



## 2023 ANNUAL REPORT

### ADDRESS

39 Shepherd Hill Lane,  
Mount Nathan QLD 4211

### PHONE

(07) 5655 0300  
[info@silkwood.qld.edu.au](mailto:info@silkwood.qld.edu.au)

### WEBSITE

[www.silkwood.qld.edu.au](http://www.silkwood.qld.edu.au)



# CONTENTS

3	Welcome
5	CEO's Address
11	Silkwood STAR Program
13	2023 Silkwood STAR of the Year
14	'Why' The Silkwood Way
18	The Silkwood Way Learning Design
19	The Silkwood Way Learning Principles
20	The Student's Personal Learning Profile
21	The Silkwood Way Learning Pathways
22	Learning Plans and Planning Cycles
24	The Student Planning Cycle
25	Advisory Planning Cycle
26	'The Silkwood Way' Learning Program
31	Learning in 'The Silkwood Way'
37	'The Silkwood Way' Organisational Design
38	The Board
38	The CEO
39	The Organisational Structure and Teams
39	The Strategic Team
39	The Leadership Team
40	Extra-Curricular Activities
41	School, Student & Teaching Achievements
41	Student Achievements
42	Teacher Achievements
42	Sports, Academic and Performing Arts Achievements, Awards and Recognition.
43	Working in Partnership – Our Wonderful Families
43	The Silkwood Community Care Association (SCCA)
45	Parent Education and Involvement
46	Staffing Information
47	Expenditure on and Teacher Participation in Professional Development
48	Government-Reported Student Outcomes
48	Characteristics of Student Population
48	Average student attendance rate
48	Systems for Managing Absenteeism
49	NAPLAN Results and Analysis
51	Year 12 Outcomes
52	School Finance
54	Parent Satisfaction Survey Results
57	<b>Five Year Strategic Plan</b>
58	.....Teaching and Learning
60	.....Marketing and Community Relations
61	.....Team and Culture
62	.....Business Development and Operations



## WELCOME

We acknowledge the Traditional Custodians of the land on which we gather, the Kombumerri people of the Yugambah Nation, and we recognise their enduring connection to land, waters, and culture. We pay respect to their Elders, past and present.

We also give thanks for the knowledge and care the traditional custodians bring to our community and, as people on this land, honour our responsibilities to listen, learn and care about the connection to land, waters and culture.

At Silkwood, we welcome people from all walks of life who are committed to respectfully engaging with our community and supporting the 'The Silkwood Way'. We are an inclusive and secular school that is not connected to one worldview, religion, spiritual faith, political ideology, or belief system on life or health. This means our community is rich in diversity of beliefs, culture, and lifestyles. We welcome this diversity and our role to create an inclusive and safe space for students to respectfully express and explore who they are.

Our overarching philosophy is that people are free to live in ways they believe are best for them, respecting others, abiding by societal laws, and honouring community guidelines.

### **Our community values are:**

- Acting with respect towards each other
- 'Working in Partnership' to achieve 'The Silkwood Way' Aims
- Honouring diversity and inclusivity
- Courageously growing, learning and leading.

We pride ourselves on being a progressive school demonstrating that a transformative educational approach can co-exist peacefully alongside a traditional system. We see this as a living example of inclusivity, diversity, and modern activism. This gives us much to talk about with our students, finding peaceful and meaningful ways to bring together ideas and work together to make positive changes to our world.



## SCHOOL DETAILS

School Sector	Independent
Total Enrolment	790 - (at the close of the 2023 year)
Year Levels Offered	Prep to Year 12
Education Type	Co-educational
	Secular
	Campus and Distance Learning

Silkwood School is a private, independent, government-funded school. It is accredited by the Office of Non-State Schooling Queensland and affiliated with ISQ (Independent Schools Queensland).

State and Federal Government plus Parent Fees fund it. We acknowledge the support that both Government grants and our families' fee contributions play in enabling Silkwood School to exist.

Silkwood offers a unique and non-traditional model of education we call 'The Silkwood Way.' However, even though our model is non-traditional, we are still accredited using the same criteria as other private schools. This means we abide by all state and federal laws that pertain to operating schools and are still required to deliver on the Australian Curriculum outcomes - we simply deliver on this in different ways that align with our Vision, Mission and Purpose.



## CEO ADDRESS

— ” —

'Young people's schooling time is valuable – why would we use it to teach them things they see no relevance for? What better gift to give than honouring their time by allowing them the opportunity to explore things they are interested in, try out real-world work and learn things useful to thriving in the world'.

VALERIE CAMPBELL-HOGG FOUNDER & CEO

— ” —



Silkwood is no ordinary place – it changes lives through a learning design that keeps young minds open to learning and the possibilities for their future.

We know our students are the:

Designers  
and creators

Innovators  
and change  
agents

Enterprise  
makers and  
entrepreneurs

Carers and  
healers

...and future leaders of our world.

We know their hearts and minds matter, and what our Team does every day at Silkwood - regardless of what work they do - helps shape our future world. For us, that means our Team's hearts and minds also matter. They work incredibly hard to support our Silkwood community by bringing 'The Silkwood Way' to life. We are committed to providing a workspace that shows consideration and care for them.



In 2023, we continued the journey of building our team culture. We further enhanced our award-winning Team Wellbeing Program, SWISH, by providing special treat days in our staffrooms and extending our team acknowledgement opportunities. Alongside this, we built on our end-of-term celebration lunches and extended our close-of-year celebration lunch to showcase the impact of their work on our students' lives. We also added some party spirit with games and great giveaways. We close this event with the announcement of our Silkwood Team Member of the Year, to who we gift a travel voucher to book an adventure of their choice.

All of this, coupled with bringing our staff wages more in line with those of other private schools, has seen our staff retention rate grow to over 90%. We have seen a significant increase in team members reaching the long service leave milestone, which is a great achievement for a small school when many other schools are struggling with retention and finding teachers.

It takes a village to bring The Silkwood Way to life, and our families are a big part of our village. We know choosing Silkwood is a significant family decision, and in doing so, they are making a commitment to:

- Paying for 'The Silkwood Way' learning experience and
- Taking on an alternative path to traditional schooling.

For these reasons, we know our families want more than just a place for their children to go to school – they have made a considered decision and made a financial and emotional investment in *The Silkwood Way* for their family. This is *why* we take our commitment to 'working in partnership' with our families seriously and *why* this is important to the success of our Vision. We have worked hard to shape this into our culture by:

Ensuring families play an essential role in the development of student learning plans and semester exhibitions - just one of the unique features of The Silkwood Way

AND

Building mutual respect through understanding that Silkwood flourishes because families make a commitment to The Silkwood Way and because our Team works hard to bring this to life.



