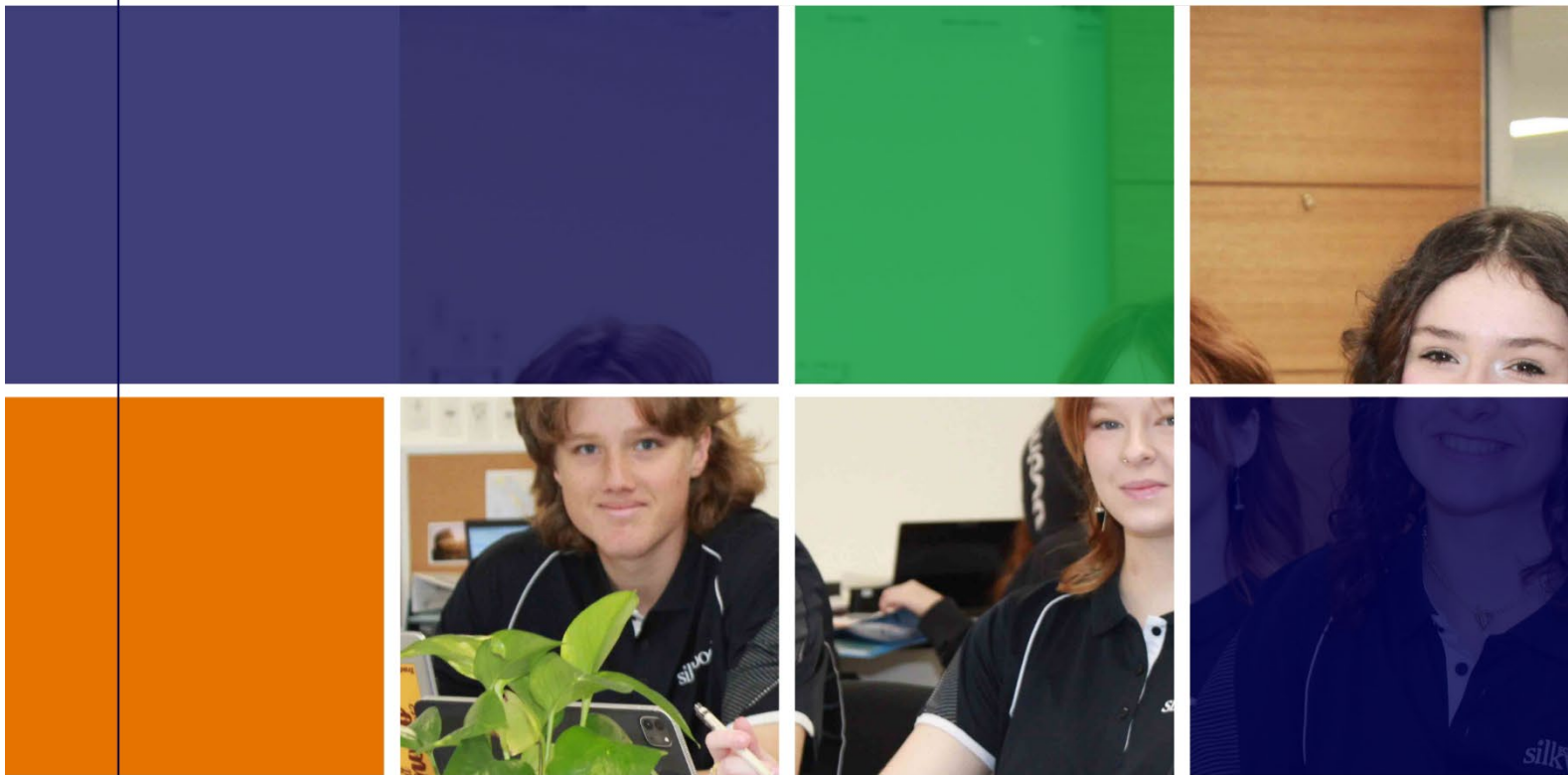


The logo for Silkwood School, featuring a small green tree icon above the word "school" in a smaller font, and "silkwood" in a larger, dark blue serif font.

2022 Annual Report



Be inspired...
Get connected...
Make a difference!



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Acknowledgment of Country

We are honoured to become part of this land's great story. We see we have a responsibility as co-inhabitants of this land to create a learning environment that supports the care and connection to the history of the land, traditional custodians, and all that lives on it.

In taking on that responsibility, we acknowledge the Traditional Custodians of this land, the Kombumerri People, whose land we learn and work on today. We particularly recognise the Yugambeh language nation and its continuing connection to land, waters, and culture. We pay our respects to their Elders past, present, and emerging.

School Details

| | |
|---------------------|---------------------------------------|
| School Sector | Independent |
| Total Enrolment | 792 - (at the close of the 2022 year) |
| Year Levels Offered | Prep-Year 12 |
| Education Type | Co-educational |
| | Secular |
| | Campus and Distance Learning |

Silkwood School is a private, government-funded independent school accredited by the Office of Non-State Schooling Queensland and affiliated with ISQ (Independent Schools Queensland). The State and Federal Governments and student school fees fund it.

We acknowledge the support that government grants and our parent's fee contribution play in enabling Silkwood School to exist.

Silkwood offers a unique and non-traditional model of education called **The Silkwood Way**.





Our 2022 school year gave Silkwood a rocky start. We had COVID in full swing, so navigating our health, Team, and student absences was tough on everyone. Then came the unexpected, delayed opening of our Senior Campus and the additional workload placed on everyone. Following this was managing the never-ending rain and the short-term closure of our Prep rooms as a result of this.

All of this made for a difficult time in the first half of our year. I am not sure we could say we settled into smooth times after this rocky start. We were so busy playing catch-up from these challenges that Term 3 and 4 were just as frantic.

Nonetheless, Silkwood always finds a way to rise above the challenge and throughout the year, it continued to shine, providing a special place for children and young people to learn. Adventures still abounded, amazing personal interest projects were developed, entrepreneurship flourished, the rhythm of music flowed, and our young people grew and progressed their goals.

Whilst all this great learning was happening, the leadership team, amid the many challenges, were able to stay focused on progressing our strategic and operational goals.

- ✦ We delivered new guidebooks for The Silkwood Way, bringing much-needed clarity to our organisational model and The Silkwood Way Learning Program.
- ✦ We designed a new student behavioural and wellbeing culture to support learning in 'The Silkwood Way' and launched the implementation of this strategy to the Team in December.
- ✦ We began the rollout of SEQTA - our new digital student learning management system.
- ✦ We launched newly-created roles to support the learning team:
 - Junior, Primary and Middle School Real World Learning Co-Ordinators
 - Student Behaviour and Wellbeing Support Co-ordinators
- ✦ We opened our new senior campus at Robina.
- ✦ We launched our Distance Learning Program.
- ✦ We added Learning Enrichment Advisories to each year level from Year 2 – 12 to provide additional support to our students with learning challenges and ease the workload for Advisors in our general advisory classes.
- ✦ We kept our enrolments steady despite a challenging economic environment and grew enrolments to 800 students for our 2023 school start.

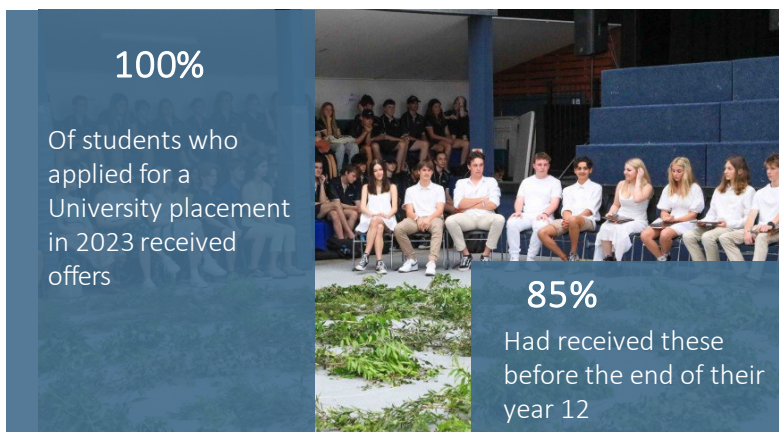
And we did all of this while staying on budget, increasing teacher salaries, and delivering a stable financial year.

I am in awe of what our Team achieves at Silkwood:

*It takes a village to bring **The Silkwood Way** to life...and each person in our village works hard and contributes something important to **The Silkwood Way**.*

This work does not go unseen or unnoticed; every term, we take time out of our busy work to come together to WRAP up our term. We share lunch, celebrate our successes, play fun games and activities and acknowledge one of our special villagers for going above and beyond. Our Team deserves more than a few smiles and laughs, and this is one way we can let them know how fantastic they all are.

We had plenty to celebrate with our 2022 graduation class – our largest cohort of 18 students.



Of those offered a University Placement

- 1 ...has deferred to volunteer with the European Solidarity Corps
- 1 ...is currently working and deciding on what to do in 2023
- 1 ...is deferring to work and travel in New Zealand



Our remaining two students chose...

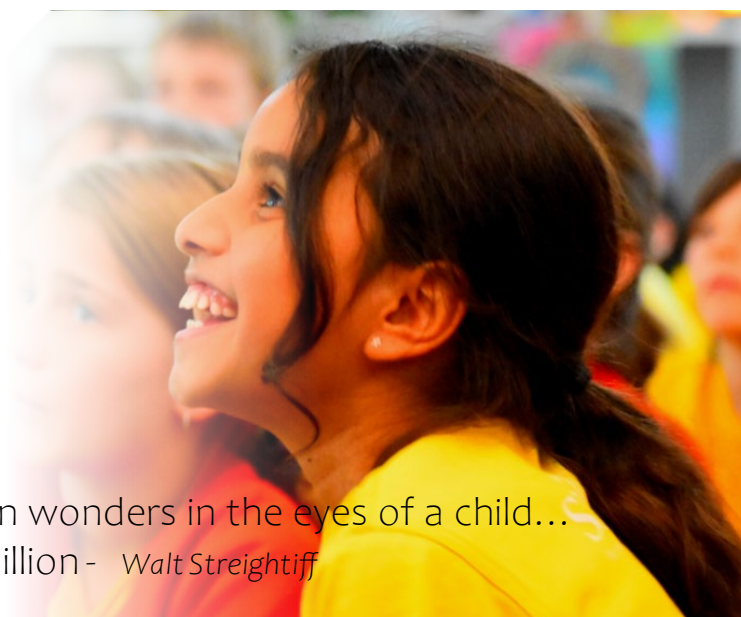
Business Ownership

- 1 ...has started their own boutique marketing company
- 1 ...has a barbering and graphic design business already underway



Reflecting on 2022 for the organisation, I chose a word that I believe sums up our year:-

Possibilities and this quote sums it up beautifully:



There are no seven wonders in the eyes of a child...
there are seven million - *Walt Streightiff*

A young child's eyes are wide open to the wonder in our world – they see not the obstacles but the possibilities – with their hearts open, they are ready to receive whatever life presents to them.

