ANNUAL REPORT

2015

For further information on this report contact the school.

our vision.

A community supporting young people to realise their potential; forever learning, forever teaching, in the service of humanity.

our mission.

To provide a unique, learning-centred environment that progresses young people through an integrated and developmental approach to education.

Through meaningful student engagement in learning, we aspire to develop interpersonal, intrapersonal, physical and cognitive competencies, empowering young people to lead purposeful, fulfilling lives.

silkwood

Be inspired . . . get connected . . . make a difference!

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FACILITATOR'S REPORT

The 2015 school year closed on a positive note with a fantastic Summer festival that was enjoyed by everyone and excitement that 2016 would finally see our High School being built. Having mediated all the issues in relation to our High School development application, the final few steps were a mere formality. A big sigh of relief for our school community and finally certainty for our High School had arrived. I am writing this in April 2016 so it is with a great honour that I can state our approval will come through on 29 April, with our building set to start in May. We did it! Silkwood is a learning environment for all. Embracing learning and improvement is a standard expectation for all the team and it is worked into our distributed leadership model and team processes. In 2015, we took up the learning challenge of documenting the essence of what it is we are endeavouring to achieve with the vision of Silkwood. Building from the marketing process we began in 2014 we spent time exploring, imagining, thinking, discussing and challenging ideas. We sought out professionals who could help fill in missing gaps in our thinking and engaged in lively learning conversations about who and what Silkwood is all about. We asked students, parents and pretty much anyone who was willing to speak their thoughts on education, learning and Silkwood. Our perspectives were enlivened and things we needed greater clarity on developed into positive ways forward. With each step we gained more confidence that we would be able to grow *The Silkwood Way* in more empowering ways for our students and develop a more sustainable school for everyone.

This process helped us develop *The Silkwood Way* manifesto and lead onto the project of revitalising *'The Silkwood Way'* Teaching and Learning framework into a more succinct and contemporary model bringing together our Primary and High School approaches. This project is ongoing into 2016 and has created the detail needed to develop our new school website which will launch in May 2016.

At the heart of this work lies **The Silkwood Graduate Vision**. Early in 2015 the Silkwood team, parents and high school students joined to explore our hopes and dreams for the future of our children and what it was we wanted a Silkwood Education to achieve. Out of this was born **The Silkwood Graduate Vision**

Our vision for our Silkwood Graduate is that they can;
- 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.

Reflecting on this vision, it was clear we needed a more explicit program to develop the characteristics and habits to help our students succeed in our 21st century world, so Silkwood's **'learning how to learn'** project was launched**.** This project began by defining what Silkwood was already doing, whilst also researching what other schools were doing. We identified that the Growth Mindset approach we were already using was a great foundation and then inspired by other schools who had built on this with the Habits of Mind program, we engaged a specialist in this field to work with the team. In the June holidays we held a two day workshop to give an overview of what, why and how HABITS of MIND work and to open the conversation about this being an explicit way to support students to build successful learning habits for life. This led to the development of a plan for integrating this program from Prep to Year 8 in 2016 as a trial. We successfully applied for a $15,000 grant and launched the trial in early December. We are excited about where this project may lead us.
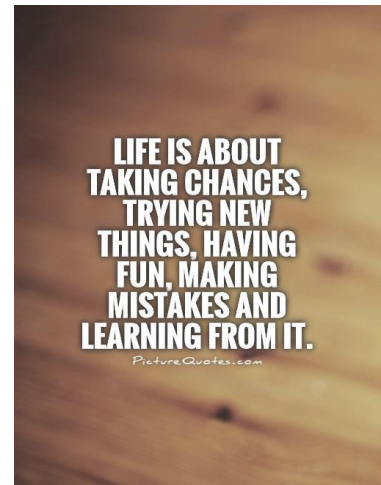
As our High School grew to include Year 10 in 2015, our online Student Learning Management System (Moodle) was tested and fell short on being able to deliver some important functions for our future needs. We researched ways forward, visited other schools and made a decision to change over to a more flexible learning management system in 2016. We have called our new system IGNITE. Spring-boarding off this work was the growing need for an E-learning department at the school to help support our teachers with their on-line planning, develop greater consistency in our learning programs and enable more opportunity for student-led learning processes. In November, we employed an experienced Teacher for this role with the purpose to lead the IGNITE roll-out. This project incorporates the longer term strategic plan for an on-line home schooling and distance education model for *The Silkwood Way*. This income stream is part of a longer term plan to enable us to help keep the school fees at a sustainable level and continue to grow our program for the students.

To reflect Silkwood's student-focused learning ethos, we introduced student-led parent teacher conferences mid-year. Being our first time, it was a steep learning curve and we found the need to improve in many areas. We aim, in future years, to make this part of the IGNITE program through the development of on-line Individual Student Learning Portfolio's. The idea of the portfolio is that it belongs to the student and is the story of their learning adventure at Silkwood. This portfolio will sit at the centre of the student-led conference and aims to include;

- An personalised Student Learning Plan that outlines;
  - Specific learning goals covering their Core, Integrated, Experiential, Learning how to learn programs
  - Their Big Picture Project (passion and interest project)
  - Australian curriculum objectives they are covering
- A student, parent and teacher reflection and feedback section
- A dashboard showing progress on their goals
- A history of their learning program
- An assessment module that outlines how they are assessing their current learning goals and includes access to a history of their past assessment,
- A showcase of artefacts from their learning program

We look forward to moving this along to the next stage.

It has been a wonderful year of exploration and we have much hope and excitement for all the new and fantastic future learning opportunities for the children that will come from our work in 2015. It was a wonderful leadership moment for me to see so many of our team engaging in a spirit of learning towards their work and being bold enough to take risks to improve. It was a great affirmation that Silkwood had well and truly 'grown up'. It is therefore no surprise that the chapter of our 8-year battle to have our High School Land approval is nearly closed. Silkwood is now more than ready, as an organisation, to support teens on their journey of learning how to understand themselves more.

Finally I would like to acknowledge my wonderful team for making Silkwood the place it is. They give so much of themselves every day to make Silkwood's wheels turn. It is my greatest wish that Silkwood offers them more than just a place to earn a wage. Meaningful work is the cornerstone to wellbeing and empowerment, so I strive for a workplace that offers vision, opportunity, care and support for their growth. These people are why our little school is growing into its vision. As part of this team, I thank the parent community and the school board for their ongoing support and faith in our team. To all our students, big and little, a shout out to you all for making our days worthwhile. I am looking forward to continuing to work with everyone in 2016. Onward and upward – High School here we come!

Valerie Campbell-Hogg
School Facilitator

OUR VISION

A community supporting young people to realise their potential; forever learning, forever teaching, in the service of humanity.

OUR MISSION

To provide a unique learning-centred environment that progresses young people through an integrated and developmental approach to education.

Through meaningful student engagement in learning , we aspire to develop interpersonal, intrapersonal, physical and cognitive competencies empowering young people to lead purposeful, fulfilling lives

OUR MOTTO

Be inspired… get connected…make a difference!

OUR STUDENT VISION

Our hopes and dreams for our young people's future are that the Silkwood Graduate can;

- Use creative, innovative and critical thinking to make a difference.
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- 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 GOALS

1. To be an educational institution that is world respected, offering contemporary, practical, flexible and evolving learning programs.
2. To provide high quality learning programs that support the development of well-rounded individuals who are able to contribute to society in meaningful and productive ways.
3. To maximise learning opportunities to their full potential through curriculum development, high quality amenities, high quality resources and ongoing teacher development.
4. To support the uniqueness of each student so that they are able to strive towards their highest potential in a safe, supported and inclusive learning environment.

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 476 students offering educational programs from Preparatory to Year 12.

We are a co-educational, secular school offering an alternative model of education. We are firmly committed to providing a student -centered, developmentally-appropriate learning environment that is active in responding to the unique needs of each student. We set our learning program into four learning frames – Integrated, Core, Experiential and Big Picture. We use innovative and contemporary educational ideas, educational research and the students we work with, to keep our approach relevant.

Silkwood is located within a beautiful bush land 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 in their learning adventure… it's **The Silkwood Way**.

SCHOOL CULTURE & PASTORAL CARE

Our philosophy for education, **The Silkwood Way**, is student-centered learning that is supported with a developmental approach and a focus on the processes of 'learning how to learn'. Our developmental approach takes the position that our students are children on a journey to adulthood, so, as much emphasis is placed on the importance of their emotional and physical development as on their academic progress. This is achieved through a carefully designed personalised learning program, delivered in a way that specifically relates to the developmental language of the student, and by providing a broad spectrum of delivery methods for the curriculum content. In doing this, our program at Silkwood inherently speaks to, and affirms the student, and creates a caring, engaging learning environment that is also academically rigorous.

The school has established smaller learning environments inside the larger school to enhance community connection and relationships with the students. Every Year level works in a two-year learning cycle, with the same teachers, inside these smaller learning environments. This forms a strong understanding of their students and families. The close relationship between teaching colleagues and an online individual student learning portfolio system allows for smooth transitions from one teacher to the next. The teachers are accessible and welcome the partnership of the family in their child's education. Parents are offered a regular line of communication with their teachers through direct email, school newsletters and with feedback opportunitities through the students learning portfolio.