## CEO ADDRESS

Our 'Working in Partnership' culture is something I hold close to my heart when thinking about my responsibility to deliver on the Silkwood Vision:

### VISION

Supporting young people to be inspired, get connected and feel empowered to make a positive difference in their lives and the world.

Every year, we showcase the extraordinary results of our Year 12 students. This is an authentic way for our community to experience the wonder, impact, and power of the Silkwood learning journey. Here, we see in our young people the empowering stories of learning at Silkwood, and just 'why' we focus on The Silkwood Way Aims rather than a traditional curriculum.

This year, we had our biggest cohort of graduates - farewelling 54 exceptional young people shining bright with the possibilities for their future in a beautiful and spirited ceremony. Here, we celebrated their journey not by giving awards or acknowledging the qualifications they had received, which were as amazing as these were, but by shining a light on 'who' they are. Each Advisor spoke to each student individually, weaving a story around a word they felt represented the heart of the young person. It was poignant, meaningful, and a final 'moment that mattered' to say farewell to these amazing young people.

We see all of this captured in the students' own videos of their journey – which they complete as part of their final exhibition to close their journey. These show the true essence of learning in The Silkwood Way, so in our end-of-year team celebration, we showcase these alongside our Year 12 post-school pathway results, which did not disappoint—showcasing another significant milestone in the success of our program.



## Post-school pathway results

43%

### University Pathway

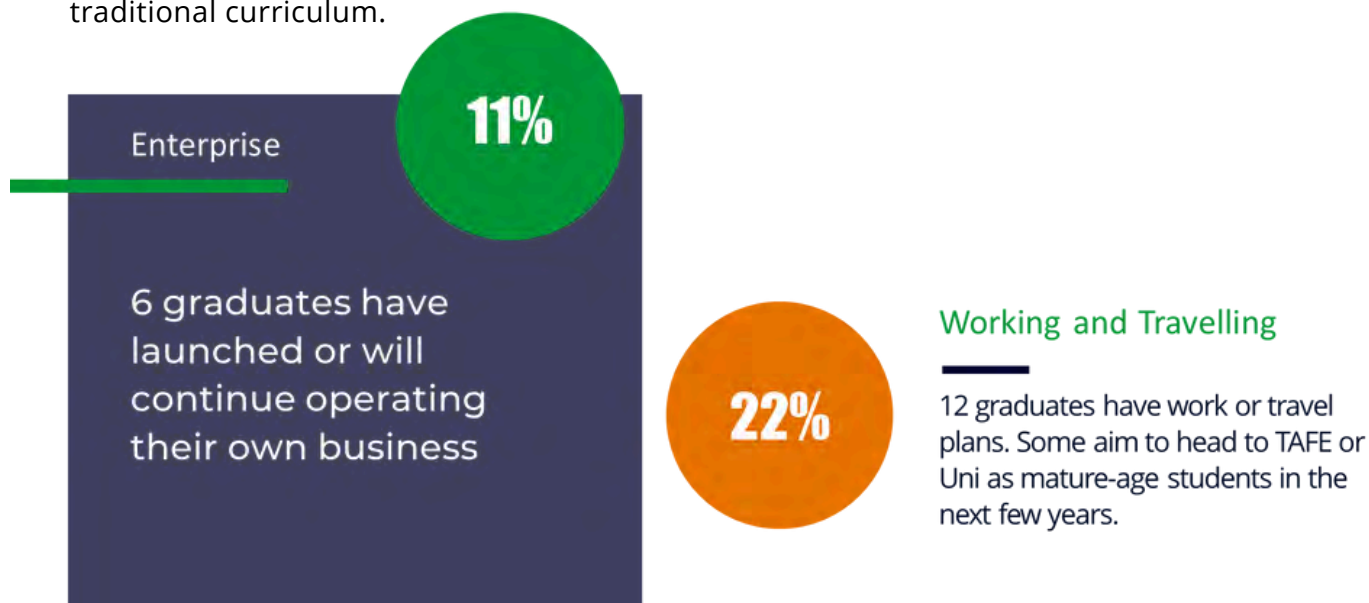
23 graduates have secured at least 1 place, some have secured 2, some awaiting more offers!



## CEO ADDRESS



Every year, we showcase the extraordinary results of our Year 12 students. This is an authentic way for our community to experience the wonder, impact, and power of the Silkwood learning journey. Here, we see in our young people the empowering stories of learning at Silkwood, and just 'why' we focus on The Silkwood Way Aims rather than a traditional curriculum.



This year, we had our biggest cohort of graduates - farewelling 54 exceptional young people shining bright with the possibilities for their future in a beautiful and spirited ceremony. Here, we celebrated their journey not by giving awards or acknowledging the qualifications they had received, which were as amazing as these were, but by shining a light on 'who' they are. Each Advisor spoke to each student individually, weaving a story around a word they felt represented the heart of the young person. It was poignant, meaningful, and a final 'moment that mattered' to say farewell to these amazing young people.

We see all of this captured in the students' own videos of their journey – which they complete as part of their final exhibition to close their journey. These show the true essence of learning in The Silkwood Way, so in our end-of-year team celebration, we showcase these alongside our Year 12 post-school pathway results, which did not disappoint—showcasing another significant milestone in the success of our program.



## CEO ADDRESS

Student learning not only shone in Year 12, it glowed in all areas. Amazing personal interest projects, flourishing entrepreneurship, beautiful music, drama, art shows, and many inspiring stories of students connecting their learning to the real world – a cornerstone to The Silkwood Way. Our festivals and camps did not disappoint; they left us with lifelong memories, and we watched curiosity do its magic while embedding inquiry learning into our exploring program. Throughout, all our young people grew and progressed their very own learning goals.

**Whilst all this great student learning happened, our Team also progressed our organisational goals:**

### LEARNING IN THE SILKWOOD WAY

We implemented our new Student Learning Culture and to support this Student Support Coordinators across all campuses.

### EXPERIENTIAL FRAMEWORK

We launched our new experiential framework and introduced Real World Coordinators to support Advisors with this.

### MOMENTS THAT MATTER

We began the redesign of our 'Moments that Matter' program with a focus on the winter festival and transition ceremonies.





### 2023 ORGANISATIONAL GOAL PROGRESS CONTINUED...



We were fully immersed in the work of designing our **new student learning progressions**. A framework that steps out the pathway for each student to journey along to achieve 'The Silkwood Way' Aims. A framework, might we add, that blew away our accreditation reviewer.



We continued to increase the level of support for students with the launch of our Learning Enrichment advisories in every year level.



We moved into the final stages of our state government application to approve our new **Mount Nathan Master Plan**. This includes our childcare centre, which is planned to open in mid-2025.



With growing compliance requirements for independent schools, we decided to bring a part-time Compliance Coordinator on board to support this work. The impact of freeing up the Leadership Team's time was immediate.