Our Vision: **Empowering Young People...** To be inspired,
Get connected and
Make a Difference!

Our Vision is simply about these possibilities. Our role as villagers of this learning community is to help keep a young person's spirit alive to all the wonder and possibilities in our world... alive for their future.

I chose this word for 2022 because:

- despite many roadblocks,
- despite best-laid plans coming unstuck,
- despite a tough economic climate,
- despite national teacher shortages

Silkwood grew its Vision – by keeping our focus on the possibilities for our future while deepening our foundations.

I am immensely proud to lead a team who cares enough to keep the spirit of possibilities alive for our young people and wants to be part of a workplace that remains open to new possibilities. Our world needs more of this spirit and the discovery, joy and meaning this brings to lives.

Valerie Campbell-Hogg
Founder of 'The Silkwood Way' and CEO, Silkwood School

Silkwood STAR Program

The magic of learning happens at Silkwood because a team of people comes to work every day to action the Vision. They choose Silkwood as their workplace because they seek meaningful work that makes a difference.

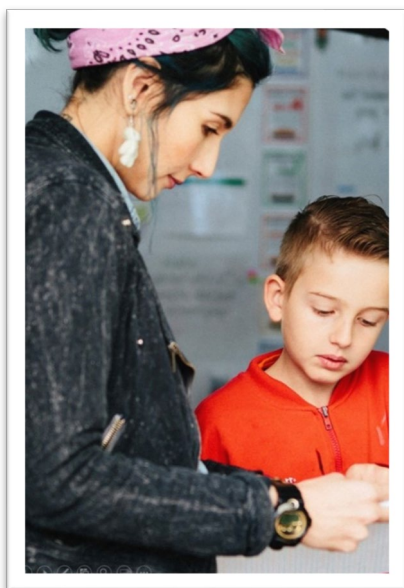
A team like ours deserves to be acknowledged and rewarded for their extraordinary work. We have created an employee recognition program called the STAR Program to support this. The STAR Program has been set up to support shining light on our STARS and acknowledging them with a gift of a special moment in their life, so they will never forget that they have made a difference and matter. When someone shines a light on another person, we acknowledge that person by giving them a STAR, which can be redeemed for a 'moment that matters' experience.

At the end of every year, we honour one nominee from the STAR program. A team member who has given and risen above and beyond, who makes a continual effort to live by our team values:

- ✧ Making Moments that Matter
- ✧ Innovative and Entrepreneurial Thinking
- ✧ Courageously Learning, Growing and Leading
- ✧ Working in Partnership

A Team member who contributes to making Silkwood a safe, caring and empowered place for other Team members.

Silkwood STAR of the Year – Cynthia Gordon



Cynthia's Silkwood adventure began late in 2012. As a relatively new teacher, she worked alongside one of our experienced teachers, looking after a few of our higher-needs students. Within a short time, due to the magic, we saw, she was offered a permanent role as a Year 1 - 2 Advisor. Interestingly those students will be part of our graduating Year 12 Class of 2023!

Remaining in the Year 1 - 2 cycle for several years, Cynthia, our quiet achiever, come pocket rocket powerhouse, transformed the learning journey of so many Silkwood students.

She was much loved by every student, who eagerly hung off her every word and waited with fascination every day to see what new resources, gadgets or games she would bring to life in their classroom. Her STAR shone so very bright, bringing her passions, talents and interests into the classroom and truly making a difference each day to every child she worked with.

She was always open to continuous learning, her hunger to continue to learn and grow professionally, and she always saw new strategies being trialled – she was the one finding a way to gamify every bit of learning to build engagement. She created genuine, individualised programs for several students at differing levels whilst simultaneously running her general advisory program. She was always onto something new flipped classrooms, lunch bunch, or Lego club, and the list could go on and on!

All of this wonderfully inspired initiative would often lead to bugging the site team for early access to advisory spaces before the start of the school year so that she could get an early start on casting the magic in the learning environment. We were convinced she never took a holiday!

Her care extended beyond her students - she is a true partner with the other Advisors she works alongside, working collaboratively with them to bring to life **The Silkwood Way**. She willingly shares her knowledge, skills and understanding, leading out on new initiatives and bringing passion, energy and enthusiasm to the Team daily.

As this STAR shone brighter and brighter, a question was posed one afternoon 'Have you ever considered working in the area of Learning Enrichment?' The answer to which was 'no - but do you think I would be any good at it?'

The answer was most definitely yes! And so began a new chapter in Cynthia's adventure.

Not one to shy away from learning, she immediately took on additional coaching to support her move into a role as a Learning Enrichment Advisor whilst also attending to her full-time Advisor role. As with everything she tackles, her quiet determination and passion saw her thrive in this role – she brought new and exciting early intervention programs to life – of which the success has been extraordinary.

Cynthia is a professional and skilled educator who is committed to becoming better every day. She teaches with intention and deep consideration of the students she is working with. However, the magic of what she does instinctively is beautiful to watch. Her love for children and offering them the most engaging and exciting learning experiences is truly inspiring. Her support and mentoring to all Advisors are appreciated and make a difference to our Team.

Cynthia is the ultimate team player and one of the quietest, kindest, most humble, and most thoughtful people you could ever have the privilege to meet and work with. You will never hear a single whisper of negativity from her. She always offers a kind word, hand and inspiration to help you keep moving forward positively. She brightens up Silkwood every day with her huge love for travel, fur babies, pokemon, and everything colourful.

We are honoured and blessed that Cynthia chose Silkwood as the place to share and give her gifts. We are all better off for it – Cynthia is a highly valued member of Silkwood's Team. Her STAR shines bright every day as she brings our Vision to life!

Thank you, Cynthia... you are one of a kind.

Our Vision and Purpose

The traditional education model was born out of an era where content knowledge was the measure of intelligence, and there was a need to grow an industrialised workforce. The world and the workplace have dramatically shifted since this time.

Success in the 21st century requires people with design skills, critical thinkers, innovators, change agents, and entrepreneurs. To succeed in the 21st century, people need the skills to adapt to a quickly changing world, take charge of their work choices, communicate effectively, and turn ideas into action. We believe education must evolve to reflect this shift.



Schooling focussed on subjects and tests to measure knowledge and standardised learning styles is not designed to lead this change. Young people need something different.



- Self – Manage their Learning
- Learn things that are purposeful for their future
- Learn in the Real-World
- Learn about things they are interested in
- Learning in different ways

In response, we have intentionally designed 'The Silkwood Way', a new learning approach to lead this change.

The Silkwood Way gives each child a personalised way of learning. One that focuses on 21st-century capabilities and individualised, interest-based goals.

A place where creativity, thinking, knowledge...



and real-world experiences are developed

A place that grows a young person's life capabilities while keeping their curiosity alert. Where they learn to reflect, assess, and set their own goals for improvement.



... empowering them to take charge of their learning.

We believe it is a change for the better – a transformative (ever-evolving) educational model focussed on each student and their personalised learning plan rather than a standardised subject-based and test-focussed curriculum at the centre of decision-making.

places the student and the personalised learning plan



rather than a standardised subject based curriculum with tests, at the centre of decision making.

Our Vision

Empowering Young People
To be inspired,
Get connected and
Make a Difference!



Why?

Our goal at Silkwood is for every student to achieve our 21st-century Student Aims and go on to lead authentic and meaningful lives.

Our Student Aims

- 1 To use creative, innovative, and critical thinking to make a difference.
- 2 To see the adventure, opportunity, connections and possibilities in life.
- 3 To create their own financial independence in win/win ways.
- 4 To accept life's challenges with a resilient and flexible attitude.
- 5 To communicate with empathy, openness, and integrity
- 6 To embrace fun and live with curiosity.
- 7 To turn dreams and ideas into reality
- 8 To act with respect towards themselves, others and our world.
- 9 To create a happy and healthy life balance.
- 10 To use their passions, talents and skills to create a future that excites them and contributes positively to our world.

Our Student Aims are what stands Silkwood apart from other schools.

The Silkwood Way has reimagined education, reclaiming a love of learning for young people and preparing young people for a changing workforce and world.



REIMAGINED Education

is RECLAIMING a love of learning for young people

and PREPARING young people for a changing workforce and world.

We are transforming how students and families engage with education through our Vision.

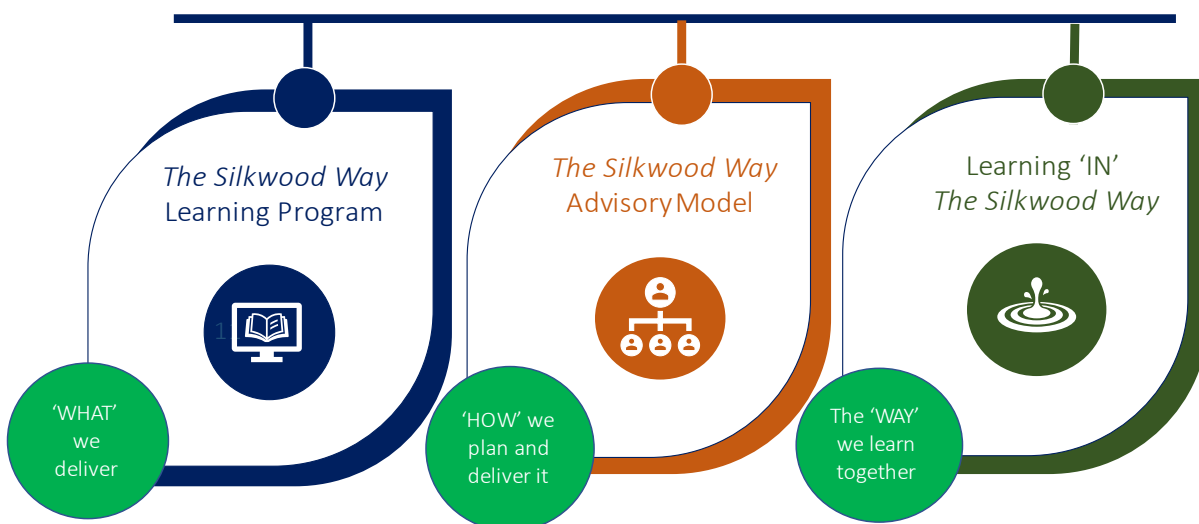
Empowering young people... to be inspired... get connected, and make a difference!

This is The Silkwood Way!

Distinctive Curriculum & School Offering - The Silkwood Way

The Silkwood Way Learning Design is how we deliver on our Vision and Student Aims.