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

We also recognise the place positive psychology, proactive communication and learning play in a successful and happy life. For this reason, we specifically work with developing a growth mindset and the Habits of Mind through our 'learning how to learn' program and build mature communication strategies using a focus on Stephen Covey's '7 Habits' program. These are built into our overall learning approaches and individualised into specific student goals through their learning plans.

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

The school is well supported by a manual of procedures and policies that are reviewed annually. We also have a unique model of management to ensure that the school progresses forward each year in well thought out sustainable steps.

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

SILKWOOD'S UNIQUE SCHOOL MANAGEMENT SYSTEM

At Silkwood we seek to operate every area of the school from a learning culture. This not only applies to the education, but also how we manage and lead the school. For this reason, Silkwood has developed its own unique system of management. It brings together three of the most significant research ideas for change in school leadership: Distributed Leadership, Shared Decision Making and Facilitated Leadership. We call our model the Distributed Leadership Model (DLM).

Our Distributed Leadership Model is a sophisticated model of leadership that emphasises collaboration and empowerment. It emphasises several common beliefs or premises:

1. Those closest to the children – "where the action is" – will make the best decisions about the children's education.
2. Parents, the School Team and students (age appropriate) have opportunities to collaborate and share their opinion on the progress and development of the school.
3. Those responsible for carrying out decisions are able to have a voice in determining those decisions.
4. Change is most likely to be effective and lasting when those who implement it feel a sense of ownership and responsibility for the process.

The DLM creates a working environment that is dynamic, complex and always changing through its focus on improvement. The outcome is a way of operating a school where learning is at its heart: a perfect match for our school vision!

THE DISTRIBUTED LEADERSHIP FRAMEWORK

Distributed Leadership (DL) is a contemporary, cutting-edge management system with opportunities for shared decision-making with a Facilitated Leader who oversees the health and progress of the model. It is a Distributed Leadership Model managed from the centre by a Facilitator, and abbreviated, the system's name is 'DLM'.

THE FACILITATOR

The Facilitator is a school manager who leads the school from the centre rather than from its apex, fostering teams to address specific issues, creating, maintaining, and improving policies, procedures and systems and responding to the unexpected.

S/he oversees three systems within the school: administration managers, teacher managers and the school's collaborative processes. The purpose of her/his work is to promote improvement and ensure day-to-day matters are dealt with expeditiously. All managers report to the Facilitator. Thus the Facilitator needs to be an expert manager rather than an expert educator and must exercise authority through, rather than authority, over the team. Having a clear picture of what is happening at the school and encouraging leadership at every level of the organisation, s/he oversees the health of the system by upholding the school's vision, and ensuring the strategic goals of the school are achieved.

The Facilitator is the only person who has the right to veto and act unilaterally in situations where there is conflict or emergency power is required. The Facilitator is appointed by, and reports to, the School Board and works closely with it to achieve the strategic goals of the organisation.

The following paragraphs elaborate the systems managed by the Facilitator.

THE MANAGERS (MANDATE HOLDERS)

There are two types of managers: A*dministrative Managers* and *Teacher Managers.*

- The *Administrative Managers* are *employed* to take care of the Administration needs of the school and support the Teaching team to focus on student learning.

- *Teacher Managers* are Teachers *employed* to progress the Teaching and Learning at Silkwood.

The school creates management positions for administrative tasks that (1) are permanent organisational requirements, and (2) require expertise and development. The table below names the management positions which currently operate in the school.

Managers are *authentic leaders* within their field of operation. Each manager has a detailed **Mandate**, written in two sections:

- A **general duties** section that outlines the administration matters the managers are responsible for; and
- An **improvement task** section that lists specific tasks the manager must respond to *improving* every year.

These mandates define the managers' responsibilities.

Administrative Managers	Areas of Responsibility
Business Manager	Responsible for the fiscal and business affairs of the school
Frontline Manager	Responsible for all front office matters including enrolment, sick bay, student records and efficient management of the school office
Human Resources Manager	Responsible for all employment matters, placement of staff, school timetables and rosters
Site Manager	Responsible for establishing and maintaining the school grounds, school security, caretaking and cleaning, WPHS Officer, school furniture
Information Technology Manager	Responsible for overseeing all matter to do with IT policies, implementation and IT strategic matters

Teacher Managers	Areas of Responsibility
Learning Managers; - Early Childhood – Year 2 - Year 3/4 - Year 5/6 - Year 7/8 - Year 9/10 - Year 11/12 - Arrowsmith	Learning Managers are like Principals (in a traditional model) for a specific smaller learning community inside the larger school. We call these smaller learning communities **Learning Syndicates** and they are generally made up of two Year levels. These managers are responsible for creating a professional learning community with their teaching team focused on **The Silkwood Way**. They bring teaching experience and expertise to the role and foster positive partnerships between students, families and teachers by giving support and professional guidance where needed.
Curriculum Manager	Responsible for the progress and development of the school curriculum.

Teacher Managers	Areas of Responsibility
Learning Enhancement and Behaviour Support Manager	This manager oversees the school processes for students who require additional support for learning and/or behaviour needs. They administer the applications for learning support funding and make and co-ordinate the recommendations to outside agencies should professional support be needed to help a student. They support teachers with planning appropriately for students who need additional support and encourage a growing understanding of specific needs by all teachers. They are the school-based expert in matters relating to students who have high learning and behaviour needs and, as such, are seen as the authority in the school in this area.
E-Learning Manager	Responsible for the integration and development of Silkwood's E-Learning platform, IGNITE, and the training and support of teachers and students in this area. They work alongside the school's IT team to ensure the smooth and efficient running of the on-line Teaching and Learning systems.
Teacher Development Manager	Responsible for the integration and development of the school's Teacher Development System.
Student Assessment Manager	Responsible for the integration and development of Student Assessment systems at the school.

THE SCHOOL BOARD

Silkwood's governing body is referred to as 'The School Board' and it is the legal proprietor of the school. Its role is to legitimise policy, uphold the constitution and clarify the strategic direction of the school by developing policies that will move the school toward its goals.

The School Board is the employer of the Facilitator and delegates all operational aspects of the school to them. It does not take part in the day-to-day affairs or running of the school. The Facilitator reports directly to the Board bi-monthly with a formal report on the school's progress and then on an 'as needs' basis as school issues of Board importance arise.

The School Board operates as a Company, Limited by guarantee, 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.

SHARED DECISION MAKING PROCESSES

How collaboration and consultation happens at Silkwood...ways to share your voice.

The Teacher Groups	Teachers meet weekly to discuss educational matters. There are two types of teacher meetings: • College of Teacher meetings where all teachers come together to work on global school matters such as understanding a pedagogical idea, or sharing information. • Learning Syndicate Meetings where small teams of teachers work together in a professional learning community to develop and gain expertise in specific areas within the school and focus on improving student learning outcomes. They are led by a Learning Manager who acts as the lead learner in this area.

Debate Meetings	Sometimes global issues arise where it is useful for teachers and administrators to hear a range of opinions; e.g. 'Should we change the card system in our behaviour management procedures?' Any member of the school team can suggest a debate issue to the Facilitator; it is the Facilitator's job to prioritise the debates and suggest ways, i.e. discourse styles, to manage them, encourage someone to lead the debate. Such issues would, in general, be complex and no obvious right or wrong answer would exist. All staff members who felt they would like to make a contribution to the issue are encouraged to attend debates. Debates do not proceed to a 'winning' position. The Facilitator listens to the ideas and formulates the way forward, taking all points of view into consideration.
Project/Task Groups	The Facilitator approves Project/Task Groups to expedite occasional jobs which arise from time-to-time that either sit outside the manager's mandates, require a collaborative approach or are a significant enough project that a team is required. They are formed to deal with issues that, once resolved, are concluded, therefore the issue is not ongoing so does not require a permanent group or individual. Examples of issues that Project/task Groups may be formed for are: • The design of a new playground. • A publicity brochure design. • A parent satisfaction research project. Anyone in the school community is able to make a request to the Facilitator for a Project/Task group. However, the Facilitator, because they oversee all the activity happening in the school, determines and prioritises appropriate timing or necessity of the group. The Facilitator appoints a leader who is responsible for meeting the objectives and Project/Task Group then have a clear mandate which directs time frame, objectives and parameters they can operate within. The leader operates in the style of their choosing to complete the project/task and is free to recruit anyone they choose to help with the task. Group members may be teachers, parents, students, friends, expert advisers. Any member of the community who wishes to help with the task should be encouraged to do so, however, the final decision concerning membership rests with the Group leader. The group must operate within the parameters set by the Facilitator, including operating within the time frame established. If the task is not completed within the time frame, or if the group strays outside the parameters, the Facilitator may conclude the group.
Parent, Employee and Student Surveys	The school uses surveys to gauge the view of the Silkwood community in developing school improvement plans. Annually, every family at the school is given the opportunity to anonymously share their views on the school and then, from time-to-time throughout the year, requests for views on specific issues are sent out. The data gathered helps inform the school about what people are happy with and what they would like to see improved. This information is collated and used by the School Managers to initiate decisions and develop their improvement plans. Employee Surveys are also used to gather people's interest in areas of the school, challenges they have with their work environment and their ideas for improvement. These are also used by the Managers for future work placement opportunities and to develop budgets and improvement plans. Student surveys are an active part of how we improve teaching and learning at Silkwood. The student voice is seen as the most important stake holder in our improvement plans. Finding out their thoughts and ideas on their learning program and teaching at Silkwood forms the backbone to our success as a school.