We brought the project of walling up the Middle School classrooms forward. These were completed mid-year, creating much quieter advisory spaces for our Middle School students and Team.

Our enrolments remained steady, and enquiries were strong despite the economy. This ensured that the organisation remained sustainable and delivered on our financial and business goals.

All of this closed 2023 positively and created another exciting chapter in the Silkwood story, one that makes me feel incredibly proud to have led. Every day, I feel moments of deep gratitude and wonder about what happens in this village we call Silkwood.

How lucky am I!

**Valerie Campbell-Hogg**

Founder of 'The Silkwood Way' and CEO of 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. This program allows any team member to shine a light on one of our SILKWOOD STARS. This 'shine' acknowledges them with a STAR that, when collected, can be redeemed for a memorable moment in their life so they never forget they have made a difference and matter.

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
- Ë 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.





## 2023 SILKWOOD STAR OF THE YEAR

### Amanda Cruikshank

In 2023, Amanda was nominated many, many times, and so was our worthy winner. Amanda became connected with Silkwood a few months before she officially became a Silkwood team member in 2017 as a parent to four children impacted by the sad closure of the Queensland Independent College (QIC). These were big times for Silkwood as we were opening our new high school campus (now middle school) and welcoming another whole school community through the enrolment of QIC families and employment of the QIC staff.

As a teacher aid at QIC, Amanda played a significant role in transitioning students to Silkwood. Many were sad as they loved their school and did not expect to have to start at a new school halfway through the school year. Amanda provided a familiar face, and her kind heart, gentle spirit and quiet 'get on with it' nature proved to be a shining light during this time as we settled and steadied our new friends into 'The Silkwood Way'.

It wasn't long before a hidden talent began to show – and in true Silkwood Spirit, the possibilities of what she could do to help Silkwood grow, she began to work in the ICT department sorting processes. The leader of this department did not take a step back – seeing the magic happening before his eyes and the gifts Amanda's talent was bringing – they quickly offered her a permanent role.

Amanda's skill in learning how to 'drive' new IT platforms and make them work soon became apparent, and in no time, this superpower was impacting and helping every area of the school.

Amanda is a true Silkwood superstar whose work impacts everyone in positive ways. She quietly goes about her work, making people feel very secure by happily meeting each team member where their understanding is and then gently guiding them to greater knowledge and skills. She does this all with a calm and patient manner – inspired by her passion to make things easier and more efficient for us all.



## SILKWOOD STAR PROGRAM

To this day, Amanda will deny that she knows anything about IT, but give her a computer, and Amanda can take any platform and find out how it ticks. It is hard to imagine Silkwood without Amanda and all the connecting, fixing, and improving her work brings.

**We honour Amanda as the 2023 Silkwood Star of the Year and her strengths with:**

- Helping others through their challenges to success
- 'Innovative and Entrepreneurial Thinking'
- Making positive change at Silkwood
- And 'Working in Partnership'

She is truly amazing and very deserving of this award. Thank you, Amanda... you are one of a kind and are making a big difference in our world.

AMANDA CRUIKSHANK





## **‘WHY’ THE SILKWOOD WAY**

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 a different skillset:



**DESIGN & CRITICAL  
THINKERS**



**INNOVATORS**



**CHANGE AGENTS**



**ENTREPRENEURS**

People who can 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 focused on standardised subjects and tests to measure knowledge is not designed to lead this change. Young people need something different; they need an opportunity to:

Young people need something different; they need an opportunity to:

- Self-manage and lead their learning
- Learn things that are purposeful for their future
- Learn in the real world
- Learn about things they are interested in
- Learn in different ways.



IN RESPONSE TO THIS, WE HAVE INTENTIONALLY DESIGNED:

**The Silkwood Way**, a new learning approach that is leading this change.

The Silkwood Way gives each young person a personalised way of learning with individualised and interest-based goals focused around 21st century capabilities.

- One where creativity, thinking, knowledge and real-world experiences are developed.
- One that grows a young person's life capabilities while keeping their curiosity alert.
- One where they learn to reflect, assess, and set their own goals for improvement.
- One that supports them to be empowered to take charge of their learning.

We believe this is a change for the better – a transformative educational design that places the student and their personalised learning plan, rather than a standardised subject-based curriculum with tests, at the centre of decision-making.



### WHY?

So young people can grow into adulthood with the capabilities to thrive in the world.



## 'WHY' THE SILKWOOD WAY

### THE SILKWOOD WAY AIMS:

We define these capabilities through **The Silkwood Way 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 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 passion, talent, and skills to create engaging work that contributes positively to our world.





## THE SILKWOOD WAY AIMS:

This is the purpose and heartbeat of **The Silkwood Way Learning Design** and what sets us apart from other schools.

There is no other school with these Aims at its heart, nor designed in our unique way.

THE SILKWOOD WAY:

- Has **REIMAGINED** education
- Is **RECLAIMING** a love of learning for young people
- Is **PREPARING** young people for a changing world.

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

**Supporting young people to be inspired, get connected and feel empowered to make a positive difference in their lives and the world.**

This is The Silkwood Way!





## **DISTINCTIVE SCHOOL OFFERING:** THE SILKWOOD WAY LEARNING DESIGN

**VISION** Supporting young people to be inspired, get connected and feel empowered to make a positive difference in their lives and the world.

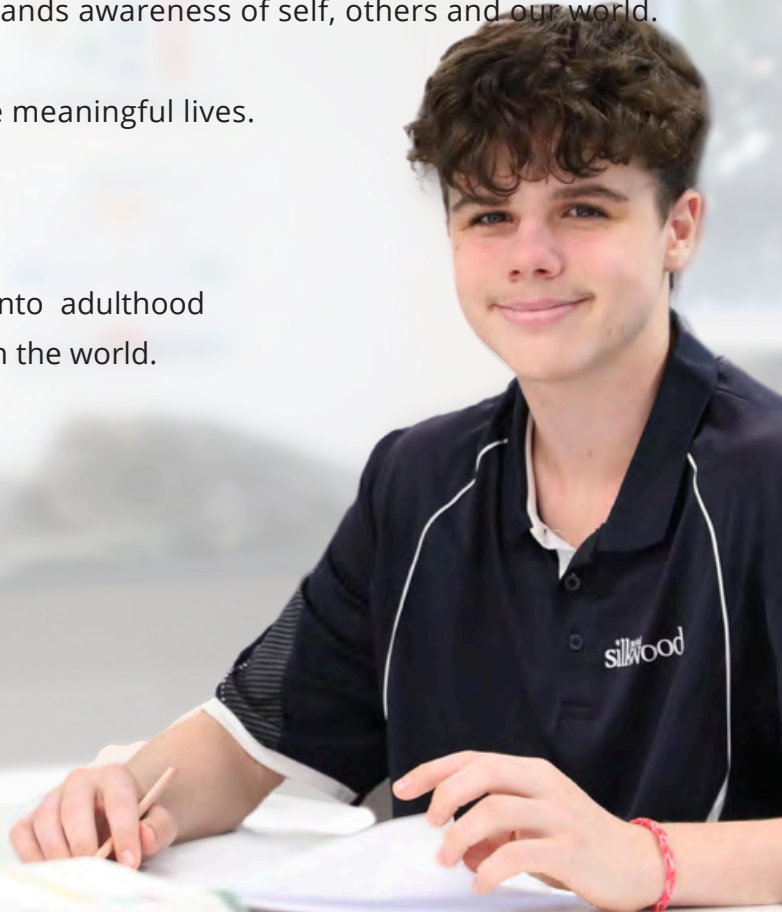
The Silkwood Way Learning Design is 'how' we deliver on our Vision and Purpose. In simple terms, it is our educational approach defined by our Mission.

