members has made to conservation on the Gold Coast. The event was designed to give back to Land for Wildlife members through a range of workshops, displays and festivities, culminating in a celebratory lunch and special guest speaker, <i>Professor Ian Lowe</i>. https://wearegc.com.au/articles/land-for-wildlife-on-gold-coast/</p>

Land for Wildlife Partnership Award	Silkwood School received an award for the commitment and enthusiastic engagement with the Land for Wildlife (LFW) program over 10+ years; partnering with LFW on environmental management projects, community events and creating learning opportunities to increase student involvement.
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We would like to personally thank all the people who played a part in these achievements. Extra-ordinary things happen because of people like you!

PARENTAL INVOLVEMENT

Sharing and celebrating the children’s school life with their families is encouraged through community gatherings. The school comes together to celebrate the closing of each term with a festival. Added to these, we have drama, musical evenings and community fun events.

To further support our parent community, Silkwood has established ‘The Silkwood Community Care Association’. Their vision is as follows:

‘To direct the energies, skills and passions of the parents, children and community of Silkwood into the areas that will create outcomes of the highest potential for the children, school community, and individuals contributing their time and skills.’

This Association is organised into sub-groups that allow all parents to contribute their unique talents in a meaningful way. In this way, they support the development of the school.

The SCCA had a few fundraisers throughout the year, from the Craft stalls, Festival days, Business Networking event, Trivia Night, Bunnings Sausage Sizzle and Tuckshop.

The SCCA INCOME for 2018 was \$10,580, made up of:

Craft Sales	\$ 1,451
Fundraising Events	\$ 5,739
Miscellaneous	\$ 998
Tuckshop	\$ 1,443
Market Stall	\$ 959

PARENT EDUCATION

Research tells us that children gain improved educational outcomes when there is a strong partnership between home and school. For this reason, Silkwood supports a culture of educating the whole family. While we respect people's individual choices in the home environment, we do our very best to ensure that families have an understanding on how to make informed choices that support us achieving Silkwood's aims for their children.

In **2018** the following parent community events were offered;

- Time and Space
- Transition ceremonies for students
- Art and Craft classes
- Environmental Education talks
- Emergent reading program
- Community Conversations on a variety of topics
- The Silkwood Way - Parent Information Course
- Cyber Safety

Parents were involved in supporting the following activities:

- Class reading programs
- New parent morning teas
- Class Carers group
- Organising fundraising events
- Parent handcraft group
- Handcraft helpers in the class
- Task Groups
- Driving for excursions
- Helping out with school festivals
- Sports programs
- Gardening and working bees

STAFFING INFORMATION

Staff Qualifications

Qualification	Percentage of Classroom Teachers and Leaders at the school
Doctorate	1.8%
Masters	18%
Bachelor Degree	89%
Diploma	24%
Certificate	36%

Staff Composition

2018		Part-time	Full-time
Teaching	Male	1	3
	Female	3	30
Non-Teaching	Male	3	9
	Female	16	13
Indigenous		0	1

Staff Attendance Rate

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to five days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
87	179	558	96%

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2018.

The proportion of teaching staff retained from the previous year

Number of permanent teaching staff at the end of 2017 program year (Head Count)	Number of these staff retained in the following year	% retention rate
37	35	95%

From the end of 2017, 95% of staff were retained for the 2018 school year.

Expenditure on and teacher participation in professional development

The total fund expended on teacher Professional Development in **2018** was **\$31,933** an expenditure of **\$863.00** per teacher. The involvement of the teaching staff in Professional Development activities during 2018 was 100 %.

Metalist of Teacher Professional Development in 2018

Professional Development Activity	Date	Time
Peaceful Kids Training 2 days	22-23 Jan	13 hours
Staff Induction	29 th Jan	4 hours
Zodiak Training with Grant Donovan	20 th Feb	6 hours
Flying Starship Training with Shelley	15 th March	6 hours
Australian Curriculum Studies Association (ACSA) Webinar Series	May 2018	2 hours
First Aid Training with Scott Whimpey	25 th June	6 hours
Thought Patterns Training 2 days with Paulette & Shelley	28-29 th June	12 hours
Big Picture Training 2 days - Anne	26-27 th June	10 hours
Little Big Picture Training 2 days - LM	26-27 th June	9 hours
Doing School Differently – National Flexible + Inclusive Education Conference	June	3 days
Our Connections, Our Futures Symposium	July	1 day
Graduate Certificate in HR – Griffith Uni	July	1 Year
Trimetrix Training 3 days	5-7 Sept	21 hours
PLP Template Training - LM	21 st Sept	4 hours
ACSA 2018 Curriculum Symposium	Sept	2 days
Writing Workshop with Sheena Cameron	5 th Oct	6 hours
Big Picture Online Training	5 th Oct	6 hours
2018 Winter Conference (Online)	5 th Oct	10 hours
Australian Association of Environmental Education Biennial Conference – <i>Creating Capacity for Change</i>	Oct	4 days
Certificate 4 in Outdoor Recreation - Tallebudgera Outdoor Environmental Ed. Centre – (2018)		
Bushwalking Guide & Instructor Accreditation: TOEEC / National Outdoor Registration Scheme (2017-18)		
Canoeing Guide & Instructor Accreditation: TOEEC / National Outdoor Registration Scheme (2017- 18)		
CPR and Remote Area First Aid	Sept	1 day
Teaching Student who have suffered complex trauma	18 th Sep	2 hours
Inspiring people through stem using feedback to improve	25 th Sept	6 hours
Teaching entrepreneurial thinking	28 th Sept	2 hours
Creating apps in the classroom	1 st Oct	2 hours