Manager Improvement Plans	Each year, in December, all School Managers develop an improvement plan for the forthcoming year. They utilise a wide range of information including surveys, Silkwood's strategic plan, and other sources, to inform their decision-making on what to improve. Once the plan has been drafted it is published for community feedback. Community members are encouraged to have their say and managers take their feedback under advisement before publishing the final version. These plans create around 250 improvement actions for the school each year.
Silkwood's Strategic Plan	The school has a five year strategic plan. In the final year of the plan we invite the school community to engage in a process to develop our new Strategic Plan for the next five years. We engage a professional, skilled with community consultation and strategic planning, to help work with our community to achieve this task. The plan is created and approved by the School Board and becomes the guiding document for school's decisions for the next five years. The Facilitator and Board oversee this process and are responsible for enacting the plan and making sure it happens.

DISTINCTIVE CURRICULUM & SCHOOL OFFERINGS

The Silkwood school curriculum is unique in that it ensures every school student, every year, participates in, and gains, real artistic, dramatic, musical and handwork skills that they can integrate into their lives. These subjects are not token measures of exposure for the student, but in-depth learning and hands-on activities to give them rich and engaging appreciation of their own capabilities. They are given importance in the timetabling alongside our academic programs. The following subjects were included in the school program for **2015**:

- Music
- Art
- Drama
- Handcraft
- Pottery and Sculpture
- Sow, Harvest, Grow, Learning program, incorporating Permaculture Gardening and cooking

- Environmental and Indigenous learning programs
- Community work
- Orchestra/Ensemble, Band, Choir
- Entrepreneurial education

School Festivals

At the end of every school term we mark the close of term with a school festival. The celebration of these festivals brings a sense of enrichment to school life by uniting our school community and nurturing the sense of reverence that is often lacking in our fast-paced modern lives. The children and teachers spend time during term preparing for the festival and families are invited to come along to share in the occasion. Please see the newsletter for dates and times. Attendance at festivals is mandatory for all students.

Term 1	Autumn	We bring together our Italian language program with the celebration of autumn with an Italian Harvest festival – a cultural celebration incorporating food, games, music and community.
Term 2	Winter	The Primary school celebrates winter with a light and fire festival at dusk, with markets and nature trail exploration at night. The Prep children journey into a magical Winter Wonderland.
Term 3	Spring	We celebrate spring with an Indigenous celebration with music, stories, dance, culture and traditional games, featuring 'Yugambeh Country' lore.
Term 4	Summer	We embrace the coming of summer and the end of the school year with a Celebration of Australia's bush culture with a Bush Dance, Aussie games, music, and market stalls.

Children's Birthdays

We believe that children's birthdays are special occasions to be honoured. To honour these occasions at Silkwood, our teachers create a simple, age-appropriate birthday celebration for each child.

Transition Ceremonies

Transitions are an important time to be honoured in a child's life. There are, in the Silkwood journey, a number of significant transitions that we feel are important and are honoured with a special ceremony. These ceremonies occur at the end of teaching cycles as children move on to a new learning cycle and have a change of teacher to mark this transition. These are held at the end of the school year and families are invited to share these moments.

Prep	At the close of the Prep year, the teachers of Prep take the children on a magical boat journey to the new land of the primary school. Their new teacher weaves a special story to welcome children into this exciting learning wonderland.
Year 2	At the end of Year 2, our early primary years are concluding. With the magic phase of their childhood being left behind, we embark on a journey into a new phase where the world is slightly different and more grown-up. Here we take the children on a nature walk where parts of the magic of childhood are waiting to share wisdom and guide them on their way. Their new teacher is at the end, waiting to greet them and welcome them to the next phase of their learning adventure.
Year 4	At the end of Year 4, the world takes on a whole new focus. The dreaminess of their youth is being penetrated by the reality and rationalisation of the big wide world. They are straddling the pathway between childhood and youth, so we take them on a fun 'crossing' journey and complete this by welcoming them into the upper primary school with their new teacher, to anticipate their new learning phase filled with exploration and bold opportunities.
Year 6 Primary school Graduation	The Year 6 student has come to the end of their primary school journey and is moving forward onto the High School campus. We farewell their primary years with a transition camp with an important adult in their life, ending with a graduation dinner with their family to close their primary school journey.
Year 12 Graduation Ceremony	Graduation ceremony from Silkwood – a celebration of the Silkwood journey in its entirety and a time of closure and blessings for new beginnings.

Year Level Teachers and Teaching Cycles

Silkwood has established smaller learning environments inside the larger school to enhance community connection and relationships with the students. Every Year level works in a two-year learning cycle with the same teachers inside these smaller learning environments. These form a strong understanding of their students and families. The close relationship between teaching colleagues and an online individual student learning portfolio system allows for smooth transitions from one teacher to the next.

Silkwood supports the idea of a group of teachers working with students in two-year teaching cycles. We recognise that children need time to develop a relationship with a teacher and the importance of the student/teacher relationship to the child's learning. Currently teacher cycles at Silkwood are:

- Prep
- Year 1 – 2
- Year 3 – 4
- Year 5 – 6
- Year 7 – 8
- Year 9 – 10
- Year 11 – 12

These longer teaching cycles allow for teachers to develop an area of particular competence, build strength in the teaching body, improve the resources and deepen the understanding of teaching at a particular developmental level. The school fosters collegial relationships between teachers and explicit school records are maintained to ensure that students have a smooth transition from one teaching cycle to the next.

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 **2015:**

- 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
- 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. Whilst we acknowledge awards and prizes as extrinsic recognition of the work the children and team do here at Silkwood, we prefer our focus to be on the effort students and teachers put in every day towards their own growth and learning plans. This is the essence of true achievement.

In saying this, every year we have a number of 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 would like to honour the efforts of those people by acknowledging these things in our achievement section.

AWARDS AND RECOGNITION

- Silkwood School is an O*fficial member of the Commonwealth Games School Connect program.*

- Certificate of recognition for Leadership efforts from Senator Glen Lazarus;–
  Waimarie - Sport Leadership

  - o Jaelyn - Indigenous Leadership
  - o KJ, Lawson, Fraser, Morgan - Safe Schools Leadership; and
  - o Briody - Youth 4 Beaches leadership

- Kalila Purtle – Award Winning Recipe and recipient of $1,000 grant through Medjool Dates to support her 'The Sugar-Free Teen' enterprise.

- Australian Mathematics Competition award winners;

  - o Credit Awards - Thandie Z, Ethan R, Harrison C, Brandon P, Ryutaro N, Grayson W, Kira C, Kaspar N-F, Tayah R, Kyle H, Jaydn R, Zara M and Trinity H.
  - o Distinction Awards - Zoey A, Tane B, Ty R, Joella E, and Eden M-H.

- Chess Achievements
    - Earning a Professional Chess Rating - Kuda T, Jamie P and Kyle H.
    - Tournament Merit Award Winners - Laura J and Jamie P.

MUSIC AWARDS

- Beenleigh Eisteddfod;
    - Junior Choir – Highly Commended
    - Hummingbird Choir – 3rd
    - Intermediate Orchestra – 3rd
    - Vocal Ensemble – 2nd
    - Senior Strings – 2nd

- We also began recording our Bi Annual CD which will be finished in year 2016.

- Senior students participated in the BLEACH FESTIVAL and VOICES IN PARADISE

PUBLISHED ARTICLES and PRESENTATIONS TO THE WIDER COMMUNITY

- Student Published articles in the Gold Coast Bulletin
    - The Sugar Free Teen.
    - Reading Results for Naplan.

- Lauren Weston presented 'Nature Play the Silkwood Way' at the Nature play QLD Symposium – Kids Outdoors 2030.

- **Gold Coast Bulletin Student Reporter Awards, 2015 –** Yugambeh student Jaelyn Biumaiwai was awarded 'Story of the Year' for her story 'It's time for a change' on the need for constitutional recognition.

- **Golden Gecko Environment Award** – For outstanding contribution to the teaching of environmental education and integrated indigenous studies and for leading and inspiring the youth by example. Awarded to teacher Kalindi Brennan.

- **Beaded Gecko Youth Award** - For setting an example in leading a sustainable lifestyle and for the establishment of Youth 4 Beaches, an organisation dedicated to cleaning up plastic litter and raising awareness about its impact on wildlife. Awarded to student Briody Fahey.

- **2015 ASG National Excellence in Teaching Awards –** Kalindi Brennan an award recipient for outstanding work in championing Sustainable Environmental Education and Integrated Indigenous Studies initiatives.

- **Premier's Sustainability Awards 2015 -** Young Achiever's Award - Highly Commended. Awarded to student Briody Fahey.

- **Healthy Waterways Awards 2015 –** Student-led organisation *Youth 4 Beaches* received a specially created Highly Commended Award in the Water Warrior Award category.

- **Young Legends Award 2015 -** Briody Fahey from *Youth 4 Beaches* received this award from *Keep Queensland Beautiful* in recognition for her work in motivating young Queenslanders in keeping beaches clean and green.

- **Gold Coast Landcare Youth Leader 2015 -** Briody Fahey was nominated for and attended a Landcare leadership retreat in March 2015 and is now a youth ambassador for Gold Coast Intrepid Landcare.

- **2015 Premier's Reconciliation Awards** – One of four finalists in the Education category. This award seeks to showcase and acknowledge reconciliation initiatives, which promote and further respect, understanding and inclusion of Aboriginal and Torres Strait Islander peoples, histories and culture.