**MISSION** To create innovative small learning communities that use the world as their campus to support young people to develop personalised learning pathways around:

- Their interests
- Future-focused life capabilities
- Real-world mentors and learning experiences
- Engaging content that expands awareness of self, others and our world.

Enabling them to go on to live meaningful lives.

**PURPOSE** To see young people grow into adulthood with the capabilities to thrive in the world.





## LEARNING PRINCIPLES

It begins with eight **Learning Principles** that frame the design and act as the compass to align decisions about 'what' the design looks like and 'how' it is implemented.

### **DEVELOPMENTALLY ALIGNED**

We align student learning experiences and strategies to physical and emotional developmental stages.

### **REAL WORLD LEARNING**

We connect student learning to real-world experiences and mentors.

### **EXPLORING AND EXPANDING INTERESTS**

We continuously engage students in learning experiences that grow and expand their interests.

### **MAKING MOMENTS THAT MATTER**

We create defining moments that lead to positive, enduring memories on a student's learning journey.

### **PERSONALISED LEARNING**

We partner with each student to develop a personalised learning profile and individual learning plan that reflects their growth needs and interests.

### **WORKING IN PARTNERSHIP**

Learning is a partnership that involves the student, the school team, families, and the wider community.

### **LEARNING HOW TO LEARN**

We make learning visible so students can progress their learning, develop a growth mindset and become confident in directing their own learning process.

### **ENTREPRENEURIAL AND CREATIVE THINKING**

We actively develop skill to support students to think outside the square, use a business mindset, see opportunities, communicate effectively, problem-solve, and take considered risks.



### A STUDENT'S PERSONALISED LEARNING PROFILE (PLP)

Underpinning the Learning Design is a student's **Personal Learning Profile**. We refer to this as a PLP.

The PLP is an evolving profile that includes:

- 'Who' the student is, 'How' they learn, and their interests
- Attendance, behaviour, and wellbeing data
- The student's Individual Learning Plan (ILP)
- A dashboard that tracks learning progress
- Reflection and feedback on progress
- An assessment portfolio.

The Personal Learning Profile (PLP) is central to all planning and progress discussions, helping Advisors and students to:

- Set quality learning goals
- Guide and track individual student progress
- Personalise learning to a student's interests and learning and emotional needs.

The PLP interconnects **The Silkwood Way Learning Design** and is at the 'heart' of personalising student learning.





## THE SILKWOOD WAY LEARNING PATHWAYS

Our **Learning Pathways** bring The Silkwood Way Learning Design and Aims to life.

### The Silkwood Way Aims:

- To use creative, innovative, and critical thinking to make a difference.
- To see the adventure, opportunity, connections, and possibilities in life.
- To create financial independence in win/win ways.
- To accept life's challenges with a resilient and flexible attitude.
- To communicate with empathy, openness, and integrity.
- To embrace fun and live with curiosity.
- To turn dreams and ideas into reality.
- To act with respect towards themselves, others, and our world.
- To create a happy and healthy life balance.
- To use passion, talent, and skills to create engaging work that contributes positively to our world.

### EIGHT LEARNING PATHWAYS:

21ST-CENTURY  
COMMUNICATION

CRITICAL THINKING

21ST-CENTURY NUMERACY

ENTREPRENEURIAL AND  
CREATIVE THINKING

PERSONAL AND  
SOCIAL DEVELOPMENT

THE ARTS.

ETHICAL AND  
INTERCULTURAL  
AWARENESS

LEARNING  
'HOW' TO LEARN





## LEARNING PROGRESSIONS



We undertook extensive research on 21st-century capability frameworks and the Australian Curriculum to help us define the pathways and organise them into sequences of development we call 'progressions' of learning.

Our pathways define 'what' students learn, similar to traditional curriculums. However, unlike standard curricula, they are not based on standardised year-level subjects. Instead, they focus on the content, skills, and capabilities essential for thriving in the 21st century - 'The Silkwood Way' Aims.

There are three types of learning 'progressions' in the pathways.

### **YEAR - LEVEL PROGRESSIONS**

The content, skills, and capabilities in each pathway are best delivered to a specific year group due to developmental underpinnings.

### **INDIVIDUAL PROGRESSIONS**

Skills and capabilities from each pathway that:

- Require prior competency before a student can progress to the next level; and
- Have no age consideration for developmental alignment; therefore appropriate for students to be working on individually at any age.

### **ELECTIVE PROGRESSIONS**

The skills and capabilities from the Australian curriculum available in our learning program that do not directly contribute to our Student Aims. However, they may support individual learning goals aligned with a student's interests.

These 'progressions' of learning form sequenced steps for each student to progress towards achieving The Silkwood Way Aims. With guidance from their Advisors, students progress through the learning stages at their own pace, ensuring a personalised and clear learning path tailored to their unique needs.



## LEARNING PLANS AND PLANNING CYCLES

Enacting **The Silkwood Way Learning Pathways** are:

- A student's Individual Learning Plan (ILP)
- The Advisory Learning Plan (ALP)

These plans use the Learning Progressions in the pathways to set students' individual and year-level learning goals.

This process is enacted through steps in our:

- Student Planning Cycle
- Advisory Planning Cycle

### STUDENT PLANNING CYCLE

This involves the Advisor, parents/carers, mentors, and, most importantly, the student in steps to develop, progress, review, assess and report on their **Individual Learning Plan (ILP)**.

It begins with each student using their **Individual Progressions**, with the support of their Advisor, to set their individual progression goals in their (ILP).