Professional Development Activity	Date	Time
Restorative Practices with Sue Attrill	10 th Dec	5.5hrs
Learning Support – Planning, differentiating (LS Team)	11 th Dec	5.5hrs
PLP Training – Learning Communities	12th Dec	5.5hrs
HOM Training With James Anderson – new staff	13th Dec	5.5hrs

KEY STUDENT OUTCOMES

Student population composition in 2018

- 51.40% Male
- 48.60% Female
- 1.30% Indigenous

Average student attendance rate

The average student attendance rate in 2018 was 90.42%

Total number of students	Number of school days in program year	Total number of student absences	Average Attendance Rate %
537	179	8261	90.42%

The Attendance rate as per year level 2018

	Total number of students	Number of school days in program year	Total number of student absences	Average Attendance Rate %
Prep	55	179	921	89.44 %
Year 1	54	179	830	90.53 %
Year 2	26	179	624	84.00 %
Year 3	30	179	428	90.88 %
Year 4	7	179	106	90.88 %
Year 5	60	179	869	91.30 %
Year 6	50	179	847	89.04 %
Year 7	53	179	610	93.19 %
Year 8	50	179	659	91.97 %
Year 9	44	179	596	91.12 %
Year 10	50	179	763	90.40 %
Year 11	35	179	628	88.99 %
Year 12	23	179	380	89.94 %

Systems for the Management of Absentees

- Rolls are taken electronically in the morning.
- Parents of students who are absent without reason are contacted through SMS.

- Once a week, the School Principal is given a weekly attendance report. Unexplained absences that do not fit the rationale for approved absences are followed up.
- Any unusual or questionable absences from this process are dealt with in the following way;
 - ❖ a formal letter is sent if no improvement a meeting is arranged
 - ❖ if no improvement, then details will be reported to the Department of Education

Academic Results

We are asked to report our NAPLAN results publically as indicative of our school's academic results. NAPLAN benchmark results are indicative of one standardised test mandated by the government. We do not support the notion that NAPLAN fairly represents the sum of any school's or student's academic results.

Although as a general rule, our school does perform well, having smaller year level cohorts coupled with a lower rate of students participating in the tests than other schools because our parents use their right to opt out, our results are always skewed. For this reason, we often see dramatic changes year by year or Year level by Year level, making it an unreliable measure of the school's achievement.

In 2018 our participation rates were:

Level	Reading		Writing		Spelling		Grammar Punctuation		Numeracy	
	Silkwood	Aust	Silkwood	Aust	Silkwood	Aust	Silkwood	Aust	Silkwood	Aust
Year 3	21.6%	94.7%	21.6%	94.4%	21.6%	94.8%	21.6%	94.8%	21.6%	94.3%
Year 5	47.1%	95.3%	47.1%	95.2%	47.1%	95.4%	47.1%	95.4%	47.1%	94.8%
Year 7	19.2%	94.0%	33.3%	94.2%	33.3%	94.3%	33.3%	94.3%	31.3%	93.4%
Year 9*	3.8%	90.5%	3.8%	90.9%	3.8%	90.9%	3.8%	90.9%	3.8%	89.6%

* Year 9 did not have significant participation to create valid reporting data

Further to this, due to our assessment culture, we deliberately do not focus on teaching to the NAPLAN test or using valuable student learning time to prepare them, so they get better results.

Our students also work on Maths and English learning continuums (as opposed to year level curriculums). These are used to drive and progress students through individualised learning plans. NAPLAN uses a summative testing approach to efficiently measure a large group of people's academic Year level knowledge.