- **Datiwuy Dreaming 2015 –** All Silkwood students participated in 'Datiwuy Dreaming', a cultural learning music program initiated by NAISDA and Musica Viva in Schools, culminating in an interactive performance day. Datiwuy tutors (a clan within the Yolngu) along with NAISDA Dance College

Developing Artists, worked with students and community to develop awareness of the importance of music, dance and story in Yolngu culture.

- **Inspiring School Grounds International Conference 2015 –** SEED Leader Kalindi Brennan and student Kalila Purtle presented at this international conference in Bali on the topic of 'Authentically Embedding Aboriginal and Torres Strait Islander peoples, histories and cultures into learning spaces and initiatives'.

SPECIAL RECOGNITION PROJECTS AND PROGRAMS

- **Kids Teaching Kids – Mudgeeraba Special School 2015** – High School students developed interactive and engaging 'Nature Exploration' weekly workshops and activities, focused on integrating Aboriginal Ways of Learning, for visiting students with physical and intellectual disabilities throughout a term.

- **Totem Training (TT) 2015** – A health and fitness program linked to Silkwood's 'Connecting to Country through Totems' initiative was developed by our High School students. Local Yugambeh totems and language were incorporated in the creation of tailored cardio workouts. These consisted of animal movements (ZUU), plyometric and resistance training to further increase form, endurance and strength both mentally and physically. The use of Yugambeh language and totems helped participants become familiarised with local culture and animals through movement. Traditional Indigenous Games were also built into this program.

- **Traditional Indigenous Games 2015 –** Silkwood School hosted a Breaking Down Barriers (Traditional Indigenous Games) full-day workshop during the June school holiday break. This workshop was part of the Get Active Queensland Accreditation Program. Twenty participants were registered and this included 13 teachers across the primary and high school, plus three high school students and four university students. Traditional Indigenous Games were then fully integrated into HPE programs across the school in Term 3, in the lead-up to the annual Silkwood Dreaming Festival.

- **Re-Directive Practice - Sustainable Futures Community Initiative 2015** - Worked with the Design Futures team from Griffith University on a sustainable futures community initiative, integrating indigenous knowledge and Aboringal ways of learning, to rethink the Queensland Plan released in 2014 - http://queenslandplan.qld.gov.au/, using university level Cognitive Design Mapping processes.

- **Totems Artist-in-Residence Project** – In late 2015/early 2015 well-respected young Aboriginal artist Chern'ee Sutton led a group of adults and students in designing and painting totem poles with Silkwood's totem animals and natural features. These are now installed along the path to the school's entrance to connect students and our wider community to Silkwood's story. In 2015, Phase 1 of the Totems entrance gardens were completed and High School students have finished a series of Totem Art installation projects to continue the story-building journey.

- **Connecting to Country through Totems –** A leadership team was formed in 2014 to develop this interactive learning program, which is based on current research on pedagogy of place. Mentors worked with senior students to support them in creating stories, activities, menus and workshops to run for every class at Silkwood using the Kids Teaching Kids learning framework.   Over time, this evolving learning program aims to build in students a deep connection to Silkwood's natural environments, incorporating local indigenous knowledge, culture and ways of learning. This program was officially launched in May, 2015 by Silkwood Ambassador Jesinta Campbell.

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. Everyone works diligently to make sure that these gatherings are moments to be cherished within the heart of our community. The positive feedback we receive confirms that what we do is unique and important to our school community.

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 give all parents an opportunity to contribute their unique talents in a meaningful way. In this way they support the development of the school. This Association raised $1,649.10 in 2015. We are very grateful for the effort and support the Silkwood Community Care Association give to the school.

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. Whilst we respect people's individual choices in the home environment, we do our very best to ensure that families have an understanding to make informed choices for their children. In **2015** we offered courses in nutrition, parenting, art and craft workshops and Education for the 21st century.   We also published parent education articles in our fortnightly newsletter.

The following parent community events were offered;

- Time and Space
- Family celebration at the close of the year
- Transition ceremonies for students
- Parent '7 Habits' course
- Emergent reading program
- Community Conversations on a variety of topics

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

Qualification	Percentage of Classroom Teachers and school leaders at the school
Doctorate	**0%**
Masters	**20%**
Bachelor Degree	**69%**
Diploma	**6%**
Certificate	**5%**

Staff Composition:

		Part-time	Full-time
Teaching	Male	0	0
	Female	7	29
Non-Teaching	Male	0	9
	Female	13	3
Indigenous		0	0

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
61	195	219	95%

For permanent and temporary staff and school leaders the staff attendance rate was **95%** in 2015.

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of 2013 program year (Head Count)	Number of these staff retained in the following year	% retention rate
29	27	93%

From the end of **2014,** 93**%** of staff were retained for the **2015** school year.

Expenditure on and teacher participation in professional development in 2015:

The total fund expended on teacher Professional Development in **2015** was **$43,287.00** an expenditure of **$1,492.00** per teacher. The involvement of the teaching staff in Professional Development activities during **2015** was **100%** of staff.

Professional Development Activity	Date	Time
Whole staff induction	21.1.15	6.5hr
ISQ Principals Briefing	13.3.15	3hr
ISQ Literacy and Numeracy Coaching (Writing)	19.3.15	5.5hr
QLD Sports PD – Traditional Indig Games	21.3.15	5hr
Symposium – Using Data For School Improvement	30.3.15	5hr
Learning Connections Yr1&2	9-10 April	7hr
Mindset Workshop – James Anderson	25-26 June	10hr
Traditional Indigenous Games Accreditation	28.7.15	5hr
QELI Growth Coaching – Carey McIver	4-5 June & 24-25 August	30hr
QELI Middle Leadership Program	20-22 May & 30 Oct	30hr
NCDD Training & Moderation	17.6.15	5hr
ISQ Briefing – Jenene Rosser	12.10.15	6hr
QELI Excellence in Leadership	May-Dec	30hr
Inspiring School Grounds (ISGA) Bali	28-30 Sept	30hr
AFMLTA – Languages Workshop	10th Oct	7hr

KEY STUDENT OUTCOMES

Student population composition in 2015

- 49.65%   Male
- 50.35%   Female
- 1.16%   Indigenous

Average student attendance rate in 2015 was 91.31%

Total number of students	Number of school days in program year	Total number of student absences	Average Attendance Rate %
431	179	6,421	91.31%

The attendance rate as per year level 2015

	Total number of students	Number of school days in program year	Total number of student absences	Average Attendance Rate %
Prep	54	179	927	90.23%
Year 1	55	179	775	91.71%
Year 2	46	179	753	90.70%
Year 3	45	179	577	92.81%
Year 4	49	179	800	90.82%
Year 5	45	179	541	93.32%
Year 6	38	179	533	92.07%
Year 7	29	179	397	90.93%
Year 8	39	179	650	90.77%
Year 9	15	179	209	92.10%
Year 10	16	179	259	88.93%

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 Facilitator 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

Silkwood endeavours to equally educate in the areas of academia, the arts, emotional / social development and practical work through an integrated approach. The school's academic results, whilst important, are only a part of our overall educational outcomes for students.

The following NAPLAN benchmark results are indicative of one standardised test mandated by the government. Silkwood runs its own assessment programs across a broad range of curricula areas, utilising

best practise in a wide range of modern and traditional ways to identify competency and progress for each student. The NAPLAN benchmark data that we are required to publicise is presented alongside our assessment results to parents. This combination then provides an accurate and clearer picture of how each child is travelling academically.

As a school, due to our assessment culture, we deliberately do not focus on teaching for this test or using valuable student learning time to prepare them so they get better results. Students also work individually on a learning continuum set at their level. Therefore their individual learning plan drives their learning program at all times not teaching to a year level curriculum. NAPLAN summative testing is a style of testing used to efficiently measure a large group of people's academic grade level knowledge. For this reason, it is not helpful for Silkwood, as we already have this information in a far more accurate format.

As a general rule, our students perform well in this test. However, being a small school and with our lower number of students participating in the tests it means our results are easily skewed due to the impact of the range of unique learning needs in each class. For this reason, we often see dramatic changes year by year or class by class so it is an unreliable measure of the school's academic success.

Analysis of school data from Years 3, 5, 7 and 9 NAPLAN reports 2015				
	Average Score (Silkwood)	*Average Score (State)*	*Average Score (National)*	*% above National Minimum Standard*
Reading				
Year 3	447	418	425	100%
Year 5	524	495	498	100%
Year 7	528	543	546	100%
Year 9	651	572	580	100%
Writing				
Year 3	399	406	416	100%
Year 5	480	470	478	100%
Year 7	472	506	511	80%
Year 9	570	537	547	88%
Spelling				
Year 3	385	397	409	100%
Year 5	498	489	498	100%
Year 7	504	544	547	86%
Year 9	633	582	583	100%
Grammar and Punctuation				
Year 3	443	430	433	95%
Year 5	503	500	503	95%
Year 7	518	538	541	100%
Year 9	600	566	568	100%
Numeracy				
Year 3	393	393	398	95%
Year 5	487	486	492	100%
Year 7	517	539	542	93%
Year 9	605	585	592	100%

SCHOOL FINANCES

Net operating profit for the **2015** financial year was **$889,207**. The school experienced another solid financial year in line with budgeted expectations with regards to income and meeting the budgeted operating cost expenditure.