STUDENTS ILP GOALS	
Learning Pathways	Individual Progression Goals
21st Communication	
21st Numeracy	
Creative and Entrepreneurial Thinking	
Ethical and Intercultural Awareness	
Personal and Social Development	
Critical Thinking	
The Arts	
Learning 'How' to Learn	

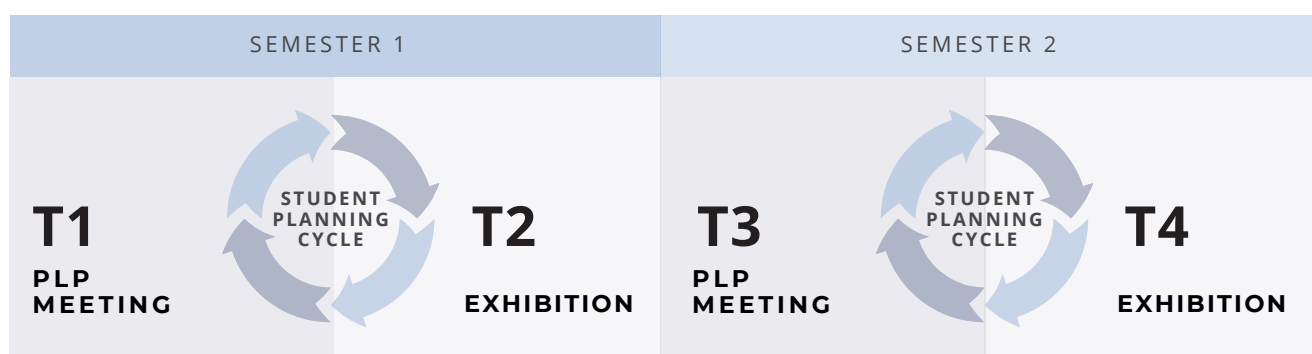


IT THEN FOLLOWS WITH STEPS, WHERE STUDENTS WORK WITH THEIR ADVISORS TO:

It then follows with steps where students work with their Advisors to to:

1. Develop their year-level progression goals and learning program to support them in progressing these goals.
2. Regularly review and adjust their plan based on progress.

There are two complete Student Planning Cycles each year – one each semester (every two terms). Each cycle culminates with a student-led exhibition to demonstrate and review their progress to their families, mentors and Advisors.



**PLP MEETING:** Student, Advisor and Parents/Carers meet to discuss and set the semester PLP.

**EXHIBITION:** Student-led presentation to demonstrate and review their progress to their families, mentors and Advisors.

Over time, students develop the ability to self-manage their planning cycle by continually learning how to plan, review, assess, adjust, and advance their learning each year.





## ADVISORY PLANNING CYCLE

Advisors follow a termly planning cycle, which aligns with steps in the **Student Planning Cycle**.

This cycle begins with the Advisor using their year-level progressions and their students' individual learning goals to set the goals for their **Advisory Learning Plan (ALP)**.

ADVISORY LEARNING PLAN GOALS		
Learning Pathways	Student Individual Progression Goals	Student Individual Progression Goals
21st Communication		
21st Numeracy		
Creative and Entrepreneurial Thinking		
Ethical and Intercultural Awareness		
Personal and Social Development		
Critical Thinking		
The Arts		
Learning 'How' to Learn		

They then turn these goals into an **Advisory Learning Program** that will best support the progress of these goals.

The following steps are then focused on reviewing and assessing student progress regularly and adjusting their plan in accordance with this data.

Both the Student and Advisor Planning Cycles have (as steps) regular one-on-one meetings between the student and their Advisor to check in on student wellbeing and learning progress.

As a result of these meetings, both the student's **Individual Learning Plan** and the **Advisory Learning Plan** are adjusted if changes are needed. This ensures that both plans are reflective of and responsive to individual student needs.



## THE SILKWOOD WAY LEARNING PROGRAM

Advisory (ALP) and Student Learning Plans (ILP) goals are developed into:

- An **Advisory Learning Program** and,
- An **Individual Student Learning Program**



### ESSENTIAL LEARNING

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

### DISCOVERY LEARNING

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





These programs are structured around four learning frames, which give students the opportunity to learn with a variety of different learning styles and in group, individual and personalised ways.



## EXPLORING LEARNING

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

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



## PERSONAL INTEREST LEARNING TIME (PILT)

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



## ADVISORY LEARNING PROGRAM

The Advisor takes their advisory learning goals, which incorporate the student's ILP goals, and sets these around the four learning frames in their Advisory Learning Plan (ALP).

This maps out the plan for their **Advisory Learning Program**, from which they then plan and resource lessons and draft their weekly advisory timetables.

During start-up week, as part of the planning cycles for both students and Advisors, Advisors collaborate with their students to begin setting their personalised goals and structuring their **Individual Learning Plan (ILP)** goals around these learning frames.

This aligns both plans and creates an individual learning program for each student. Students and Advisors then collaborate to align and develop a student's timetable, ensuring they can attend the advisory lessons needed to progress toward their goals.

In the younger years, most students have similar goals as the bandwidth for learning progressions is closer together, meaning more group lessons can happen. This means the timetables for each advisory and their students are similar.

When students reach senior school, their learning goals are very diverse, resulting in more personalised learning time in advisory and students' timetables.

SCHOOLS	TIMETABLES			
Junior School	Personalised	Exploring	Essential	Discovery
Primary School	Personalised	Exploring	Essential	Discovery
Middle School	Personalised	Exploring	Essential	Discovery
Senior School	Personalised	Exploring	Discovery	

In response to the regular progress meetings in the planning cycles – continual adjustments are made to both the Advisory and an individual student's Learning Program and timetables.

As a result of these processes, each Advisory and Student Learning Program is unique, flexible, and constantly evolving. It delivers essential year-level learning experiences while responding to each student's individual needs and interests, ensuring a personalised experience for every student and advisory class.



## LEARNING IN THE SILKWOOD WAY

Our unique pastoral care approach, **Learning in The Silkwood Way**, supports the Learning Program. It encompasses how we lead and organise our campuses, *how* students learn together (our student culture) and how they are supported with their wellbeing and learning.

It is vital for the success of our Learning Design that each student feels empowered on their Silkwood learning journey - **Learning in The Silkwood Way** defines *how* this looks.

IT INCORPORATES:

### THE SILKWOOD WAY ADVISORY MODEL

The way we lead and organise our campuses to ensure we have small learning communities.

### THE SILKWOOD WAY MOMENTS THAT MATTER

Our intentionally created traditions that acknowledge, celebrate, and honour a student's journey.

### THE SILKWOOD WAY DEVELOPMENTAL PHASES

How we bring about an age-appropriate (developmental) focus, approach and feel to student learning.

### THE SILKWOOD WAY STUDENT LEARNING CULTURE

How we create an environment that enables students to:

- Self-manage
- Focus on learning
- Learn together respectfully
- Strengthen and support their social and emotional development.