Our Learning Design is intentionally created and has three components:



The Silkwood Way Learning Program

The Silkwood Way Advisory Model

Learning 'IN' The Silkwood Way

'WHAT' we deliver

'HOW' we plan and deliver it

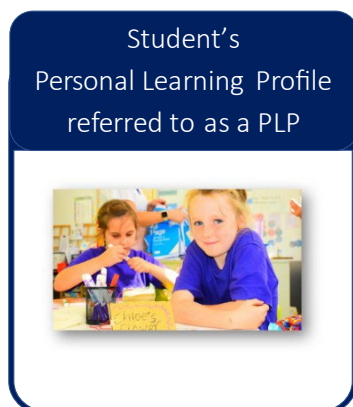
The 'WAY' we learn together

Eight Learning Principles frame each component:

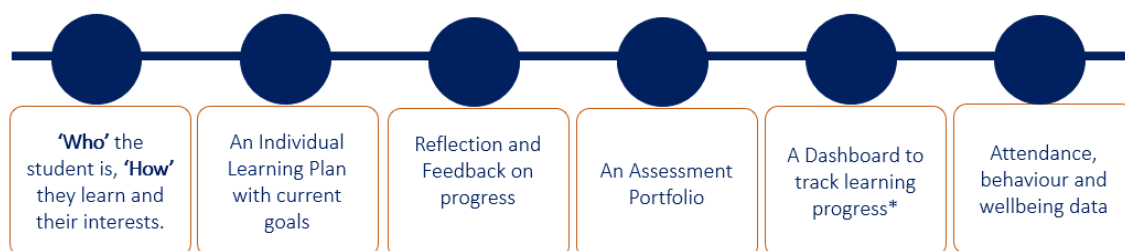
- ✦ **Developmentally Aligned**
We match learning experiences and opportunities to young people's developmental stages.
- ✦ **Real World Learning**
We connect student learning to real-world experiences and mentors.
- ✦ **Learning How to Learn**
We make the learning process visible for students so they can discover HOW to become better learners and develop a growth mindset.
- ✦ **Entrepreneurial Thinking**
We encourage thinking like businesspeople outside the square, seeing opportunities where others may see obstacles and being unafraid to take considered risks.
- ✦ **Student-centred Learning**
We partner with every student to develop a personalised learning plan that reflects their individual needs and interests. We then help them to become confident in managing their own learning process.
- ✦ **Working in Partnership**
Learning is a partnership that involves the student, the school team, families, and the wider community.
- ✦ **Exploring and Expanding Interests**
We continuously engage students in learning experiences that grow their knowledge, skills and expand their interests.
- ✦ **Making Moments that Matter**
We create defining moments on a student's learning journey that lead to positive, enduring memories of their school days.

These Eight Learning Principles act as our compass to guide and align decisions about our design and its implementation.

At the heart of The Silkwood Way Learning Design is a Student's Personal Learning Profile, referred to as a PLP.



This is an evolving profile that includes:



*dashboard in development

The PLP brings the design together by informing Advisor and school planning decisions, driving individual student progress and is central to every discussion about the individual student and group learning.

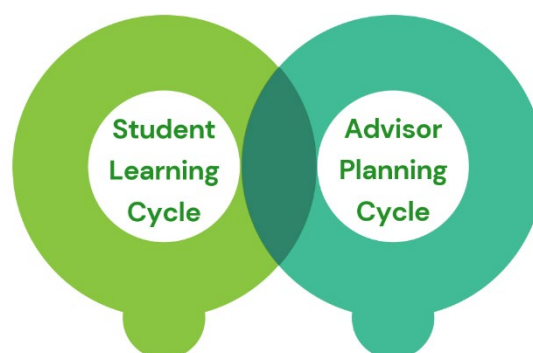


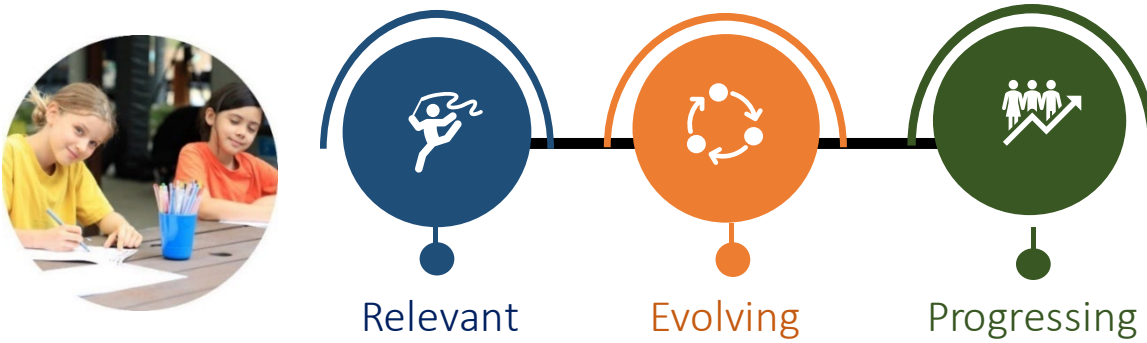
It is the 'heart' of our design.

We use two planning cycles to activate the learning process:

- Student Planning Cycle
- Advisor Planning Cycle

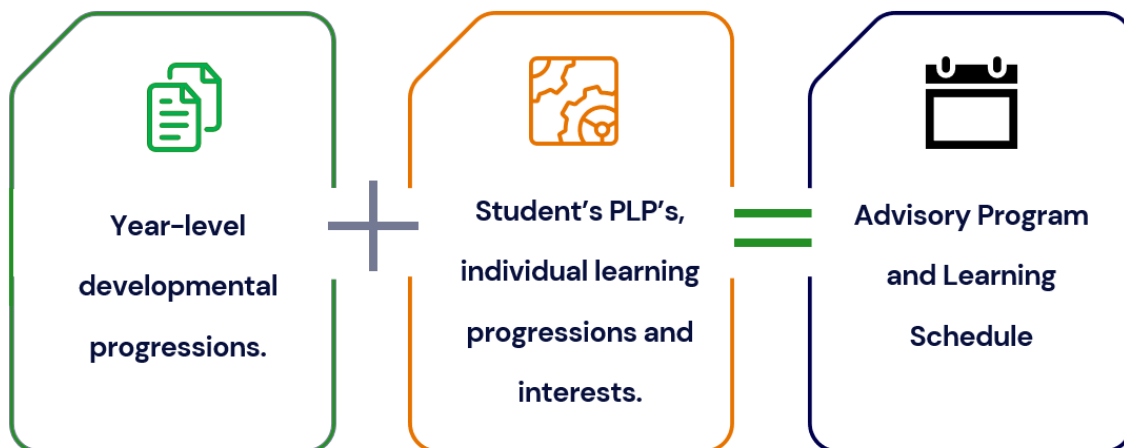
The student planning cycle has eight steps involving their Advisor, Parents/Carers, Mentors, and most importantly, the student in developing, progressing, and reporting on their Individual Learning Plan (ILP).





Students learn over time in age-appropriate ways to self-manage the steps in their planning cycle. By the time they reach Senior School, students have been supported to develop the confidence and ability to self-manage this process.

Advisors follow an aligned planning cycle. They begin this by working together in their year-level teams using year-level developmental progressions and their student's Personal Learning Profiles (PLP), individual learning progressions, and interests to develop an Advisory Program and Learning Schedule.



Advisors do this during dedicated planning time and meet weekly with their year-level Team to adjust the advisory program as they review student progress.

This process makes each advisory program unique, flexible, and evolving.

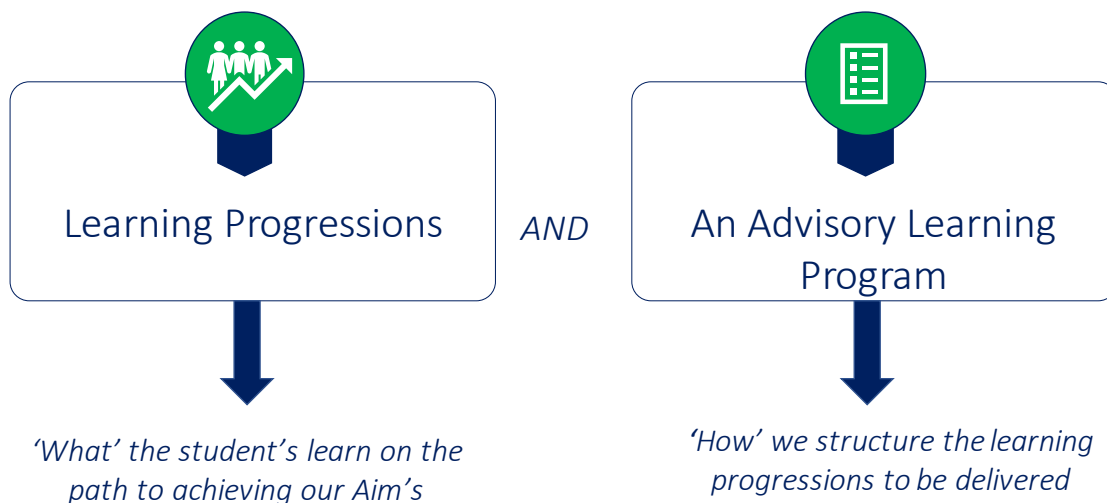
It's carefully considered and is responsive to students' continually changing needs.



These planning cycles work hand-in-hand with each other to bring **The Silkwood Way's** learning program to life.

The Silkwood Way Learning Program

The Silkwood Learning Program is driven by:



Our **Learning Progressions** are our curriculum. They incorporate The Australia National Curriculum outcomes and important 21st-century skills and differs from a traditional curriculum as it is not structured around year level subjects. Instead, it sets pathways of learning for each student to progress along, at their own pace, to achieve Silkwood's ten 21st century Student Aims.

We have seven pathways:



These pathways are broken into smaller strands that include both:



Developmental Progressions

These are the content, skills, and capabilities from the pathways that are:

- developmentally aligned to a specific year level
- set as a year level progressions



Individual Progressions

These are skills and capabilities from the pathways that:

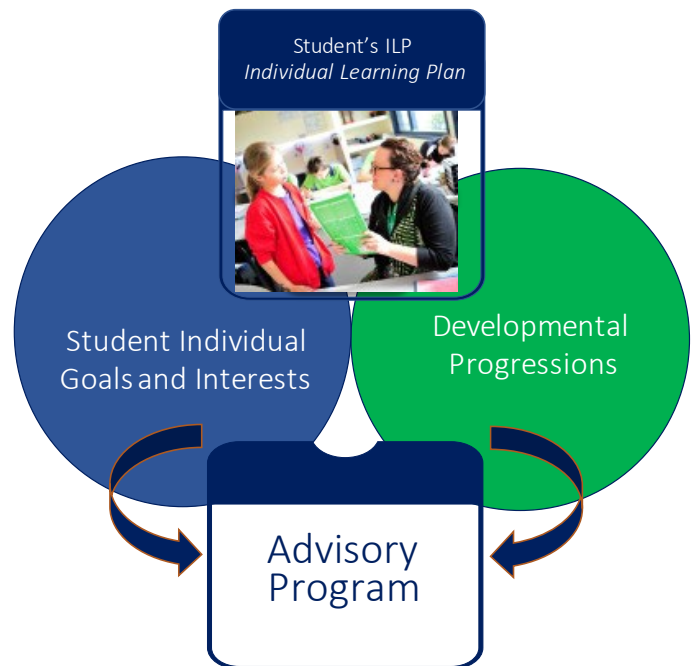
- *Require prior competency before a student can move to the next level and*
- *Are not developmentally aligned so students can progress along at their pace.*

Students use the individual progressions, with the support of their Advisor, to set their individual learning goals.