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

Source of Income 2015

- Parent Income — 34%
- Government Income — 63%
- Capital Income/Grants — 3%
- Other Income — 0%
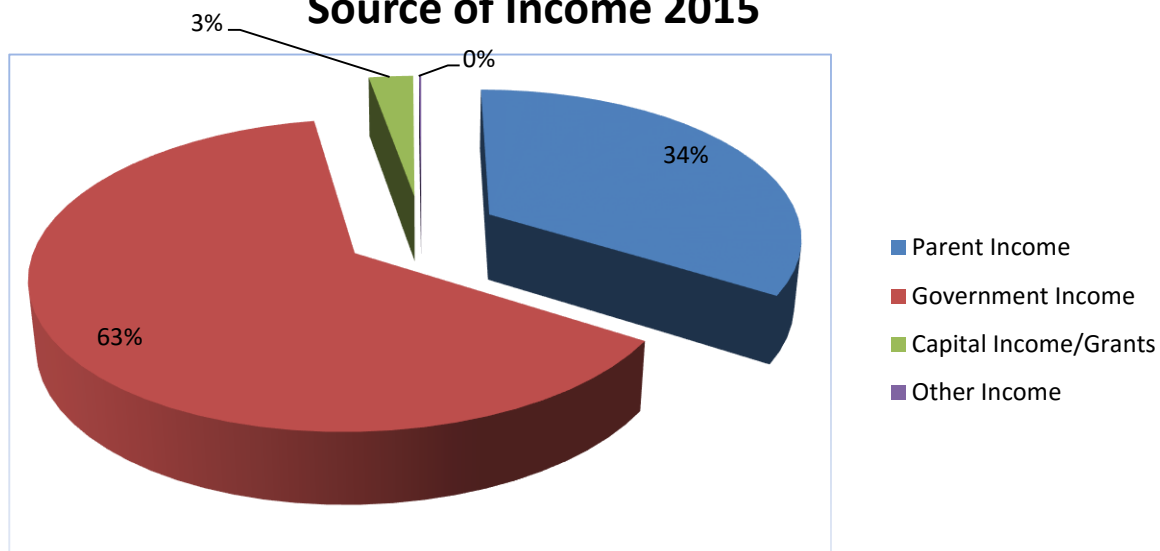
Source of Expenditure 2015

- Education Expenses — 7%
- Teaching and Teacher Salaries — 52%
- Administration and Overheads — 25%
- Site, Maintenance, Cleaning and Bus — 4%
- Capital Projects — 12%
- Interest Paid — 0%
- Other Expenses — 0%
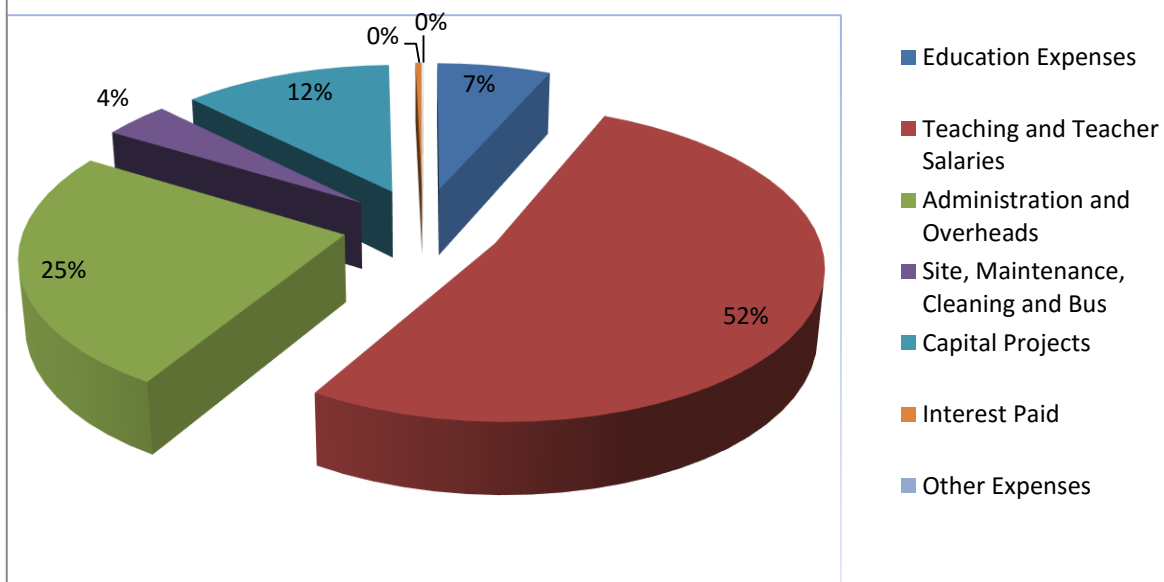
ENROLMENTS

- Enrolment numbers at Commonwealth census for **2015** were **431** students an increase of **24** students from **2014**.

- In **2015** we received **198** enrolment applications. This was an increase of **7** from **2014**.

- Enrolment enquiries for the year were **326.**

PARENT SATISFACTION

The school has an annual parent questionnaire to help measure the school's success. The survey identified that **79%** of parents have a high to very high level of satisfaction with the school. From this data we identified *Internet Technology* at school was an area for review and improvement in **2016**. The school put in place a number of improvement actions for this area in **2016**.

Parent Survey Results 2015

How Parents feel about these issues	High to a Very High Level of satisfaction	Neither agree or disagree	Low Level Of Satisfaction	N/A
School Atmosphere is Safe and Caring	96%	3%	0%	0%
School Discipline & Bullying	65%	25%	6%	4%
Teaching Methods and Standards	88%	11%	1%	1%
Curriculum	66%	24%	9%	1%
Internet Technology	52%	30%	1%	18%
Quality of Teaching Staff	89%	10%	1%	0%
School Facilities	82%	10%	8%	0%
Communication	83%	13%	4%	0%
Learning Support / Specialist Programs	66%	21%	7%	5%
Values and Social Skills	88%	10%	1%	1%
Parent/Teacher Relations & Communication	85%	11%	4%	1%
Child's Experience of School	86%	11%	3%	0%
Parent Community Experience	86%	11%	3%	0%
Starting at the School	79%	5%	3%	12%
TOTAL	**79%**	**14%**	**4%**	**3%**

CONCLUSION

In conclusion, **2015** was a challenging year of 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 in all our systems and processes. Connecting all our learning programs into one framework from Prep to Year 12 is paving the way to tell the story of the Silkwood learning adventure - **The Silkwood Way.**

We would like to 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! Thank you, and High School, here we come.

STRATEGIC PROGRESS

The school's current five-year strategic plan covers the period from 2012 - 2016. A copy of the plan is available on the schools website or on request from the school office. The following is a summary of the progress of the strategic plan.

STRATEGIC DRIVER 1 – RESOURCES	
SYSTEMS: We have improved our processes so that systems support staff: staff do not support our systems. They are streamlined, intuitive, user friendly and enable efficiency and time saving, therefore minimising staff stress levels.	
	COMPLETED ACTIONS 2012
	Streamlined and made user-friendly all of the teacher training learning modules so they can be transferred into an on-line training system in 2013.
	Implemented Sharepoint, a web-based document management system to house all of the school policies and procedures and working documents.
	Developed student discipline procedures to ensure teachers are clear and consistent in their understanding and approach, and so they reflect the '7 Habits' approach.
	Sourced a child psychologist to work with the school with formalised assessments and to develop individual behavioural plans for students and assist families with making changes needed at home to support behaviour change.
	Set up a task group to review proficiency lessons so they can be managed and resourced more effectively to improve student learning. Task group completed outcomes where; • A new timetable developed to improve student learning. • Training for teachers in differentiated learning programs developed. • A new learning support framework developed to increase the opportunity for individualised learning across the school.
	Developed a procedure to engage syndicates in developing resource needs for each teaching cycle.
	Created a parent 7 Habits program.
	Created a 7 Habits teacher training plan.
	Created a 'festivals' team to research, create, manage and organise the seasonal festivals for the year. Completed and a new structure for festivals and transition ceremonies. Teachers now have planning and lead teachers to help with this area in the school.
	Developed an online calendar and procedure for leave applications.
	On Sharepoint, created an online Silkwood iPad Apps list for Learning Support and an ICT tools matrix that is easily accessible for teachers.
	Developed a School Communication Calendar that everyone can assess. All school events and bookings go through this calendar.
	Moodle and Mahara as learning and assessment portfolio platforms where decided upon and installed ready for the launch of the 2013 High School program.
	Reviewed the Learning Support policy to establish a clear framework of support and ensure an inclusive strategy; 1. Developed a new learning support framework. 2. Learning zones for every student with clear levels of support offered. 3. Re-structured the Learning Support Managers role and completed a mandate. 4. Completed new procedures to support the framework.