Silkwood runs its own assessment, utilising best practise in a wide range of modern and traditional ways to identify competency and progress for each student on these continuums. This combination provides for our teaching team and families a far more accurate and clear picture of how each student is travelling academically.

For this reason, we state NAPLAN data is not useful for our Teaching Team in supporting their students with their academic progress. It is also not a fair or accurate representation of our student's academic achievements. We will continue to advocate for the government to stop using valuable student learning time on this testing approach.

Analysis of school data from Years 3, 5, 7 and 9 NAPLAN reports 2018

	Average Score (Silkwood)	Average Score (State)	Average Score (National)	% above National Minimum Standard
Reading				
Year 3	412	430	434	100% Band 2 or above
Year 5	555	506	509	100% Band 4 or above
Year 7	563	538	542	94% Band 5 or above
Year 9*	669	578	584	100% Band 6 or above
Writing				
Year 3	420	398	407	100% Band 2 or above
Year 5	470	454	465	100% Band 4 or above
Year 7	490	493	505	88% Band 5 or above
Year 9*	595	527	542	100% Band 6 or above
Spelling				
Year 3	412	411	418	100% Band 2 or above
Year 5	512	497	502	100% Band 4 or above
Year 7	536	542	545	94% Band 5 or above
Year 9*	655	581	583	100% Band 6 or above
Grammar and Punctuation				
Year 3	396	429	432	100% Band 2 or above
Year 5	539	501	504	96% Band 4 or above
Year 7	550	543	544	94% Band 5 or above
Year 9*	621	580	581	100% Band 6 or above
Numeracy				
Year 3	381	399	408	91% Band 2 or above
Year 5	489	488	494	100% Band 4 or above
Year 7	546	542	548	93% Band 5 or above
Year 9*	618	589	596	100% Band 6 or above

Apparent Retention Rate Year 10 to 12:

The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	20	7	35%

This was Silkwood's second graduating class for Year 12, and as a newly formed High School, there has been an effort to maintain students to exit Year 12. However, our Personalised Learning approach has had several students offered early entry into University. In 2018, there were two students offered early entry into University.

Year 12 student enrolment as a percentage of the Year 10 cohort is 35%

YEAR 12 OUTCOMES: 2018

Silkwood uses a direct entry approach to university, so some of these pathways are not offered.

Number of Students studying Uni Subject at School	57%
Number of students awarded a Senior Education Profile	100%
Number of students awarded a Queensland Certificate of Individual Achievement	N/A
Number of students who received an Overall Position (OP) <i>Silkwood uses Direct Entry Pathways</i>	N/A
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	57%
Number of students awarded one or more Vocational Education and Training (VET) qualifications	100%
Number of students awarded a Queensland Certificate of Education at the end of Year 12	100%
Percentage of Year 12 students who received an OP1-15 or an IBD <i>Silkwood uses Direct Entry</i>	N/A
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2018 post-school destinations survey, the Next Steps – Student Destination report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after the release of the information. However, our destination data is as follows:

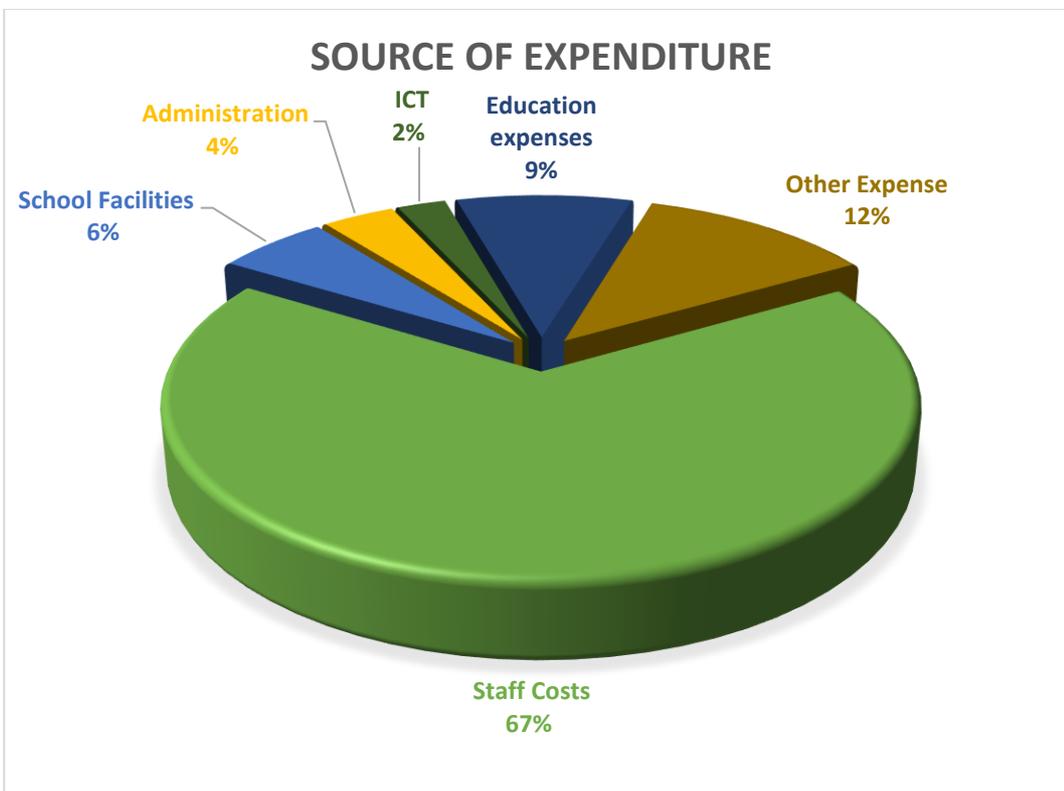
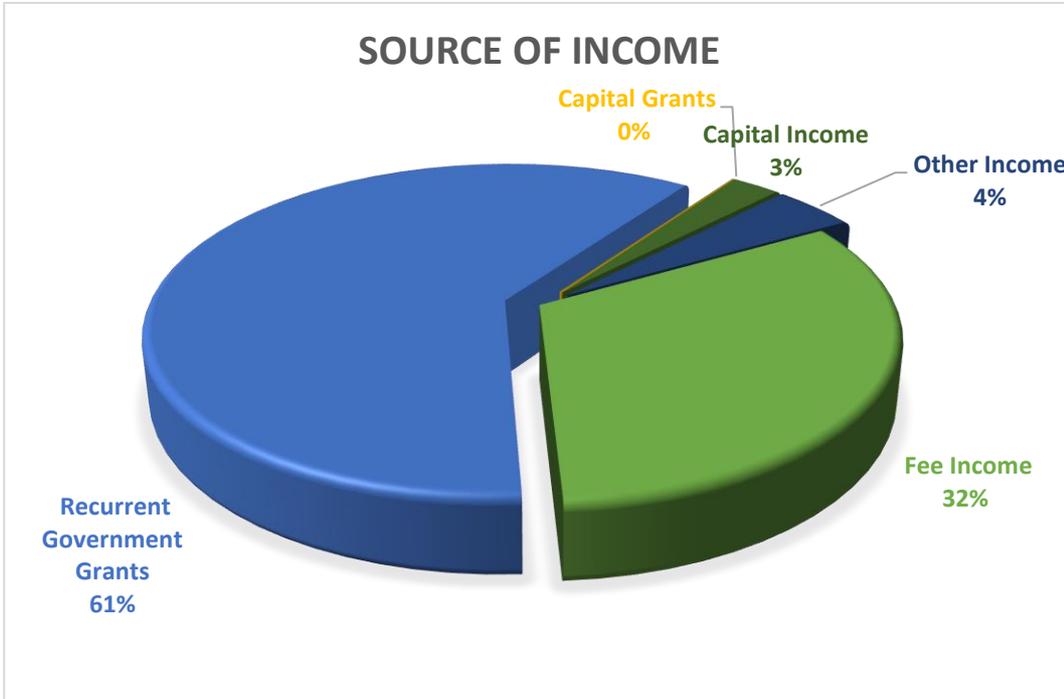
Year 12 Destination Data includes:

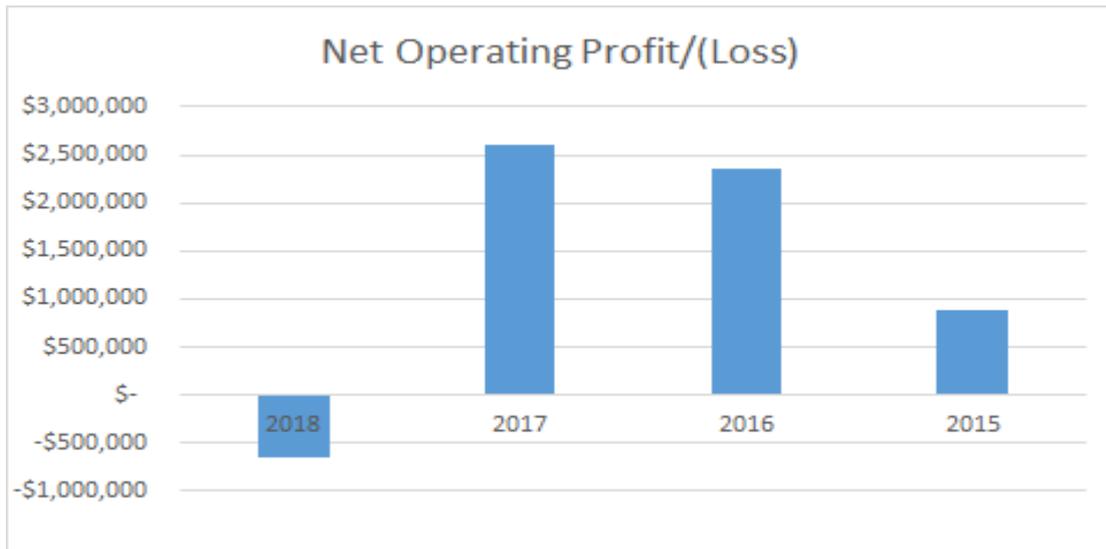
DESTINATION	Percentage	Comments
University Offers	43%	100% of students who applied, received offers through our Direct Entry/Graduate Portfolio Pathway
Deferred Study Offer/Working	14%	One student offered traineeship in Performing Arts Area and deferred Bachelor of Fine Arts (QUT)
Further Education (TAFE/RTO)	0%	Students did not explore this option as they had already completed many Certificates at School
Employed full or part-time	29%	
Travelling/Gap Year	14%	One student took a gap year
TOTAL	100%	

SCHOOL FINANCES

Net operating deficit for the **2018** financial year was **(\$648,023)**. The school experienced another solid financial year in line with the budget expectations. The deficit was due to a change in the staff structure to accommodate the school to run at full capacity.

Please refer to the My School website <http://www.myschool.edu.au> for further information.





ENROLMENTS

Enrolment enquiries decreased by 4%, and enrolments have grown 7.4% from the previous year. Enrolment applications into our Prep classes continue to grow and far outweigh availability.

- Enrolment numbers at Commonwealth census for 2018 were 556 students an increase of 35 students from 2017.
- Enrolments at the start of 2019 were 595 an increase of 7%
- In 2018 we received 237 enrolment applications, a decrease of 35 from 2017.
- Enrolment enquiries for the year were 513, a decrease of 24 from 2017.

The school launched its marketing department mid-2018 to support the growth of enquiries. A full marketing plan has been put in place to grow our profile and interest in the community. In the first four months of 2019, we have increased our enquiries, and we are holding our first Open Evening in 5 years with numbers booked for 100.

PARENT SATISFACTION

In **2018**, the school employed the services of an external survey company (MYP Corporation) to help measure the school's success. This new survey replaced the school's previous annual parent questionnaire.

The **2018** Annual Parent Survey identified that **71%** of parents have a high to a very high level of satisfaction with the school.

From this data, we identified **Learning Support and Extension**, and **Pastoral Care/Wellbeing** at school were areas for review and improvement in **2018**.

The school made significant changes in **2019** in response to these two areas:

1. Learning Support – we designed a new approach which included introduced an additional two Learning Support Advisors to the team.
2. Pastoral Care and wellbeing – Increased our goals for implementing our new Advisory approach – (see pastoral care section earlier for more detail).

Parent Survey Results 2018				
Survey responses received from 236 out of a total of 660 eligible respondents (35.8%).				
How Parents feel about these issues	High to a Very High Level of satisfaction	Neither agree or disagree	Low Level of Satisfaction	N/A
Teaching Standards	81%	12%	7%	0%
Curriculum	73%	21%	5%	1%
Co-Curriculum	64%	25%	11%	0%
Learning Support and Extension	50%	31%	11%	9%
Homework	55%	14%	8%	23%
Reporting	65%	17%	16%	2%
Pastoral Care/Wellbeing	51%	31%	7%	11%
Learning Environment	92%	4%	4%	0%
Resources and Facilities	78%	14%	8%	0%
School Communication	78%	14%	6%	1%
Values and Culture	82%	12%	5%	1%
Leadership and Direction	80%	15%	5%	1%
Student Transition	60%	20%	2%	18%
Student Engagement	76%	15%	8%	2%
Parent Engagement	78%	14%	7%	1%

CONCLUSION

In conclusion, 2018 was a challenging year, working hard to define The Silkwood Way in clearer, more contemporary terms through our marketing material, in our teaching and learning framework, in our documents and all systems and processes.

Connecting all learning programs into one framework from Prep to Year 12 has helped to pave the way to tell the story of the Silkwood learning adventure - The Silkwood Way.

We thank the team at Silkwood, the parents and the students for bringing together another great Silkwood year. Your dedication, pride and love for Silkwood shone through to achieve another wonderful year!