Their Advisor sets the Year level goals using the developmental progressions and then works with each student to differentiate these to suit their needs and interests.

These goals make up the: Students Individual Learning Plan which we call the ILP.

Advisors use the goals from the student's individual plans and the developmental year level progressions to plan an Advisory Program.



This is structured around a timetable of the following four learning frames that give students the opportunity to learn in group, individual and personalised ways:



Essential Learning

An individualised program focused on mastering English and Math skills needed for success in the 21st century.



Discovery Learning

An individualised program planned to progress students with their physical, social and emotional capabilities.



Personal Interest Learning Time PILT

A project-based program focused on exploring students' personal interests and passions and connecting these to real-world learning.

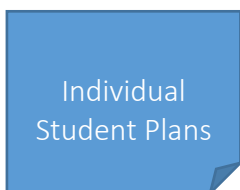


Exploring Learning

A year level developmental program focussed on age-appropriate content and experiences to

- Expand student's knowledge about our cultural and natural world
- Extend communication and financial literacy skills
- Build capacity to be adventurers, performers, artisans, sportspeople and enterprisers

Throughout the term the Advisor works with each of their students to progress their individual goals using this program. In response to this, adjustments are made to both.



AND the



Each Advisory Program at Silkwood is unique, flexible, and evolving. It delivers important year-level developmental learning experiences and responds to each student's learning goals and interests. This delivers a personalised experience for every student and advisory class at Silkwood.

'The Silkwood Way' Advisory Model

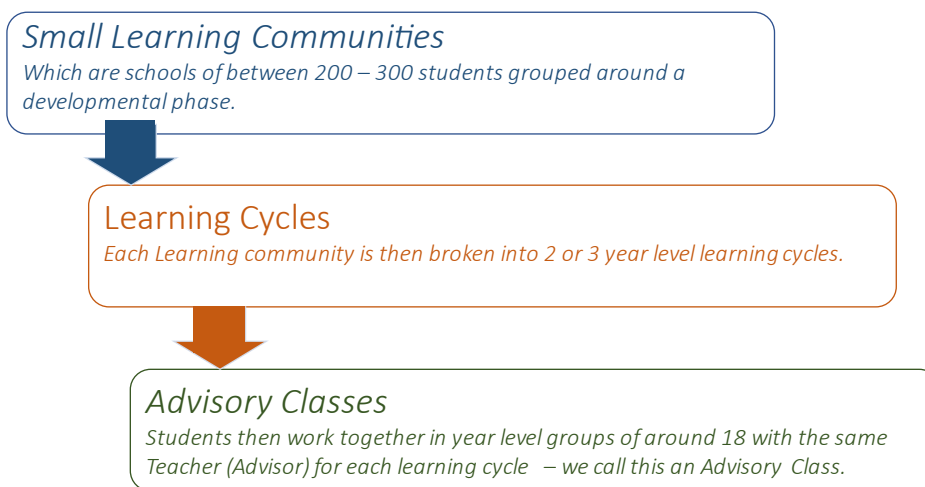
As important as:



our campuses are organised and learning is actioned.

Using the well-researched Big Picture Education Advisory Approach coupled with our developmental and planning focus – we have developed our own unique way to organise our campuses and action our learning program. We call this our Advisory Model.

This model designs our campus's into:



This model moves the traditional teacher/student relationship into one of a partnership between an Advisor and a Learner and helps keep our schools small, personal and connected.

A **Principal** oversees a campus, which is generally made up of several learning communities. They are the campus spokesperson, oversee the implementation of 'The Silkwood Way' and work alongside administration and site teams to ensure the day-to-day operations of the campus run smoothly.

A **Head of School** leads the implementation of The Silkwood Way Learning Design for a learning community. They bring leadership and teaching expertise and foster positive partnerships between Students, Families, and Advisors.



Each Advisory class is led by an Advisor who is 'more' than a teacher.

Not only are they a...



WHAT DOES AN ADVISOR DO?

- Develops student awareness and self-management
- Ensures the student is connected, to and responsible for their Learning Plan
- Knows the student well and understands how they learn best
- Encourages a growth mindset
- Links learning to real-world opportunities

Qualified Teacher

- Delivers quality Core and Essential Learning Programs
- Focuses the student on tangible progress

Specialist in Teaching Strategies for the age group they are working with

- Encourages a growth mindset

Specialist in planning, delivering, and assessing TSW learning program

They also act as a Case Manager for their student's learning – Individualising and personalising a student's learning and supporting them to progress their learning goals.






A qualified Teacher

Specialist in teaching strategies for the age group they are working with

Our Pastoral Care Approach

Supporting The Silkwood Way Learning Program and Advisory Model is 'Learning in The Silkwood Way'. This is our unique student engagement, wellbeing and behaviour strategy and forms our pastoral care approach. Learning in 'The Silkwood Way' includes:





| | |
|---|---|
|  | <h3>Moments that Matter</h3> <p><i>Our intentionally designed camps, events, festivals, graduations and transition ceremonies that create traditions and memorable moments in a students learning journey– ones they will never forget.</i></p> |
|  | <h3>Developmental Phases</h3> <p><i>We use developmental phases and year level themes to bring alive engaging learning experiences and age appropriate personal development for students.</i></p> |
|  | <h3>Student Learning Culture (SLC)</h3> <p><i>'How' students learn together and are 'supported' with social and emotional development.</i></p> |

All are intentionally designed to create the right atmosphere to support student wellbeing, behaviour development and engagement with learning.

Our Developmental Phases

Each learning community has a unique developmental phase which brings an age-appropriate focus, approach and feel to the learning. This helps Advisors plan and respond to students in ways that support them to feel affirmed and cared for as they move through developmental changes on their Silkwood Learning Journey.

Our developmental phases are drawn from educational developmental psychology. They are:

| | |
|---|---|
|  | <h3><i>The Physical Phase</i></h3> <p><i>Building Foundations – Nurturing wonder and strengthening the body.</i></p> |
|  | <h3><i>The Creative Phase</i></h3> <p><i>Nourishing creativity – Developing a sense of self through nature, the arts and creative thinking.</i></p> |
|  | <h3><i>The Exploring Phase</i></h3> <p><i>Adventuring with life – exploring who I am and what I stand for</i></p> |
|  | <h3><i>The Expressive Phase</i></h3> <p><i>Using my Voice – Expressing who I am, exploring my life possibilities.</i></p> |

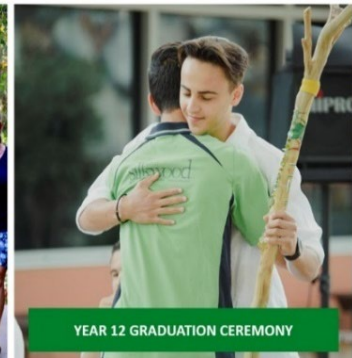
Moments that Matter

Silkwoods Moments that Matter are traditions that are designed to create unforgettable memories for young people to draw on as meaningful support throughout their life. They include:

Transition and Graduations Ceremonies

We acknowledge students moving from one learning community to another with an age-appropriate transition ceremony to honour the student's learning during those years.

In Year 12 we close their Silkwood learning adventure with a special graduation ceremony, to honour the end of a significant chapter in a young person's life.



Camp Adventures

Are created as a learning opportunity for students to develop character and self-awareness through adventure and challenge. They begin in Year 3 with locations thoughtfully selected not only for their significance to our country but also to support students grow their:



Independence from home.



Self-awareness of their country.



Connections to classmates.

Termly Festivals

Silkwood celebrates the close of the term with a student festival.



Term 1
Harmony Festival

We honour the diversity of world cultures through the gifts that making and sharing food brings.



Term 2
Festival of Light

We welcome in the cooler months with a visually beautiful festival celebrating light and fire.



Term 3
Dreaming Festival

In an acknowledgement to country we honour the traditional custodians of this land in a festival celebrating indigenous culture.



Term 4
Festival of Water

We welcome in our warmer days with a festival where we give thanks to the fun, wonder and life that water brings.

Student Learning Culture

Creating the right atmosphere for our students to engage with and progress their learning is equally as important as providing students with engaging learning experiences. This is what our Student Learning Culture is all about – creating a school environment which enables students to:



Focus on Learning...

'Learn Together' respectfully whilst...

Strengthening their Social & Emotional Development.

Research shows that engaging students in learning that 'they feel' is meaningful is the best way to support students with their mental and emotional wellbeing. Our Student's Individual Learning Plan (ILP) does just that and is therefore the focal point for our Student Learning Culture. We start from this place to grow our student culture and circle back to this should challenges arise.

We underpin this focus with:



A Developmental Approach

Student behaviour expectations and processes reflect the developmental stage of the student is at. That is our developmental phases.



An Authoritative Style

We strike a balance between rules, nurture and care. We place Values and Guiding Principles at centre stage rather than rules and consequences.



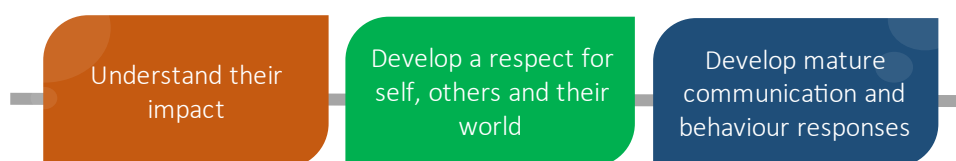
A Learning Mindset

We understand that behaviour can be improved and progressed and view this as a valued learning process.

And our Vision for student behaviour:

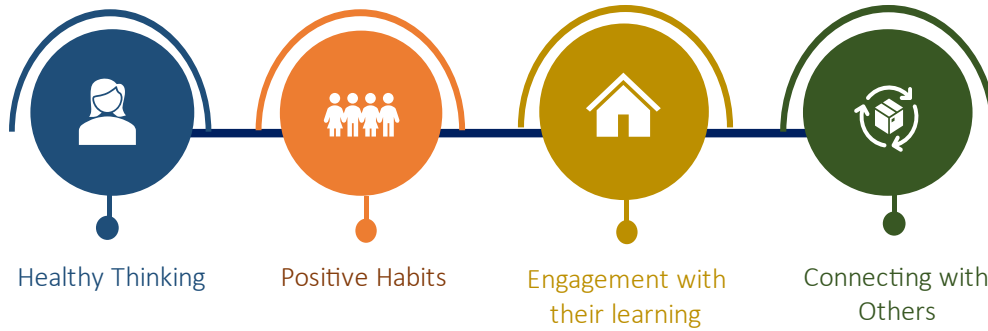
Young people want to learn – it is innate in them – therefore our role is to help them discover more about themselves so they can progress their ability to learn and grow.