COMPLETED ACTIONS 2013
Developed a bank of online assessment pieces for National curriculum achievement objectives.
Developed a plan to ensure all current school learning resources are in an electronic form ready for the population of Moodle.
Installed Cognology to manage staff improvement and development plans.
Sharepoint • Completed the population of Sharepoint for all working documents. • Made significant improvements to the interface so it is easy to use for everyone – day to day documents are found through one click. • Procedures that are used regularly converted into online forms that remove the need for people to remember the steps. • Trained all of the team to use Sharepoint. It is now fully integrated into our workplace.
New learning support framework and proficiency lesson model successfully integrated.
New staff survey developed as an online form providing more detailed information on how the school can be improved.
Researched and prepped a new social skills program, SAS, for students in need of development in this area. 2014 implementation planned.
Implemented the Silkwood Teacher Appraisal and Management Program (STAMP) and populated our online management system Cognology with the modules and processes from this system.
Developed a yearly overview Excursion, HPE and practical lesson template for the Middle School Syndicate for consistently in teaching across the school.
Developed a practical lesson planning template to support teachers with expected planning requirements for these lessons. Integrated this into planning processes.
Common Middle School assessment tools were developed and integrated into planning and assessment processes
COMPLETED ACTIONS 2014
Formed a partnership with ENGAGE to develop a Silkwood specific parent portal and student database.
Developed a new online learning support system in our student database Engage to enable automatic workflow prompts and consistency of approach to supported learning requests.
Developed anew Teacher development and appraisal framework to line up with the latest research on the best practise for improving teaching and learning. Implementation set for 2015.
Rolled out the Syndicate Learning model with mandates developed for leadership of Syndicates with the aim to improve the consistency of quality of teaching across the school and give appropriate coaching support to all teachers.
Developed online record keeping for behaviour management records so that data can be tracked easily and used to improve learning for students.
Thematic lesson template was setup on Moodle and all thematic lessons in Year 7 up have been populated into the system. Other year levels began the process and completion will be in 2015.
Online Parent Portal in Engage was launched as our main mode for parent communication.
Parent Teacher Meeting notes developed into an online system in Engage so it is linked to student records and parents can access via the parent portal.
Uniform App (Qkr!) established for online uniform ordering. It has made the process easier for everyone saving staff time.
COMPLETED ACTIONS 2015
Streamlined the mandate board reporting into one format to minimise the need for double up on information
We moved student reporting into an online format which enabled parts of the report to be generated automatically and then emailed to families. This minimised the time teachers and the admin department spent on mailing and writing reports.
Included the 360 Reflection Tool in the teachers develop processes so they are more able to effectively reflect on their practise.

	Developed Mandates into a clearer format to better define general responsibilities and improvement expectations.
	Introduced a parent app for the parent portal.
	Launched the new Teacher development and appraisal Policy and increased teachers release time to include a weekly coaching sessions and time for reflection on their development goals
	Identified areas of stress for teachers with Moodle our LSM system and sought out solutions which resulted in a decision to change to a new LSM system with the design features to help teachers. Employed an E-Learning specialist to help teachers with the integration of our new system IGNITE. Role and integration to start in 2016.
	Improved the online learning support processes to reduce stress for teachers in managing the planning and meetings for these students.
	Started work on re-designing the Silkwood Teaching and Learning Framework to improve teacher clarity on the expectations.

Experiential, practical and outdoor learning spaces: We have a well-integrated kitchen to garden program operating on the school grounds, which supports pedagogic approach of experiential, practical and outdoor learning. This is supported by a well-developed approach to quality wholefood nutrition practise at Silkwood. This program will also support our community by enabling healthy catering for all school events.

	COMPLETED ACTIONS 2012
	Completed a plan for kitchen and garden development. Due to space restrictions during 2012, the kitchen component of this program did not get developed. Pre-works have been completed ie. plumbing and electrical, purchase of cabinets.
	Completed a Nutrition Policy.
	COMPLETED ACTIONS 2013
	Created two outdoor 'learnscapes'
	COMPLETED ACTIONS 2014
	Established Phase One of our permaculture garden.
	Developed The Kitchen to Garden Syllabus and titled SOW, GROW, NOURISH. Students in Years 1 -5 and began permaculture lessons and cooking classes as part of this program.
	Built an outdoor oven with the students to support the cooking program.
	COMPLETED ACTIONS 2015
	Mobile storage purchased for the kitchen equipment.
	The students built an outdoor compost system.
	Developed High School Interdisciplinary Unit learning/experiential content to support this driver.
	Greenhouse was purchased and installed.
	Irrigation was installed to all garden beds and greenhouse.
	Vertical garden beds installed.

Learning Support Centre: To investigate the feasibility of starting a learning support centre which offers neuroplasticity and other alternative programs to support children with challenging learning and behavioural needs.

	COMPLETED ACTIONS 2012
	Research Neuroplasticity programs appropriate to trial. Completed and a task group setup to investigate working with Arrowsmith program.
	Developed a new learning support teacher Mandate in line with the new learning support framework.

	COMPLETED ACTIONS 2013
	Began an Arrowsmith Centre at Silkwood for students with cognitive learning difficulties and enrolled the first class. http://www.arrowsmithschool.org/
	As part of the introduction of a learning support framework the role of the Learning Support Manager was changed to be an administrative and research role to give time for innovative ideas to be looked at in this area.
	COMPLETED ACTIONS 2014
	Launched a second Arrowsmith class.
	Researched implementing Neurofeedback therapy as part of our learning program. It is cost prohibitive for the school in the short term.
	Designed moveable learning pods for classrooms that minimise noise and distraction for ASD children.
	Employed a full-time Learning Support Manager to support the development of this area.
	COMPLETED ACTIONS 2015
	Put a future staffing plan together for our Learning Support Department to ensure this department was appropriately staffed.

High School: We have designed and planned the building of a cost-effective high school in respect of our sustainability driver. The high school features a 6 star energy rating, and includes eco-friendly and innovative technologies.

	COMPLETED ACTIONS 2012
	Costing for new High School building program completed and tendered.
	Moodle and Mahara learning and assessment platforms where decided upon and installed ready for the launch of the 2013 High school learning program.
	Develop a list of schools for the HS development team to visit for both inspiration and practical ideas. Organise site visits. Visited the following schools; - Unlimited School in New Zealand - Big Picture Education - Northern Beaches Christian School After looking at these options a decision to move forward with Big Picture Education for our High School model from Year 9 onwards was made.
	COMPLETED ACTIONS 2013
	Started our first Year 8 and had a successful year.
	Began court proceedings to appeal council's decision on our HS land.
	Moved our High School accreditation from provisional to full accreditation.
	Researched a number of other options for sites as part of the minimising the risk associated with court process. Unable to find any feasible options.
	Populated Moodle ready for our Year 9 program start in 2014.
	Transferred High School Building grant to our current site due to court proceedings holding up the development of the new site. Began building a six classroom centre with the grant.
	COMPLETED ACTIONS 2014
	Begun Year 9.
	Amended the plan for the High School in light of working through the consultative process of our court appeal.
	Applied to the BGA for a grant to develop Stage 1 and 2 of the High School based on new plans and was successful.
	Redesigned the classrooms into open learning areas to ensure maximum flexibility of the space.
	Court appeal moved to the stage of mediation.
	After appraisal received formal notification from Big Picture Australia that we can call our program a Big Picture Academy

	COMPLETED ACTIONS 2015
	Begun Year 10 and committed to Year 11 in 2016.
	Completed the mediation for the High School Land final court date set for April 2016. Building set to start in May 2016.
	Completed the project plans for the High School awaiting final conditions before going out to tender .
	Begun work on our Year 11/12 program.
	Included a number of sustainable features in the plans for the High School.

Administration Building - We have implemented a simple and cost-effective renovation of the administrative building whilst the new building is being built. This process supports our image driver and focus on positive impression for customers and ease of use.

	Action fully completed in 2013
	A new purpose planned administration building was built and the opened in Term 4 2013. This completes this strategic driver.

STRATEGIC DRIVER 2 – FINANCIAL

Benefactors: We have two long-term benefactors now contributing a total of $100,000 who are members of local entrepreneurs' networks. We are proactively maintaining and expanding our exposure to other potential benefactors by actively networking and engaging in various environments. We have explored and identified our benefactors' needs and our communication is customised to their interests, demonstrating value and return on their investment.

	COMPLETED ACTIONS 2012
	Started the school twitter account and High School Facebook page.
	Reviewed and revised the school website to make it more user friendly and relevant.
	Hosted an Environmental Educator's Network Meeting focusing on 'Biodiversity' on the school site.
	COMPLETED ACTIONS 2013
	Built a large networking circle for the school with environmental and indigenous education and Silkwood was invited to talk a number of conferences on this topic and received many awards for our work with environmental and indigenous education. (see details below)
	PUBLISHED ARTICLES ON THE SCHOOL and PRESENTATIONS TO THE WIDER COMMUNITY; • Remote Indigenous Gardens Network Newsletter • Gold Coast Bulletin Paper (student article submissions x 3) • Gold Coast Hinterlander Paper (x 2) • Kids Teaching Kids Newsletter • Growing Communities Newsletter • Healthy Waterways SUCCESS Newsletter • GECKO Leaftales Magazine • Articles in the PAMYE (Primary and Middle Years Educator) and QAGTC mags • Presented at the QAGTC (Queensland Association of Gifted and Talented Children) annual conference • Silkwood students facilitated workshops for educators at the **Growing Communities Conference** • Presented and shared Silkwood's SEED & indigenous initiatives at the **Australian Curriculum Studies Association (ACSA) Cross Curriculum Priorities Conference**

	• Silkwood students were invited and presented and shared Silkwood's waterway health and environmental achievements at the Gold Coast **Healthy Waterways Report Card Launch** • Silkwood students were invited to present and share Silkwood's initiatives at the **Indigenous Science Conference** in Sydney
	Built 14 community partnerships in the Gold Coast community.
	Included invites to charity organisations and wider community members to the schools termly festivals.
	COMPLETED ACTIONS 2014
	Begun work with a school marketing company (IMAGE SEVEN) to create and consistently articulate the benefits of a Silkwood education so as to position the school as the credible alternative educational option.
	COMPLETED ACTIONS 2015
	Created **The Silkwood Way** as our branding and completed **The Silkwood Way** manifesto. Started work on **The Silkwood Way** teaching and learning framework and a new school website. Work with our marketing consultants will continue in 2016 to improve the clarity of our branding.