## THE SILKWOOD WAY LEARNING DESIGN IN A NUTSHELL

The Silkwood Way Learning Design brings the Vision, Purpose, Mission and 'The Silkwood Way' Aims to life.

- It begins with eight **Learning Principles** that frame and guide decision-making around the Learning Design.



- Interconnecting and sitting at the heart of the Learning Design is a **Student's Personal Learning Profile**.



- **The Silkwood Way Learning Pathways** step out our the Aims into 'progressions' of learning. These form The Silkwood Way Learning Journey and are the pathways that each student progresses along to achieving The Silkwood Way Aims.



- **Student and Advisor Learning Plans and Cycles** develop these progressions into student learning goals.



- These learning goals are then set into play through **The Silkwood Way Learning Program**.



- Supporting the Learning Program is **Learning in The Silkwood Way**. This is our unique pastoral care approach. It encompasses the way we lead and organise our campuses, *how* students learn together (our student culture) and how they are supported with their wellbeing and learning.

This makes up our transformative and unique Learning Design – **The Silkwood Way**.





# LEARNING IN THE SILKWOOD WAY IN DETAIL



## THE SILKWOOD WAY STUDENT LEARNING CULTURE

Our pastoral care approach is defined in our student learning culture.

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

- Self-manage
- Focus on learning
- Learn together respectfully
- Strengthen and support their social and emotional development.

Research shows that the best way to support students' mental and emotional well-being is to engage them in learning that they feel is meaningful to their lives.

Our students' Individual Learning Plan (ILP) does just that and is the focal point for our **Student Learning Culture**. We start from this place to grow our student culture and circle back should challenges arise.

WE UNDERPIN THIS FOCUS WITH THE FOLLOWING:

### **A DEVELOPMENTAL APPROACH**

Setting behaviour expectations and processes aligned to and reflective of the developmental phase of the student.

### **AN AUTHORITATIVE STYLE**

Striking 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.

### **RESTORATIVE PRACTICE**

A practice that uses reflective dialogue to get to the 'heart' of why something has happened focuses on ways to move forward and accountability for repair to any harm caused by poor behaviour.



## OUR VISION FOR STUDENT BEHAVIOUR:

Young people want to learn – it is innate in them – therefore, our role is to help them discover and learn more about themselves through:

- Understanding their impact
- Developing a respect for self, others and their world
- Developing mature communication and behavioural responses.

This empowers them to become self-aware and take responsibility for their actions. We see this as the gateway to being able to thrive in the world.

To achieve this, we approach behavioural development as an integral part of learning at Silkwood. Just as students set goals for their learning, they also set goals to develop the personal skills they need for:



**HEALTHY  
THINKING**



**POSITIVE  
HABITS**



**ENGAGEMENT WITH  
THEIR LEARNING**



**CONNECTING  
WITH OTHERS**

## MAKING BEHAVIOURAL DEVELOPMENT PART OF EVERYDAY LEARNING AT SILKWOOD





## LEARNING IN THE SILKWOOD WAY

### THE SILKWOOD WAY STUDENT VALUES

The centrepiece of our Student Learning Culture are our **Student Values** – these focus on behaviours that support a safe and caring Learning Community.

#### OUR STUDENT VALUES ARE:

**BEING CONNECTED**

**THINKING INNOVATIVELY**

**LEARNING COURAGEOUSLY**

**LIVING RESPECTFULLY**

Each Learning Community expresses 'what we mean' by these values through age-appropriate Guiding Principles.

Our Student Values and Guiding Principles define our expectations for student behaviour through a positive framework rather than a rules-based approach.

### DISCOVERY DISCUSSIONS

When students do not honour our guiding principles, we begin with a Discovery Discussion. The purpose of which is to:

- Engage students in their responsibilities of **Learning in the Silkwood Way**
- And support students to understand what are the positive and right choices for themselves and others.

These discussions may be as simple as refocusing students' attention and reminding them of their responsibilities and expectations or may require a more complex discussion around changes needed to their ILP to:

Improve their  
learning engagement.

**AND**

Support them in  
aligning their behaviour  
with our guiding  
principles.



This is a deliberate shift away from traditional schooling that uses the following strategies to manage student behaviour:



Teacher-driven classroom management strategies.

AND



Rules, punishment and rewards to manage behaviour.

In contrast, **Learning in The Silkwood Way** works in partnership with the Advisor, student and their family to put:



A student's engagement and progress with their learning plan.

AND



Respect for our Values and Guiding Principles.

...at the centre of managing student behaviour.



This is the cornerstone for success in **Learning in The Silkwood Way** and sits at the centre of supporting young people to become responsible managers of their own behaviour.





## LEARNING IN THE SILKWOOD WAY

It is important to note this approach does not mean we have no rules - we do. In any environment, rules are needed for organisational and personal safety; we are no different. The Silkwood Way difference with rules is that they are kept to a minimum and well-considered to ensure they are absolutely needed and that they:

- Can be easily understood by a student
- Have a clear 'why' as to *why* they are needed
- Have a clear consequence for any breach that can be applied consistently.

This ensures we do not slip from an *authoritative* to an *authoritarian* approach.



### **AUTHORITATIVE BEHAVIOUR APPROACH**

At Silkwood School, an authoritative behaviour approach means we strive to create an environment of mutual respect between students and educators. We set clear and consistent expectations, encourage open dialogue, and value student input. This empowers students to understand the reasoning behind guidelines and take ownership of their actions, fostering independence and self-regulation. Rules and consequences only come into play when safety and/or compliance (legal) are put at risk.



### **AUTHORITARIAN BEHAVIOUR APPROACH**

In contrast, an authoritarian behaviour approach — which we avoid — would involve strict rules enforced without discussion or student input, prioritising obedience over understanding. Such an environment can stifle communication and creativity and discourage developing critical thinking and self-discipline, qualities we actively cultivate in our students as part of The Silkwood Way.