We do this by supporting young people to:



to enable them to become responsible managers of their behaviour. We see this as the gateway to living an empowered life and being able to thrive in the world.

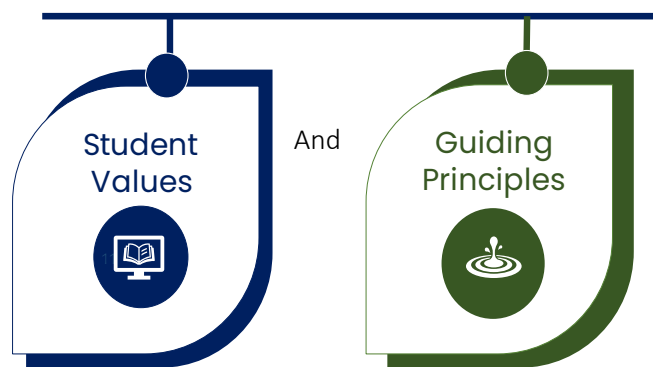
To achieve this, we approach behaviour development as an integral part of the learning at Silkwood. Just as students set goals around reading, writing and math, they also set goals to develop the personal skills they need for:



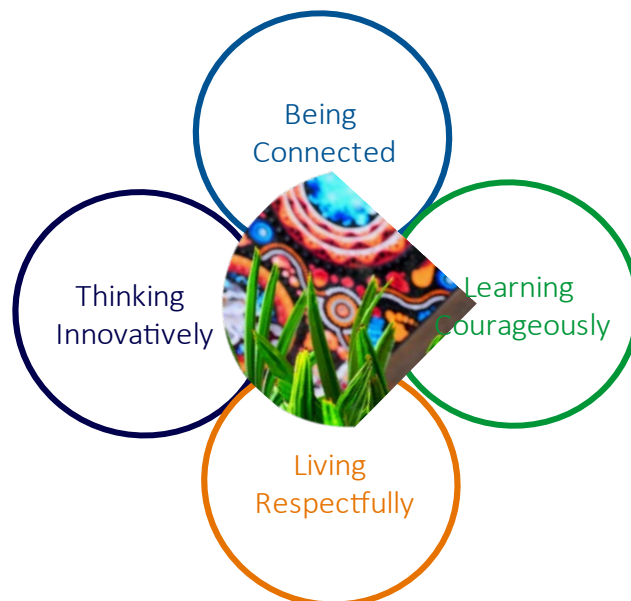
As such behavioural development is a part of every student's learning at Silkwood and is included in a student's Individual Learning Plan (ILP).

The centerpiece of our Student Learning Culture is focusing on behaviours that support a safe, caring and growing learning community.

We do this through our:



And our four Student Values are:





Each learning community expresses 'what we mean' by these values through age-appropriate Guiding Principles. These then define our expectations for student behaviour through a positive framework rather than through a rules-based approach.



When guiding principles are not being honoured – we hold a Discovery Discussion:



A Discovery Discussion may be as simple as refocusing student's attention and reminding them of our expectations or a more complex discussion around changes needed to a student's ILP to:

-  Improve their engagement with their learning and
-  Support them with behaving in alignment with our guiding principles.

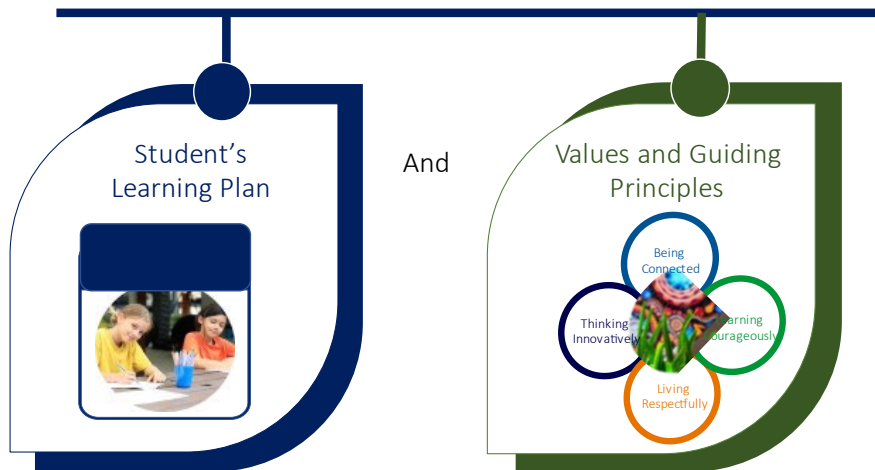
Our student learning culture is a deliberate move away from traditional schooling approaches that focus on using:

-  Teacher driven classroom management strategies
-  Rules, Punishment and Rewards

to *manage* Student Behaviour

Which messages to students – 'we' (the adults) are 'in control' and 'in charge' of your behaviour.

In contrast... 'Learning in The Silkwood Way' puts the:



at the centre of managing student behaviour.

Then, through age-appropriate processes, the student central to discussions and decisions about changes needed to their learning plan and behaviour.

These discussions require an attitude of shared responsibility, which we call 'working in partnership', between the school team, students, and their families.



This is the cornerstone to students succeeding with 'Learning in The Silkwood Way'.

'The Silkwood Way' Organisational Design

The Board

'The Silkwood Way' Schools are owned and operated by a Board. The Board operates as a company limited by guarantee called **Leading Educational Enterprises Ltd**, and as such, it is expected to meet all requirements of Australian Company law. Therefore, this company is the governing body and legal proprietor of **The Silkwood Way** Schools.

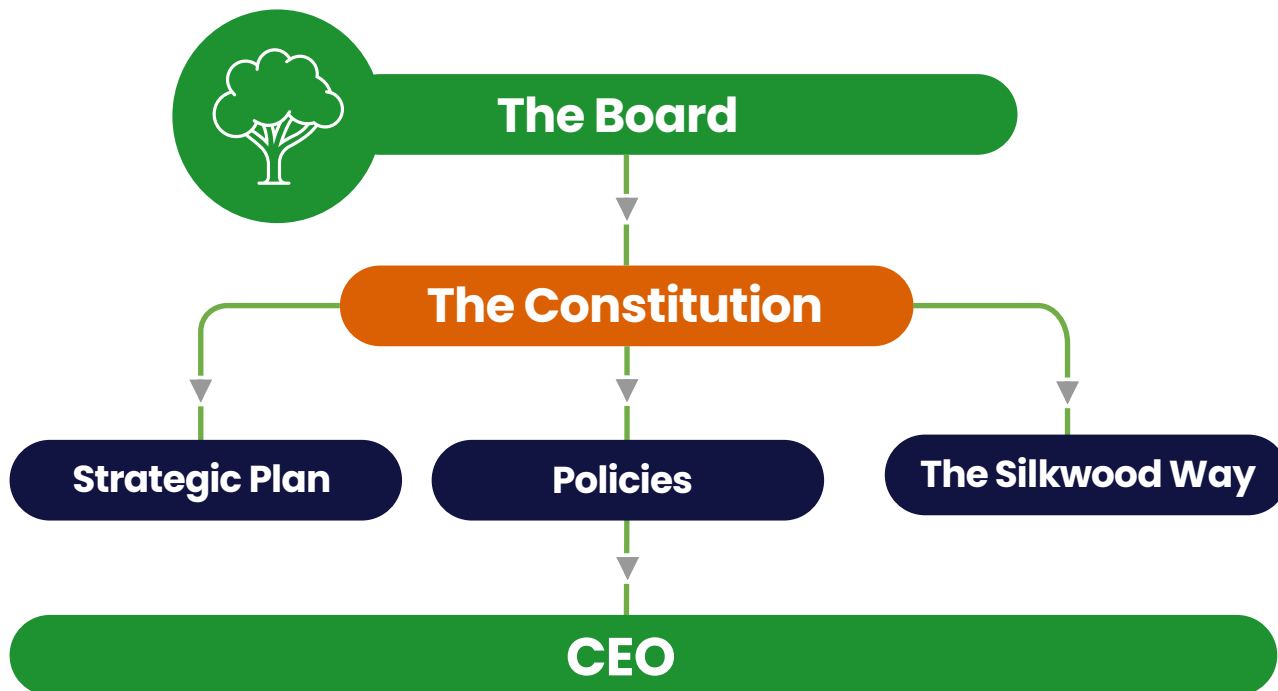
The Board's role is to uphold the constitution, develop and legitimise policy, and oversee the strategic direction and 'The Silkwood Way' design to enable the organisation to fulfil its Vision, Mission, and Aims. In this way, it only works strategically and does not get involved in or participate in operational matters.

The Board holds an annual AGM, which includes the election of the Board and the presentation of the Annual Report. This is published in June to the school community. People can put forward a nomination to become a Board member prior to the AGM.

The CEO

The Board appoints the **CEO** as the '**Organisational Leader**' to lead the organisation's Vision, work, and business. The CEO reports directly to the Board, meeting with them four times a year to report on strategic progress and on an 'as needs' basis as organisational issues of Board importance arise.

The **CEO** works with the **Leadership Team** to inspire, support, collaborate, coordinate, and drive strategic progress alongside all other Team Members to ensure a connection and understanding of the School's Vision.



The Three Organisational Teams

The organisation is designed around four strategic focus areas. These are areas that the organisation has a strategy around to ensure it is progressing, relevant, and sustainable. We call each of these focus areas a **Strategic Department**. Under these departments are smaller operational focus areas referred to as our **Operational Areas**.



These teams attend to the work required of the strategic and operational departments.

Leadership Team

Each Strategic Department is led by a **Strategic Leader** who reports termly to the CEO on the progress of their Team goals. Each Operational Team is led by an **Operational Leader** who reports termly on the progress of their Team's goals to their Strategic Leader. The Strategic and Operational Leaders make up the **Leadership Team** of the School. They are selected for their expertise, leadership capabilities, and commitment to the Silkwood Vision.

The leadership team focus on ensuring that the operational Team have the systems and resources they need to attend to the day-to-day work of the School and on planning the strategic initiatives to ensure growth is sustainable for the School.

The Operational Team

The Operational Team enact the day-to-day operations of the School. They are the largest Team as they attend to the day-to-day tasks that turn the Vision into action. All operational Team Members work within an operational team under a strategic department.

The Strategic Team

The Strategic Team are our strategic department leaders and the CEO. Most of their time is focused on strategic planning and attending to the work required to achieve the strategy. They are the smallest Team, as their work is long-range and slow-moving.

Extra-Curricular Activities

Silkwood is committed to providing extra-curricular learning opportunities for children. Putting this commitment into action, we offer a range of extra activities and services to the community and students. The opportunities offered are not complete; this area is a work in progress, and we hope to have more activities on offer over time.