Diversified revenue stream: We have diversified our revenue stream by creating an online home-schooling curriculum, bringing an alternative source of revenue. This initiative will also develop our international footprint, impacting positively on our image (thus supporting our fourth driver). We will sell 100 year levels of the product in 2016.

	COMPLETED ACTIONS 2012
	Investigate and implement the framework for an online education system. Moodle was chosen.
	Mahara and Sharepoint installed to support Silkwood's learning framework.
	Curriculum Manager populated lesson plans and resources for Years 6 – 8 ready to start using at Silkwood in 2013.
	COMPLETED ACTIONS 2013
	Sourced a consultant who can help us with the development of our home schooling product. Cost prohibitive for the school to do the work for this at this stage so will be re-looked at in 2015.
	The population of the lesson plans onto our online Moodle platform for the school from Prep – High School is underway. In 2013 all staff were trained in Moodle. This will be ongoing through into 2014.
	COMPLETED ACTIONS 2014
	Moodle population continued through into 2014. Proficiency and practical lessons were included for Years 6 -9.
	Worked with a business consultant to complete the overall project plan for the Silkwood online business so we can develop a time line and appropriate costings.
	COMPLETED ACTIONS 2015
	As part of the Business Plan above employed an E-Learning Manager to head up the project and development our E-Learning development and systems.
	Changed our LSM system to more flexible design in preparation for the development of our home schooling and distance education model.

Acquisition: We have implemented a plan to purchase a child care centre for our pre-prep program as a source of extra funding and a mechanism to provide an early childhood pathway for Silkwood students. In 2016, we have now started the proactive acquisition phase.

	COMPLETED ACTIONS 2012
	Made contact with a childcare centre in Maudsland who is interested in running a Silkwood Pre-prep program in 2013. Set up a task group to explore this opportunity.

COMPLETED ACTIONS 2013	
Moving on the above option we found it to not be a viable option due to the costs of developing the space to fit our needs.	
COMPLETED ACTIONS 2014	
Researched the best way forward for this and it was concluded that purchasing a ready-made child care centre was worthwhile Investigating. Looked at all child care centres in the Nerang area and none are currently available.	
COMPLETED ACTIONS 2015	
No further action with this the school's focus and funds were required for the High School development.	

Replicating the model: We are securing our financial revenue streams by duplicating the Silkwood School model and are looking for a second campus in a distant geographical area, alleviating risks of competition between the schools. We are basing our exploration on a detailed feasibility study.

COMPLETED ACTIONS 2012	
Identified possible sites for second campus. Financial plan to look at the feasibility of this option will be developed in 2013.	
Completed the teacher training modules for the non-negotiable elements of Silkwood pedagogy.	
COMPLETED ACTIONS 2013	
Sharepoint, Moodle, Mahara, Cogonology and Engage are all installed and currently in various stages of population and integration. These online platforms are the bases for the framework that will enable the school's model to be duplicated and on-sold.	
Researched a number of other options for new school sites. This process revealed the challenges and costs associated with this. (see action below)	
Created a future school model to show how the school could grow to include another campus without risky our current school numbers. A financial plan was developed against this to check feasibility. This process indicated a second site could be viable with this plan around 2020.	
COMPLETED ACTIONS 2014	
Continued the development of our resources into an online teaching and learning platform so The Silkwood Way model can be easily transferred to a second campus.	
COMPLETED ACTIONS 2015	
Changed our LSM system to more flexible design in preparation for the development of our home schooling and distance education model and second campus.	
No further action with this the school's focus and funds were required for the High School development.	

STRATEGIC DRIVER 3 – PART A - SUSTAINABILITY ENVIRONMENTAL

Curriculum and sustainability - By utilising the schools natural resources Silkwood has developed a curriculum and program for environmental education. Our natural surrounds play a pivotal part in our program as it is a leading example of sustainable practise and is being developed to raise environmental awareness for the youth of the Gold Coast. We have begun to form strong partnerships in the wider community to work nationally in this area and Silkwood School is working towards being recognised as a leading school in environmental and sustainable education

COMPLETED ACTIONS 2012	
Developed a new framework and syllabus for Environmental Education and associated facilities.	
Developed and launched our environmental management plan. (SEMP)	
Trialled 'pedagogical areas of interest' leadership teams across syndicates to promote increased teacher 'buy in' to learning opportunities and consistency in programming across all year levels.	
Invited 'Natura Education' to talk to teachers about workshops they can provide as part of Environmental Education studies in 2012.	

	Installed individual Climate Smart monitors into classroom completion set for 2013
	COMPLETED ACTIONS 2013
	Researched solar powered heating systems to trial in 2014.
	Developed and integrated our SEMP (School Environmental Management Plan).
	Researched improved options for our waste recycling & signed contracts with SITA.
	Facilitated a teacher development course in how to use 'remember to design' thinking model in practical sessions projects. Particular emphasis was placed on Environmental Education for sustainability contexts.
	Created Silkwood SEED Week and held a range of workshops and events hosted at Silkwood.
	Participated in GECKO Green Week – hosted events at Silkwood as part of the program.
	Became an **Accredited Cleaner Greener School.** We are one of 8 schools in Queensland to be have been given the highest rating of 5 stars on the Keep Queensland Beautiful Honour Roll in 2013.
	Became a pilot wellbeing school for kids-teaching-kids. Participated in **Kids Teaching Kids Week** – where our students created workshops were presented to Silkwood classes and visiting schools. Silkwood students presented workshops at the **Kids Teaching Kids National Conference** to a national audience.
	Silkwood led out as the pilot school for ' Up the creek and down the drain'
	COMPLETED ACTIONS 2014
	Developed the SEED Syllabus for our afternoon practical lessons with reference to the SEMP drivers.
	Provided SEED teaching and learning training to all teachers.
	Presented at the QLD outdoor and environmental Educators conference re: SEED and indigenous program at Silkwood.
	Lead out as a National Indigenous Science School.
	Integrated '8 Aboriginal ways of learning' into our learning frames and created an indigenous totem from each level. Embedded this work into our annual Indigenous dreaming festival.
	COMPLETED ACTIONS 2015
	Launched our 'Connecting to Country through Totems' learning program embedding indigenous ways of learning with our natural environment.
	Included bush play in the Learning Programs in the Early Childhood Syndicate.
	Started a task group to improve the learning opportunities for open ended creativity in our natural bush space.
	Populated the SEED portal on Moodle with learning artefacts and resources to support school sustainable environmental management systems and education initiatives

STRATEGIC DRIVER 3 – PART B - SUSTAINABILITY ORGANISATIONAL

Recruitment & Assessment: We recruit based upon values and strengths before assessing skills, ensuring 100% alignment with our vision and specific pedagogy.

Each individual has their own career plan, with the training milestones required to meet those ambitions established. We have a clear framework for modelling the required skill sets of an individual to his / her job role. This allows for thorough recruiting processes, accurate and timely monitoring and reporting and identification of strategies to set each individual up to succeed

	COMPLETED ACTIONS 2012
	Researched and trialled an online personality profiling program.
	Developed Syndicate leadership roles and created a clear job description.

	Engaged an employment consultant to help us with developing a new interview process for teachers.
	Started the process leading to having full-time Syndicate leaders as part of our support for new teachers.
	Created an organisation chart and job descriptions for the Front Office team.
	COMPLETED ACTIONS 2013
	Developed a personal vision workshop for the team and run it so every team member has a personal vision that can be linked to their career path at Silkwood. This is now included as part of staff induction.
	Installed Cogonology to track learning plans for the staff.
	Started the process of developing a full Development and learning framework for all team members. Embedded the teacher development process (STAMP) into this framework.
	Designed a relief teacher training program for casual relief teacher pool.
	COMPLETED ACTIONS 2014
	Re-designed our Teacher development and appraisal framework in light of new research about what teacher development is successful with improving learning. Completed a timeline for implementation and made necessary adjustments to teacher timetables to enable the greatest opportunity for success.
	Implemented the five languages for workplace appreciation.
	Identified coaches for the teachers and completed coaching training for all coaches. Scheduled weekly coaching sessions into teachers' timetables to support the progression of individual development plans.
	Set up every teacher to have an individual development plan.
	Designed an online system on Sharepoint to manage the administration of staff individual development plans.
	Held a task group to review staff induction processes for improvement. Embedded the changes into an online system.
	COMPLETED ACTIONS 2015
	Started to use an employment agency for our recruitment and found it to be very successful. This is now a part of our strategy for employment.
	Reviewed the Mandate and Key Tasks for Syndicate Leader Mandate and developed a new mandate to match the changes to the role. Renamed the Syndicate Leaders to Learning Managers to better reflect the role.
	Completed a 12 month review of the new Teacher Development and Appraisal policy and made improvements by reducing the weekly expectations to make them more achievable.
	Redeveloped the schools Induction checklist and will put it on line in our new LSM IGNITE in 2016.
Skills Training: We consistently assess needs and implement staff training programs to grow skills. Currently, we are increasing staff's knowledge in IT and have reduced help desk calls by 50%.	
	COMPLETED ACTIONS 2012
	Developed a FL procedure training manual and include the following actions; • Training in the first aid procedure • Training in the enrolment procedure • Created school tour script • Created visitor cue cards • Reviewed telephone procedure
	Provided Teacher and Learning Support Teacher training of oral re-telling for students with SLI. Developed this into a teacher training learning module.