# **THE SILKWOOD WAY ORGANISATIONAL DESIGN**



## '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.

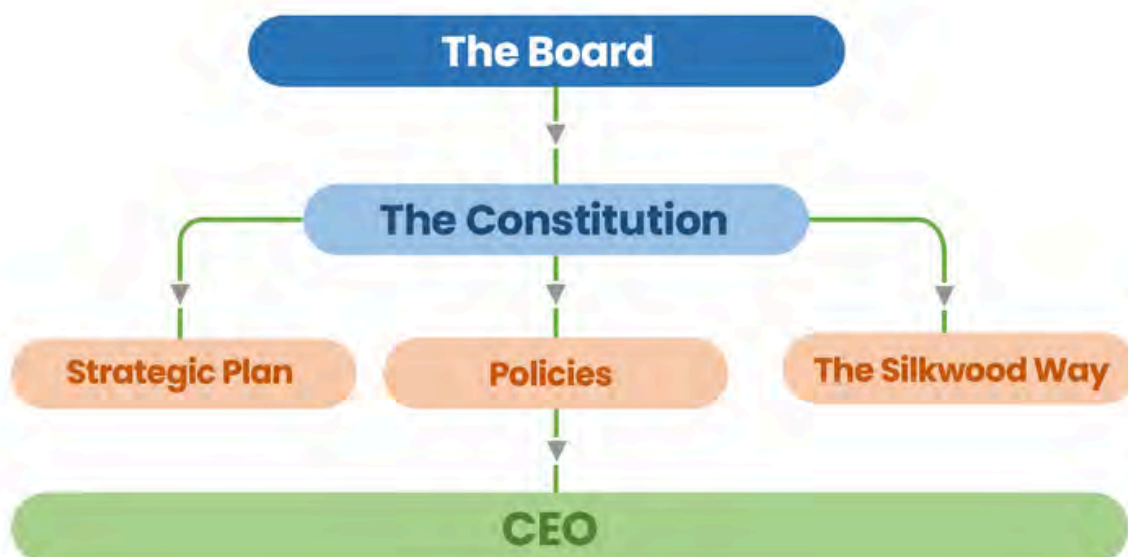
The Board's role is to uphold the constitution, develop and legitimise policy, and oversee the strategic direction and 'The Silkwood Way' Design to enable the organisation to fulfil its Vision, Mission, and Aims. In this way, it only works strategically and does not get involved in or participate in 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 to the school community in June of each year. 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 ORGANISATIONAL STRUCTURE AND TEAMS

In addition to tracking progress through the student's PLP, every semester, each student holds an exhibition for their Advisor, family, and other invited guests to:



### THE STRATEGIC TEAM

Each Strategic Division is led by a Strategic Leader. The Strategic Team is made up of the four Strategic Leaders and the CEO. Most of this Team's time is focused on supporting the implementation of the organisational strategy and overseeing the operational work. They are the smallest team, as their work is focused on long-range goals that create significant organisational change.

### THE IMPLEMENTATION TEAM

The Implementation Team is the largest as it attends to all the day-to-day operational tasks needed to run the organisation. This Team is organised into smaller Operational Teams with Team Leaders.

### THE LEADERSHIP TEAM

The Strategic and Operational Department Leaders make up the School's Leadership Team. The Leadership Team focuses on ensuring that the organisation's operations have the systems and resources they need to attend to the day-to-day work of the School and that strategic progress is implemented sustainably for the Implementation Team.



## INCLUSIONS AND ACHIEVEMENTS

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 to students in 2023:**

- 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 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

#### **Riana Narushima**

State and national Representative for Rhythmic gymnastics, competing in Columbia, Portugal, and Pacific Rim World Championships events.

#### **London Rigby**

Little Nippers - gold medal.

#### **Inti Hammat**

Won the part of the Lion in 'The Lion, the Witch and the Wardrobe' and played the Lead role in 'Finding Nemo' (NAPA).

#### **Soma Bradley**

Represented Queensland in the nationals for silks.

#### **Madison Allen**

Won second place with her dance troupe for Jazz and lyrical at the state dance championships.

#### **Ahren May**

Academy Team: Magic United as a mid-fielder.

#### **Kai Ramsay**

HOTA Academic Award.

#### **Jessica Knight**

HOTA Future Creative Award.

#### **Holly Hunter**

Aurora Trainee of the Year.

#### **Will Tisdale**

Player of the Tournament - OzTAG competition



## TEACHER ACHIEVEMENTS

### **Kyra Hinde**

Certified as a Seesaw Ambassador and Epic Ambassador.

### **Cara Shipp**

Publication of Literacy Text that has been recognised Australia-wide (Theory to practice – rewriting the teaching of English with First Nations Voices)

### **Lauren Weston**

Appointed as Gold Coast Network Convenor for the REAIE – Reggio Emilia Australia Information Exchange.

### **Cara Shipp**

National Fellow – AATE (Australian Association for Teaching of English) AND National Conference 2023 Presenter: 'Listening from the heart: voices, pedagogy and power in First Nations education'.

## SPORTS, ACADEMIC AND PERFORMING ARTS ACHIEVEMENTS, AWARDS AND RECOGNITION

### **2023 Gold Coast Eisteddfod**

2023 was an outstanding year of achievements for our Eisteddfod performers. We received the following results:

- Intermediate Orchestra Gold Award and **FIRST PLACE**
- Senior Strings Gold Award and **THIRD PLACE**
- Silkwood Sparrows Junior Choir Gold Award and **SECOND PLACE**
- Silkwood Hummingbirds Choir Gold Award and **THIRD PLACE**
- Senior Vocal Ensemble Silver Award and **HIGHLY COMMENDED**
- Poem Recital - **FIRST PLACE (Year 2)**

### **Nerang RSL Bursary Recipient Awards**

Eden Donaldson and Hunter Neville

### **Duke of Edinburgh**

Completed by Amalia Neville, Kai Ramsay, Hunter Neville, Charles Handley, Dylan McConachy, Jack Aird, and Bronze - Joshua Turner

### **Landcare project**

Year 4 successfully completed the Landcare project, planting native plants on the campus after being awarded a Landcare grant.

### **NFL Flag**

Our first Silkwood team to participate in the program and competed in the state championships.



## WORKING IN PARTNERSHIP – OUR WONDERFUL FAMILIES

Choosing the right education for their children is a significant decision for families, and we appreciate that paying school fees is a substantial commitment. At Silkwood School, we are dedicated to partnering with our families throughout this journey.

Our families play an essential role in their child's learning process. They are involved in setting learning goals, providing feedback on progress, and celebrating achievements. We believe in sharing and celebrating students' school life with their families through community gatherings, social connections, and Silkwood's 'Moments that Matter'. These events are infused with our strong sense of community spirit.

### THE SILKWOOD COMMUNITY CARE ASSOCIATION (SCCA)

The SCCA remains committed to its Vision of:

#### VISION

Creating opportunities for families to connect, belong, and engage with The Silkwood Way.

In 2023, they continued to support families through the Class Carer program, which fosters social connections and bridges the gap between School and home. They also reintroduced several popular events, including the Community Bush Dance, which saw a record attendance of 265 people. Year 12 students managed the catering for this event as a fundraising opportunity for their formal and end-of-year activities, resulting in excellent fundraising outcomes.

We also saw record attendance at our Mothers, Fathers, and Grandparents Day breakfasts, highlighting the community's desire to reconnect after the COVID-19 restrictions of 2022.

Overall, 2023 was a year of reconnecting, engaging, and supporting our families and students as they journey through the Silkwood Way.