Silkwood offered the following extra activities were offered to students in 2022:

- Specialist Music Lessons
- Active After-School Sports Program
- Before and After School Care
- Student African Drumming
- Parent-Child Groups (Playgroups)
- Orchestra/Ensemble, Band, Choir and Piano
- Break-time activities
- A Taekwondo Program
- After-School STEM Program



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 areas. While we acknowledge awards and prizes as extrinsic recognition of the work the students and the Team do here, we prefer our focus to be on the effort students and teachers put in every day towards their growth and learning plans. This is the essence of true achievement.

In saying this, some things require an added effort of personal time that creates some extra magic for our School. We honour these efforts by acknowledging these things in this achievement section. We thank all the people who played a part in these achievements. Extraordinary things happen because of people like them!

Student Achievements

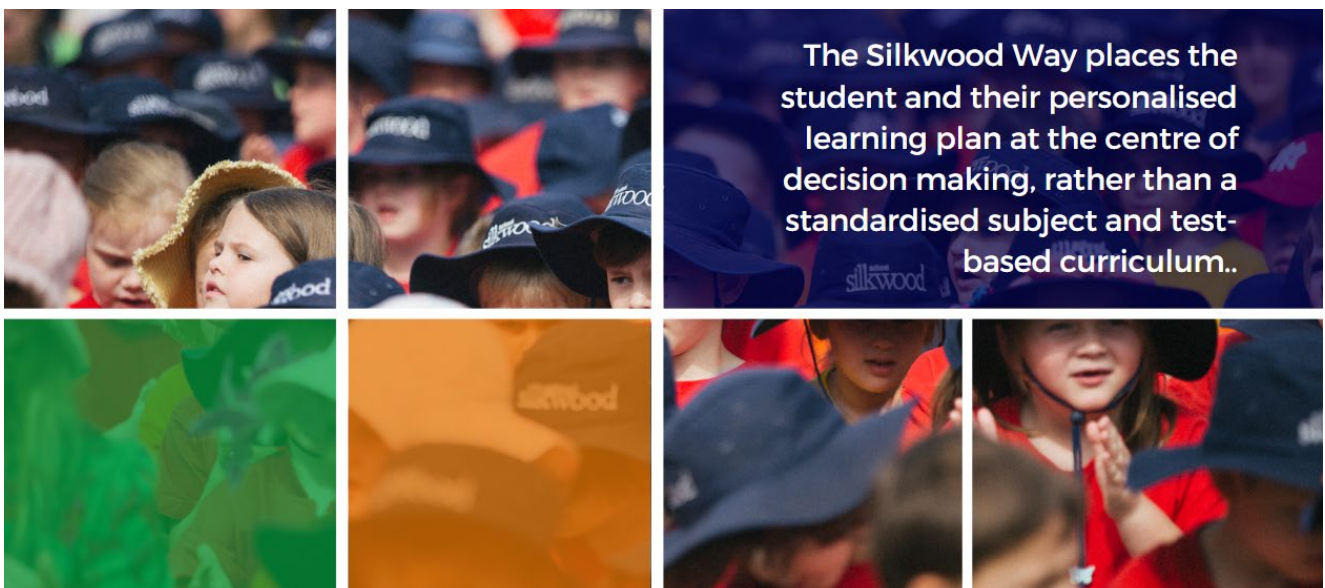
- ✦ Bodhi Bursle Yr 12 - **2022 TAFE at School Graduate of the Year Award** for the Faculty of Creative Arts and Digital Design.
- ✦ Rhiana Narushima – 1st in Queensland in Rythmic Gymnastics and competing at national and international levels in 2023

Staff Achievements

- ✦ Rachel and Danielle leading research in social and emotional learning support programs – obtained a free trial of a \$20,000 program with the Guy Sebastian Foundation
- ✦ Nikki Fields represented touch football at state and national championships

Sports, Academic and Performing Arts Achievements, Awards and Recognition

- ✦ Intermediate Orchestra achieved a highly commended – Silver Award at the Gold Coast Eisteddfod
- ✦ Senior Strings achieved a highly commended – Bronze Award at the Gold Coast Eisteddfod
- ✦ Junior Choir achieved a highly commended – Silver Award at the Gold Coast Eisteddfod
- ✦ Hummingbird Choir achieved third place in their category at the Gold Coast Eisteddfod



Working in Partnership – Our Wonderful Families

We respect that selecting an education for their children is a big life decision for families, and paying school fees is a commitment. We are committed to working in partnership with our families.

Our families play a critical role in their young person's learning journey. They play a part in the student's learning cycle, including helping them set their learning goals and providing feedback on their progress.

We also value sharing and celebrating students' school life with our families. We do this through community gatherings, social connections, and the Silkwood 'Moments that Matter' program. Our sense of community spirit is at the heart of these gatherings.

In the earlier part of the school year, some events were impacted by the remnants of COVID restrictions. This impact meant restricting attendance numbers or moving the events to online platforms.

By the end of Term 2, these restrictions were lifted, and we could return to usual practices, ensuring our community could reconnect after two years of restrictions.

The Silkwood Community Care Association (SCCA)

The SCCA continues to focus on their Vision:

To create opportunities for families to connect, belong and engage with the Silkwood Way.



During 2022, the SCCA continued supporting Silkwood families through the Class Carer initiative by creating social connections and bridging the gap between School and home. They also held many fantastic events to keep our community engaged and allow them to reconnect after two years of COVID restrictions.



With the effects of COVID behind us, the SCCA began to relaunch fundraising opportunities and community events during 2022 conservatively. With the possible risk of restrictions returning, they limited events to Mothers, Fathers and Grandparents Day breakfasts and Bunnings BBQs.

The SCCA INCOME for 2022 was 7814.00, with expenses of \$4753.34. See a breakdown of the Cash Summary below:

Cash Summary

Silkwood Community Care Association Inc. For the year ended 31 December 2022

| | 2022 | YEARLY AVERAGE (YTD) | VARIANCE |
|---------------------------------------|-------------------|----------------------------|-----------------|
| Income | | | |
| Donation Income | 4,430.10 | 1,085.00 | 308.30% ↑ |
| Fundraising Event Income | 1,750.72 | 1,596.00 | 9.69% ↑ |
| Second Hand Uniform Income | 573.00 | 733.00 | -21.83% ↓ |
| Tuckshop income | 3,600.00 | 4,400.00 | -18.18% ↓ |
| Total Income | 10,353.82 | 7,814.00 | 32.50% |
| Less Expenses | | | |
| Accountancy fees | 792.00 | 330.00 | 140.00% ↑ |
| Administration Costs | 57.60 | 59.00 | -2.37% ↓ |
| Bank Charges | - | 29.31 | -100.00% ↓ |
| Donations | 4,711.50 | - | - |
| Filing Fees | - | 57.60 | -100.00% ↓ |
| Food - Non-Fundraising Events | 9,490.00 | 3,739.43 | 153.78% ↑ |
| Fundraising costs | 958.64 | 246.00 | 289.69% ↑ |
| Gifts for teachers / Class Carers etc | 327.98 | 292.00 | 12.32% ↑ |
| Insurance | 852.50 | - | - |
| Total Expenses | 17,190.22 | 4,753.34 | 261.65% |
| Surplus (Deficit) | (6,836.40) | 3,060.66 | -323.36% |
| Net Cash Movement | (6,836.40) | 3,060.66 | -323.36% |
| Summary | | | |
| Opening Balance | 7,661.18 | 4,600.52 | 66.53% |
| Plus Net Cash Movement | (6,836.40) | 3,060.66 | -323.36% ↓ |
| Cash Balance | 824.78 | 7,661.18 | -89.23% |

Parent Education

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

In 2022 the following parent community events were offered:

- Time and Space (Year 7 Camp)
- Transition ceremonies for students
- Art and Craft classes
- Environmental Education talks
- Emergent reading program
- Community Conversations on a variety of topics
- The Silkwood Way - Parent Information Course
- Cyber Safety Courses
- Parent and Carer transition information sessions

Parents were involved in supporting the following activities:

- Class reading programs
- New parent morning teas
- Class Carers group
- Organising fundraising events
- Handcraft helpers in the class
- School festivals
- Sports programs
- Excursion volunteers



Staffing Information

Teaching Qualifications

| Qualification | Percentage of Classroom Teachers and Leaders at the School |
|-----------------|--|
| Doctorate | 1% |
| Masters | 16% |
| Bachelor Degree | 76% |
| Diploma | 31% |
| Certificate | 32% |

Staff Composition

| | | Part-time | Full-time |
|--------------|--------|-----------|-----------|
| Teaching | Male | 0 | 9 |
| | Female | 3 | 40 |
| Non-Teaching | Male | 6 | 11 |
| | Female | 13 | 19 |
| Indigenous | | | 2 |

Staff Attendance Rate

The following table shows the 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 |
|-----------------|-----------------------|---------------------------|-------------------------------|
| 98 | 199 | 872 | 96% |

The attendance rate for permanent and temporary staff and school leaders was 96% in 2022.

Expenditure on and Teacher Participation in Professional Development

Due to the unique nature of The Silkwood Way, we manage most of our professional development. The total fund expended on teacher professional development in 2022 was **\$38,404**, an expenditure of **\$392** per team member. The involvement of the teaching staff in Professional Development activities during 2022 was 100 %.



End-of-Year Team Wrap

Government-Reported Student Outcomes

Characteristics of Student Population

- 51.8% Male
- 47.3% Female
- 0.83% Not disclosed
- 2.47% Indigenous

Average student attendance rate

The average student attendance rate in **2022** was 88.9%¹ compared to 88.7% (2021) and 91.8% (2020).

| Total number of students | Number of school days in the program year | Total number of student absences | Average Attendance Rate % |
|--------------------------|---|----------------------------------|---------------------------|
| 727 ² | 174 ³ | 15,703 | 88.9% |

1. Attendance was affected by COVID related illnesses following the lifting of restrictions from the pandemic. Government COVID advice to keep children at home if experiencing any symptoms, and attendance was affected.
2. Total number at August Census complied on 28th July. There were 815 students who were enrolled throughout the year and counted in attendance.
3. Total school days x No Students = 141,810

Systems for the Management of Absentees

- COVID illnesses still reflecting data, although COVID restrictions were lifted.
- Rolls are taken electronically in the morning and afternoon.
- Parents of students who are absent without reason are contacted through SMS.
- Once a week, the heads of Schhols are 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 there is no improvement, and a meeting is arranged
 - ❖ if there is no improvement, then details are reported to the Department of Education

NAPLAN Results

NAPLAN is a standardised test mandated by the government once a year in which results are delivered months after the test. For these reasons, we do not support the notion that NAPLAN fairly represents the sum of any school's or student's academic results nor adds value to our student learning outcomes.