	Developed the learning modules for the teacher aid training program.
	Developed a continuum of ICT skills that teachers need to achieve.
	Developed ICT procedures for new employees to assist with basic information. This was achieved through the basic logon process once a new ID has been created. In addition there have been several training videos produced and a Frequently Asked Questions area placed in the ICT section for self-paced training.
	COMPLETED ACTIONS 2013
	Worked with a 'scientist/mathematician' school mentor, Neville Demestre, to give mathematical problem solving learning demonstrations to teachers to improve their maths teaching skills.
	Created an IT section on Sharepoint which includes a FAQ section, ICT help links, and an on-line system for logging IT help. https://silkpoint.silkwood.qld.edu.au/SitePages/ICT.aspx
	Trained all teaching team in Moodle.
	Trained all staff in Sharepoint.
	Held training in strategies to how to hold a challenging conversations.
	Trained all teachers in mental health.
	COMPLETED ACTIONS 2014
	Continued to build a self-help desk on Sharepoint for common IT related issues.
	Completed a standard template for Moodle. All teachers started using Moodle to plan and build on-line lessons.
	COMPLETED ACTIONS 2015
	Held a task group with administration team to ascertain strengths and weaknesses with current procedure on responses to callers.
	Analysed teacher needs and skills deficiencies for Moodle (Learning Management System). This process revealed that Moodle lacked the flexible design options we needed so researched and found a more appropriate LSM. Teacher training began on the new system ready for integration in 2016

Maximising our environment: We have well developed HPE program that involves interschool sport opportunities and after school clubs. We have integrated into our HPE and after school programs an adventure learning program that utilises and maximises our natural school environment to its' full potential. We offer the adventure program to the wider community and other schools for use and we earn income from this initiative.

	COMPLETED ACTIONS 2012
	HPE syllabus was reviewed.
	A HPE leadership team was created to develop a whole school yearly HPE overview. This task was completed and now is in place every year to ensure consistency of HPE roll out.
	Increased the play space for Year 1 -2 and added in hardball area, quiet play space, climbing area.
	COMPLETED ACTIONS 2013
	Overview of a HPE framework for Middle and High School developed.
	Developed a partnership with the PCYC to run our Middle and HS HPE programs.
	Set-up a Basketball court for the middle and HS students.
	COMPLETED ACTIONS 2014
	Researched forest and bush school set-ups to see how we could include this into Silkwood's play program.
	Held a community conversation and Film night with Nature Play Australia to watch the Wild Thing movie and then discussed how we could as a community encourage young people to get outside and play more.

	COMPLETED ACTIONS 2015
	Appointed a Teacher as a school leader in HPE and to lead the improvements in this area.
	Improved the opportunities for student engaged in competitive sport from Year 5 up with involving the students in South Coast Interschool Sport program.
	Successfully joined with Nerang High for a Athletics carnival.
	Offered opportunities for students to participate in; • Kokoda Challenge • Duke of Edinburgh Award Program • Colour Run • Fitness and PT training

Parents' involvement for lasting learning: We have implemented a school wide program that supports opportunities for parents to have meaningful connections with their child/teen at school that is gaining national recognition. This program includes a contemporary model for reporting to parents, that supports our student-centred approach to learning and engages parents meaningfully in their child/teen's learning journey.

	COMPLETED ACTIONS 2012
	Held a 'Transitions and rites of passage' task group and create a year plan. Three new transitions ceremonies where created.
	Implemented 'Time and Space' community initiatives and workshops for parent/student conversations. *http://www.time-space.com.au/*
	Begin research for appropriate providers to run our Middle/High school camp/personal development programs.
	COMPLETED ACTIONS 2013
	Held training in strategies to how to hold challenging conversations.
	Created a plan to roll out student Professional Development workshops for our middle and HS program.
	COMPLETED ACTIONS 2014
	Began a termly 'community conversations' calendar to engage families in a range of topics relevant to young people and education.
	Began researching the implementation of student-led parent/teacher conferences. Lead out with these in the High School program and timeline implementation for the rest of the school in 2015.
	Developed a Year 8 transition camp to conclude the time and space work to begin in 2016.
	Established Grandparents day in the lower primary school.
	COMPLETED ACTIONS 2015
	High School Parent Information Sessions delivered each term were well received and effective in raising awareness/understanding of our High School Learning Program and working with passion projects.
	Started Student-Led parent-teacher conferences and exhibtions
	Started a task group to review the Parent Information Course and school tours information to match the information in the The Silkwood Way.
	Moved the Time and Space work to Year 6 and included a transition camp as a conclusion to this process and graduation from Primary school.

STRATEGIC DRIVER 4 – IMAGE

Audit: We have audited the image of the school to develop an evidence based communication strategy that meets our customers' needs.	

	COMPLETED ACTIONS 2012
	Nothing this reporting period.
	COMPLETED ACTIONS 2013
	Developed parent friendly procedures to support the enrolment of new families into the school.
	• Implemented a new families procedure
	• Wrote a new student induction checklists
	• Reviewed and revised the enrolment procedure
	• Improved survey methods
	• Reviewed and revised parent handbooks
	COMPLETED ACTIONS 2014
	Contracted a school marketing company to work with the school to develop a new communication strategy. An initial analysis has been completed.
	The school reviewed classrooms in light of effectiveness for contemporary teaching methods. This process resulted in significant changes being suggested to the look, feel and layout to improve effectiveness for learning environment. Some classrooms undertook this transformation in 2014 and the remainder will be completed in 2015. All teachers have reported enthusiasm for the changes and stated the classrooms have made learning easier and more effective.
	COMPLETED ACTIONS 2015
	Developed a Silkwood Story entrance path to engage the community in the school's vision.
	Worked with Image Seven (marketing company) to create marketing/branding communication strategy. Created **The Silkwood Way** as our branding and completed **The Silkwood Way** manifesto. Started work on **The Silkwood Way** teaching and learning framework and a new school website. Work with our marketing consultants will continue in 2016 to improve the clarity of our branding.

Clear identity: We have a clear statement of the Silkwood School identity and we position ourselves as a school with cutting edge pedagogy. A comprehensive communication strategy and marketing plan are in place in the Gold Coast region to support our growth. We have achieved a waiting list of 10% across every year level.	

	COMPLETED ACTIONS 2012
	Developed a procedure to ensure all classrooms, and general school communications pass through the front office.
	Developed a school motto that is easy to remember and catchy and incorporate into marketing:
	Be inspiring… get connected… make a difference!
	Reviewed the schools website to ensure it is user friendly and informative.
	Developed an improved communication strategy for enrolments and new families.
	Developed a template to support teacher communication to parents and enact.
	Revised the school newsletter.
	Created a comprehensive online communication calendar.
	Started Facebook and twitter for the school.
	COMPLETED ACTIONS 2013
	Created a middle school prospectus.

	Embedded the new school motto into all of our marketing material.
	Created a new Middle school/High School uniform.
	COMPLETED ACTIONS 2014
	Employed a school marketing company IMAGE 7 to support us to develop our communication strategy. They have worked closely with the team to complete an initial analysis with the parents, students and staff. This work has resulted in the completion of an overview of the Marketing and Communication strategy. Further detailed work to be completed as a result of this in 2015 are; 1. Manifesto – The Silkwood Way 2. Style Guide 3. Website and e-newsletter template 4. Fortnightly newsletter 5. Media relations strategy
	COMPLETED ACTIONS 2015
	Run a process at staff induction that identifies what it is the final outcome we want for a Silkwood student (aspirational).
	Completed The Silkwood Way Manifesto and printed into brochures.
	Completed the Silkwood style guide.
	Completed the content detail for the new website that describes The Silkwood Way in more contemporary way.
	Started a task group to re-design The Silkwood Way Teaching and Learning Framework.
	Cleaned up the school logo into a cleaner look and launched.
	Launched The Silkwood Way as our new branding line.

Cutting edge online initiative: We have developed a subscription base SES content with public access. This online initiative supports our cutting edge stance and reinforces brand recognition through exposure to our unique pedagogy. We have achieved a 10% increase of our SES workshops and 25% on our newsletter subscriptions.

	COMPLETED ACTIONS 2012
	Nothing this reporting period.
	COMPLETED ACTIONS 2013
	In 2013 we implemented the online frameworks necessary to make our processes transferable to outside customers.
	COMPLETED ACTIONS 2014
	Employed a Moodle expert consultant company to help us define the overview plan for this project so we can then work out the smaller projects and do accurate costings for the development of the schools online learning business. This plan will be completed in 2015.
	COMPLETED ACTIONS 2015
	This project is part of the larger E-learning online initiative and it was decided through the planning process for this project to focus first on getting our distance education and then home schooling programs up on line. This project plan covers four years so this project will go ahead after the development of those two programs so will be included in the next strategic plan.