Our students work on Math and English learning progressions (as opposed to year-level curriculums). We use these to progress students through individualised learning plans rather than standardised year-level learning programs. We assess individual progress using various modern and traditional best-practice assessment processes. This gives our teaching team, students, and families a more accurate picture of how each student is progressing than NAPLAN testing.

Generally, Silkwood has a lower rate of students participating in NAPLAN than other schools because many of our parents exercise their right to opt-out. For this reason, we often see dramatic changes year by year in our data. As well as NAPLAN data not being valuable for measuring individual student progress, our low participation rates also make it an unreliable and inconsistent measure of our schools' academic outcomes.

In 2022, our participation rates were:

| Level | Reading | | Writing | | Spelling | | Grammar Punctuation | | Numeracy | |
|--------|----------|-------|----------|-------|----------|-------|---------------------|-------|----------|-------|
| | Silkwood | Aust | Silkwood | Aust | Silkwood | Aust | Silkwood | Aust | Silkwood | Aust |
| Year 3 | 43% | 94.7% | 43% | 92.4% | 43% | 93.7% | 43% | 93.7% | 43% | 93.1% |
| Year 5 | 39% | 95.1% | 37% | 94.4% | 37% | 94% | 37% | 94% | 37% | 93.3% |
| Year 7 | 15% | 92.6% | 15% | 91.9% | 15% | 90.7% | 15% | 90.7% | 15% | 90.1% |
| Year 9 | 23% | 86.3% | 25% | 87.6% | 23% | 85.9% | 23% | 85.9% | 23% | 85.4% |

Analysis of school data from Years 3, 5, 7 and 9 NAPLAN reports 2022

| | Average Score (Silkwood) | Average Score (State) | Average Score (National) | % above National Minimum Standard |
|-----------------|--------------------------|-----------------------|--------------------------|------------------------------------|
| Reading | | | | |
| Year 3 | 476 | 422 | 437 | 100% Band 2 or above |
| Year 5 | 524 | 501 | 509 | 100% Band 4 or above |
| Year 7 | 589 | 535 | 542 | 100% Band 5 or above ² |
| Year 9 | 614 | 566 | 577 | 100% Band 6 or above ⁵ |
| Writing | | | | |
| Year 3 | 438 | 406 | 422 | 100% Band 2 or above |
| Year 5 | 479 | 468 | 484 | 100% Band 4 or above |
| Year 7 | 545 | 515 | 530 | 100% Band 5 or above |
| Year 9 | 540 | 544 | 560 | 78.6% Band 6 or above ⁴ |
| Spelling | | | | |
| Year 3 | 431 | 419 | 433 | 100% Band 2 or above |
| Year 5 | 494 | 494 | 505 | 100% Band 4 or above |
| Year 7 | 550 | 541 | 547 | 87.5% Band 5 or above |
| Year 9 | 571 | 570 | 577 | 92.3% Band 6 or above |

| Grammar and Punctuation | | | | |
|-------------------------|-----|-----|-----|------------------------------------|
| Year 3 | 455 | 419 | 433 | 100% Band 2 or above |
| Year 5 | 509 | 492 | 499 | 100% Band 4 or above ¹ |
| Year 7 | 542 | 528 | 533 | 100% Band 5 or above |
| Year 9 | 586 | 566 | 573 | 92.3% Band 6 or above ³ |
| Numeracy | | | | |
| Year 3 | 403 | 387 | 400 | 100% Band 2 or above |
| Year 5 | 486 | 479 | 488 | 100% Band 4 or above |
| Year 7 | 540 | 537 | 546 | 100% Band 5 or above |
| Year 9 | 588 | 575 | 584 | 100% Band 6 or above |

1. Year 5 - 100% of students achieved a higher band level of 5 or above in Grammar & Punctuation
2. Year 7 - 100% of students achieved at the next higher band level of 6 or above in Reading
3. 84.7% of Qld students at a minimum standard of Band 6 or above
4. 77.9% of Qld students at a minimum standard of Band 6 or above
5. Year 9 – 100% of students achieved a higher Band level of 7 or above

Notes:

- I. Less than 50% of Silkwood Students participated in NAPLAN
- II. Results of those 50% indicated that Silkwood performed well in NAPLAN and was consistently above state and Australian Averages
- III. Year 9 Writing, Spelling, Grammar & Punctuations are at State percentages, but not all Silkwood students achieve above minimum standards



Year 12 Outcomes

When publishing this Annual Report, the results of the 2022 post-school destinations survey, the Next Steps – Student Destination report for the School, were unavailable. After releasing the information, this data will be uploaded to the School's website in September.

We collect our own data, so our **2022** destination data is as follows:

| DESTINATION | % Of total students | Comments |
|------------------------------|---------------------|--|
| University Offers | 100% | All students wanting a university pathway were successful |
| Accepted uni offer | 70% | |
| Deferred Study Offer/Working | 5% | |
| Employed full or part-time | 25% | All working students were offered university places and declined to take up full-time work |
| TOTAL | 100% | |

100%

of students who applied for a university placement received an offer.



One graduation deferred university to volunteer with the European Solidarity Corps.



Several graduates continued working in the businesses they had created while at Silkwood.



85%

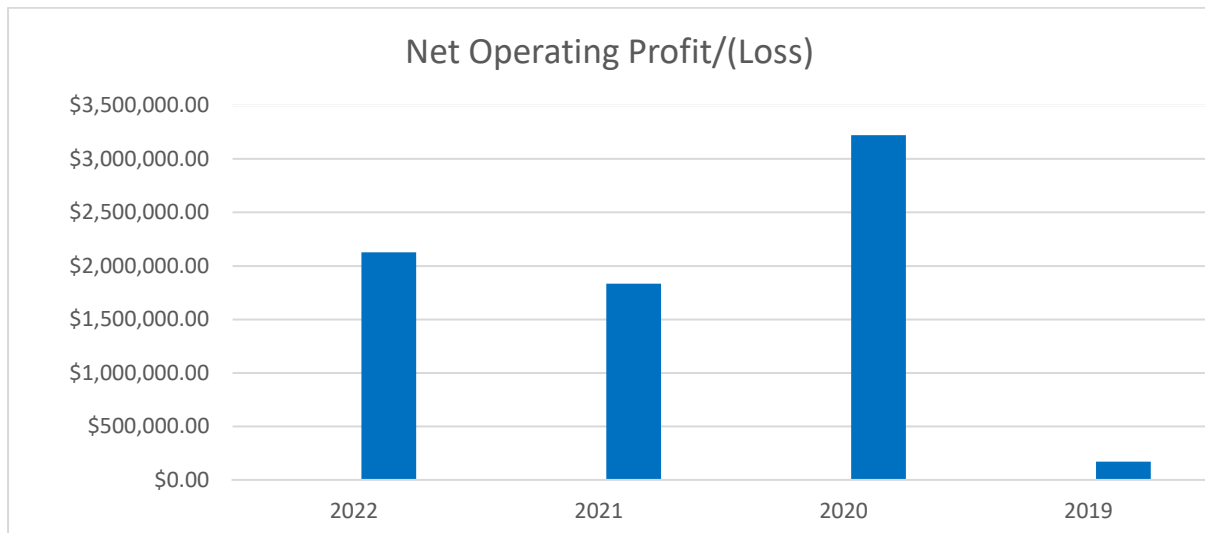
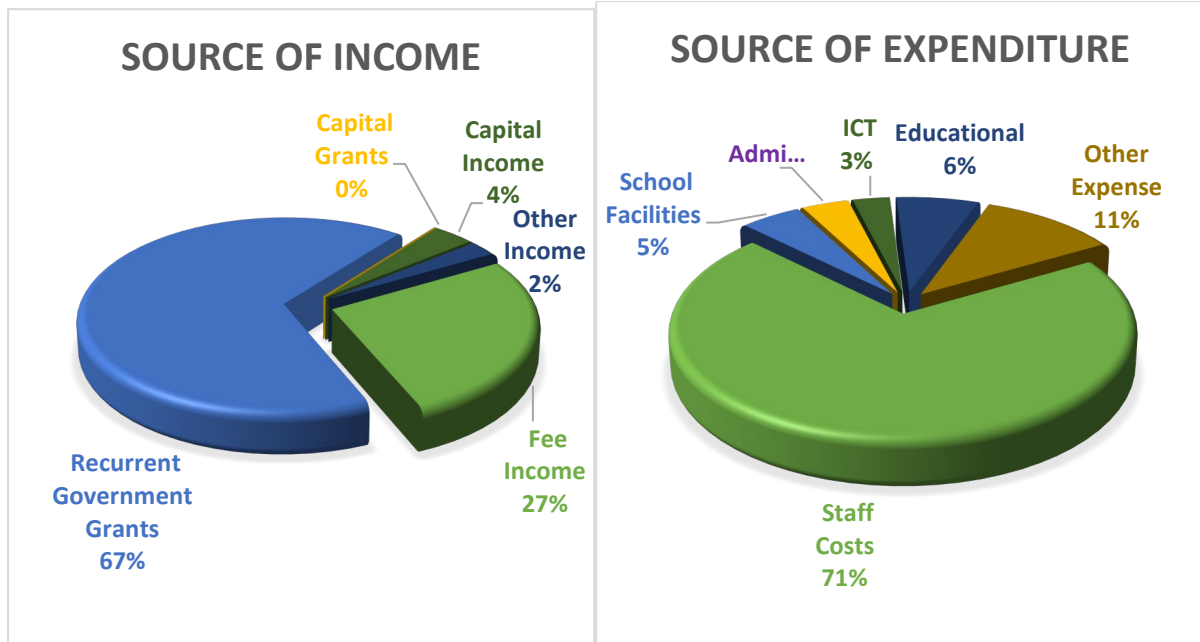
received their offers before the end of the Year 12 school year.



School Finance

Net operating profit for the 2022 financial year was \$2,127,036. The School experienced another solid financial year in line with budget expectations.

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



Parent Satisfaction

In July 2022, we surveyed our families to gauge satisfaction and feedback for improvement. The following is our summarised 2022 data.

We distributed the survey to 652 individuals. It was completed by 133, representing 190 students.

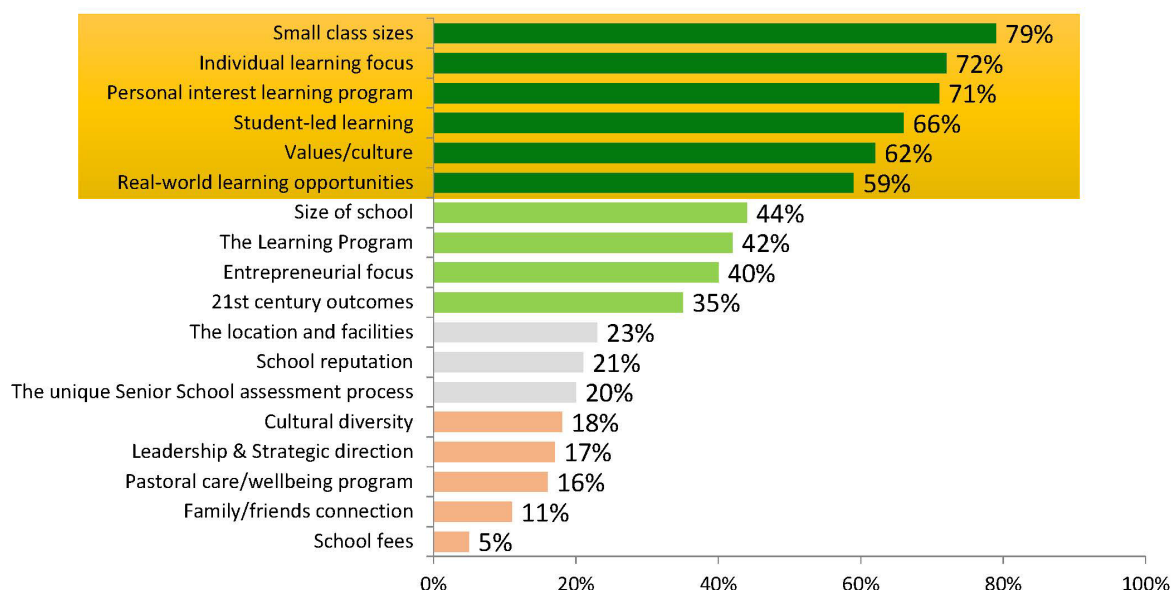
Survey Metrics

| | | | |
|--|-------------------------------------|---|--|
| Start Date: 18 July 2022 | End Date: 31 July 2022 | Sent to: 652 | Completed by: 133 parents/carers |
| Distribution Method: Email-single-use link | Represented: 190 students | Percentage of total enrolments: 26% vs 25% in 2020 | |

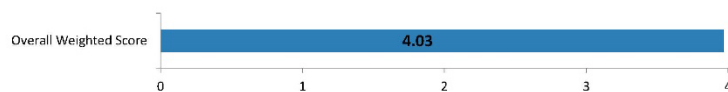
| | |
|-------|---|
| 4 - 5 | An excellent outcome that indicates a real commitment on behalf of the organisation to address any issues in a tangible and relevant manner. Maintain vigilance and continue to adapt to the changing nature of the school environment. |
| 3 - 4 | A fair to good score that reflects a level of satisfaction on this issue. However, it falls short of an 'educator of choice' outcome. Continual and increased focus on this issue is recommended. |
| 2 - 3 | A poor result that suggests a core level of underlying dissatisfaction on this issue. Investigation and corrective action required. |
| 1 - 2 | There are significant issues for concern. This score reflects an unhealthy disconnect on this issue between the current situation and the needs and/or expectations of parents. Major corrective action required. |

The data below reflects the reasons why families choose The Silkwood Way. The top 6 reasons are our main points of difference.

Why have you chosen Silkwood School as your education provider?



Overall Weighted Score 2019



Overall Weighted Score 2020



Overall Weighted Score 2022



Our overall weighted score (out of 5) for 2022 was 4.03. Down slightly on 2020 and equivalent to the 2019 survey

The below summary shows the areas where the School improved or declined in ratings. The Leadership Team analysed parent and carer feedback to inform their improvement action plans for the 2023 school year.

Where we did well...

| | |
|-------|---|
| 4 - 5 | An excellent outcome that indicates a real commitment on behalf of the organisation to address this issue in a tangible and relevant manner. Maintain vigilance and continue to adapt to the changing nature of the school environment. |
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| Key Area | 2022 | Variance +/- |
|--|-------------|--------------|
| Understanding the Silkwood Difference | 4.31 | 0.20 |
| School Culture | 4.16 | 0.13 |
| Advisory Culture | 4.15 | 0.10 |
| Student Engagement and Wellbeing | 4.10 | 0.15 |
| Learning Environment and Resources | 4.01 | -0.32 |
| School Communication | 3.98 | -0.24 |
| TSW Learning Program | 3.94 | -0.02 |
| Student Progress/Exhibitions | 3.82 | -0.21 |
| Leadership and Direction | 3.77 | -0.12 |
| Specialist Learning | 3.33 | |
| Overall Weighted Score | 3.96 | |
| Adjusted excluding Specialist Learning | 4.03 | |

Areas for improvement...

| | |
|-------|---|
| 4 - 5 | An excellent outcome that indicates a real commitment on behalf of the organisation to address this issue in a tangible and relevant manner. Maintain vigilance and continue to adapt to the changing nature of the school environment. |
| 3 - 4 | A fair to good score that reflects a level of satisfaction on this issue. However, it falls short of an 'educator of choice' outcome. Continual and increased focus on this issue is recommended. |
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| Specialist Learning | 3.33 | |
| Overall Weighted Score | 3.96 | |
| Adjusted excluding Specialist Learning | 4.03 | |

Strategic Plan 2019 – 2024 Progress Report

Teaching and Learning

| Strategic Goal | Objective | Strategic Initiatives | Leader Responsible | Start Date | Finish Date | Progress % |
|--|--|--|--------------------|------------|-------------|------------|
| Implement 'The Silkwood Way' learning Design | Develop the systems and resources needed to support our Advisors to implement The Silkwood Way so successfully: <ul style="list-style-type: none"> Students can pursue their learning journey with purpose and direction. Advisors have clarity and well-designed, streamlined processes and procedures that enable them to have creativity and autonomy over their advisory. Parents can participate in their child's learning journey | Implement TSW Learning Design Guidebook - Graduate and Gateway Portfolios | HOS Senior | 2023 | 2023 | 50% |
| | | Implement TSW Learning Design Guidebook - Learning Progressions and Planning Cycles | Principal | 2022 | 2023 | 80% |
| | | Implement TSW Learning Design Guidebook - Exploring Program | Principal | 2022 | 2023 | 80% |
| | | Implement TSW Learning Design Guidebook - PILT Program | Principal | 2024 | 2024 | 10% |
| | | Implement TSW Learning Design Guidebook - Essential Program | Principal | 2024 | 2024 | 0% |
| | | Implement TSW Learning Design Guidebook - Learning in TSW | Principal | 2022 | 2024 | 35% |
| | | Implement TSW Learning Design Guidebook - Learning Enrichment Approach | Principal | 2023 | 2023 | 80% |
| | | Implement SEQTA (Student Learning Management System) | Principal | 2022 | 2024 | 20% |

Team and Culture

| Strategic Goal | Objective | Strategic Initiatives | Leader Responsible | Start Date | Finish Date | Progress % |
|-------------------------------------|--|--|--------------------|------------|-------------|------------|
| Implement TSW Organisational Design | Create an organisational model to support the following: <ul style="list-style-type: none"> • Vision, Mission and Aims • Sustainable growth of the business and Team • Delivery of TSW learning design | Complete the Organisational Design Guidebook | CEO | | | 100% |
| | | Develop the resources and systems to implement the organisational design | CEO | Sept 2022 | Dec 2024 | 20% |
| | | Develop an implementation plan for the organisational design | CEO | May 2023 | Dec 2023 | 0% |
| Implement TSW Team Culture | Design and implement a supportive and innovative workplace culture that aligns with our Vision, Mission and Aims so Team Members can: <ul style="list-style-type: none"> • Work and learn in a meaningful environment. • Create a positive work-life balance. • Make a positive impact on our students. | Complete the Team Culture Guidebook | T&C Leader | Sept 2022 | Mar 2023 | 70% |
| | | Develop the resources and systems to implement the Team Culture | T& C Leader | Sept 2022 | Dec 2025 | 0% |
| | | Develop an implementation plan for the Team Culture | T&C Leader | June 2023 | June 2023 | 0% |

Marketing and Community Relations

| Strategic Goal | Objective | Strategic Initiatives | Leader Responsible | Start Date | Finish Date | Progress % |
|---|--|--|--------------------|------------|-------------|------------|
| Develop the strategy and resources for Family Onboarding, Communication & Engagement in TSW | To enable families to 'work in partnership' to achieve our Aims by: <ul style="list-style-type: none"> Engaging them in ways they can support their child to learn in TSW. Deepening their understanding of TSW. Creating a sense of belonging to the community and their child's learning journey. Inspiring them on their parenting journey | Implement TSW Family Onboarding Guidebook | MCR | Jan 2023 | July 2024 | 10% |
| | | Implement TSW Family Communication and Engagement Guidebook (strategy) | MCR | Jan 2024 | Dec 2024 | 10% |
| Develop our Marketing and PR strategy and resources | To create new partnerships, grow our market, deepen connections, influence, and inspire change through engaging connections with the Silkwood Vision by: <ul style="list-style-type: none"> Sharing our story. Making it easy to connect with our target market. Making our brand recognisable. Supporting people to be confident brand ambassadors. | Implement TSW 3-Year Marketing Plan | MCR | Jan 2023 | July 2024 | 10% |

Business Development and Operations Strategic Goals

| Strategic Goal | Objective | Strategic Initiatives | Leader Responsible | Start Date | Finish Date | Progress % |
|--|--|--|--------------------|------------|-------------|------------|
| Expand Business Opportunities | Find alternative income streams to: <ul style="list-style-type: none"> Support and expand Silkwood School development. Enable school fees to be kept accessible. Ensure wages are at market level. | Launch TSW Distance Learning Program | BDO | Completed | | |
| | | Develop a plan for specialist senior high school Advisories | CEO | Jun 2024 | Aug 2024 | 0% |
| | | Launch a new Senior Campus (Year 10 – 12) | BDO | Completed | | |
| | | Open an Early Childhood Centre | BDO | Jan 2024 | Jan 2024 | 20% |
| | | Launch a Scholarship Fund | BDO | Completed | | |
| | | Explore ways to sell our educational knowledge and expertise | BDO | Dec 2024 | Dec 2024 | 0% |
| | | Master- plan the school site to support the implementation of TSW | BDO | Completed | | |
| Develop administration systems and organisational responsibility | Bringing a sense of shared responsibility and improving the sustainability of the organisation by: <ul style="list-style-type: none"> Improving administration systems. Developing systems to support the Silkwood Team to understand how their work impacts the organisation's bottom line and goals. Supporting less waste and more efficient use of resources. | Implement fiscal responsibility program | T&C | Completed | | |
| | | Complete the strategic and Budget Planning Guidebook | Finance | Completed | | |
| | | Review the School's financial systems to make them more efficient and effective | Finance | Dec 2022 | Dec 2024 | 50% |
| | | Implement reporting systems to enable fiscal decision-making at all levels of the School | Finance | Completed | | |
| | | Develop Operational and Role Handbooks for ICT Team | BDO | Dec 2022 | Dec 2023 | 10% |
| | | Develop Operational and Role Handbooks for Site & Facilities Team | BDO | Dec 2022 | Dec 2023 | 5% |
| | | Develop Operational and Role Handbooks for Finance Team | BDO | Dec 2022 | Dec 2023 | 15% |