## 2023 SCCA CASH SUMMARY

The SCCA income for 2023 was **\$18,446.43**, with expenses of **\$11,665.60**, resulting in an overall surplus of **\$6780.83**. See a breakdown of the Cash Summary below:

For the year ended 31 December 2023			
Account	2023	Yearly average (YTD)	Variance
Income			
Donation Income	50.00	4,430.10	-98.87%
Fundraising Income Bunnings Sizzle	3,261.61	0.00	0.00%
Fundraising Income Bushdance	4,413.49	1,750.72	152.10%
Fundraising Income JollySocks	958.65	0.00	0.00%
Fundraising Income Trivia	1,108.00	0.00	0.00%
Fundraising Income Winterfest Soup	1,116.00	0.00	0.00%
Grant Income	2,000.00	0.00	0.00%
Second Hand Uniform Income	1,738.68	573.00	203.43%
Tuckshop income	3,800.00	3,600.00	5.56%
<b>Total Income</b>	<b>18,446.43</b>	<b>10,353.82</b>	<b>78.16%</b>
<b>Less Expenses</b>			
Accountancy fees	550.00	792.00	-30.56%
Administration and Training Costs	0.00	57.60	-100.00%
Donations	3,429.00	4,711.50	-27.22%
Fees & Permits	59.14	0.00	0.00%
Filing Fees	58.60	0.00	0.00%
Food - Non-Fundraising Events	933.04	9,490.00	-90.17%
Fundraising Expense Bunnings Sizzle	1,432.97	0.00	0.00%
Fundraising Expense Bushdance	2,045.00	0.00	0.00%
Fundraising Expense JollySocks	1,026.95	0.00	0.00%
Fundraising Expense OTHER	0.00	958.64	-100.00%
Fundraising Expense Trivia	940.00	0.00	0.00%
Gifts for teachers / Class Carers /Parents	408.90	327.98	24.67%
Insurance	782.00	852.50	-8.27%
<b>Total Expenses</b>	<b>11,665.60</b>	<b>17,190.22</b>	<b>-32.14%</b>
<b>Surplus (Deficit)</b>	<b>6,780.83</b>	<b>(6,836.40)</b>	<b>199.19%</b>
Net Cash Movement	6,780.83	(6,836.40)	199.19%
<b>Summary</b>			
Opening Balance	824.78	7,661.18	-89.23%
Plus Net Cash Movement	6,780.83	(6,836.40)	199.19%
<b>Cash Balance</b>	<b>7,605.61</b>	<b>824.78</b>	<b>822.14%</b>



## PARENT EDUCATION AND INVOLVEMENT

Research indicates that children achieve better educational outcomes when there is a robust partnership between home and school. At Silkwood, we are committed to fostering a culture that educates the entire family. We respect the individual choices made in each home and strive to provide families with the knowledge and resources needed to make informed decisions that align with Silkwood's educational goals for their children.

### **In 2023, the following parent community events were offered:**

- Time and Space (Year 7)
- Transition ceremonies for students moving from one learning community to another
- Art and Craft classes
- Welcome attendance to our festival opening ceremonies
- Emergent reading program
- The Silkwood Way - Parent Information Course
- Cyber Safety Courses
- Mid-year and end-of-year music concerts
- Invited to attend Eisteddfod performances
- Parent and Carer transition information sessions to support their family with a move from one campus to another.

### **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
- Sports programs
- Excursion volunteers.



## STAFFING INFORMATION

### TEACHING QUALIFICATIONS

Qualification	Percentage of Classroom Teachers and Leaders at the School
Doctorate	1%
Masters	15%
Bachelor's degree	100%
Diploma	45%
Certificate	37%

### STAFF COMPOSITION

		Part-time	Full-time
Teaching	Male	0	11
	Female	3	42
Non-Teaching	Male	9	11
	Female	21	21
Indigenous			2



## STAFF ATTENDANCE RATE

The following table shows the average staff attendance 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
111	199	888	96%

The attendance rate for permanent and temporary staff and school leaders was 96% in 2023.

## 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 2023 was \$72,336, an expenditure of \$352 per team member. The involvement of the teaching staff in Professional Development activities during 2023 was 100%.





## GOVERNMENT-REPORTED STUDENT OUTCOMES

### CHARACTERISTICS OF STUDENT POPULATION

51.1%	Male
47.9%	Female
1.0%	Not disclosed
2.6%	Indigenous

### AVERAGE STUDENT ATTENDANCE RATE

The average student attendance rate in 2023 was 87.99%<sup>1</sup> compared to 88.9% (2022) and 88.4% (2021).

Total number of students	Number of school days in the program year	Total number of student absences	Average Attendance Rate %
7942	1993	16,829	87.99%

- 1.Attendance has been around this level since COVID. There were significant outbreaks of Flu and COVID-19 in the student population, leading to a high degree of absences.
- 2.The total number at the August Census complied on 28 July. 869 students were enrolled throughout the year and counted in the average attendance rate.
- 3.Total school days x No Students = 158,006.

### SYSTEMS FOR MANAGING ABSENTEEISM

- 1.Rolls are taken electronically during the morning, middle, and afternoon sessions. Parents of students who are absent without reason are contacted through SMS.
- 2.Once a week, the Heads of Schools are provided a weekly attendance report. Unexplained absences that do not fit the rationale for approved absences are followed up.
- 3.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, and 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 help students progress 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 progresses 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.<sup>I</sup> 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.<sup>II</sup>





## 2023 NAPLAN REPORT DATA YEARS 3, 5, 7 AND 9

	Average Score (Silkwood)		Average Score (State)		Average Score (National)
	2022	2023	2022	2023	2023
<b>Reading</b>					
Year 3	476	396	422	405	405
Year 5	524	509	501	496	496
Year 7	589	561	535	536	536
Year 9	614	588	566	565	564
<b>Writing</b>					
Year 3	438	402	406	404	416
Year 5	479	468	468	466	483
Year 7	545	530	515	519	534
Year 9	540	538	544	554	567
<b>Spelling</b>					
Year 3	431	387	419	388	404
Year 5	494	499	494	477	489
Year 7	550	530	541	531	539
Year 9	571	561	570	562	568
<b>Grammar and Punctuation</b>					
Year 3	455	395	419	399	411
Year 5	509	493	492	490	497
Year 7	542	549	528	534	539
Year 9	586	554	566	548	557
<b>Numeracy</b>					
Year 3	403	427	387	394	407
Year 5	486	499	479	478	488
Year 7	540	540	537	529	538
Year 9	588	564	575	554	568

### Notes:

- I. 41% of Silkwood students participated in NAPLAN.
- II. The [Myschool website](#) indicates that a school's NAPLAN test must have a minimum of 11 participants and an 80% participation rate for a comparison to be available. Silkwood's participation did not meet these thresholds, so the data should not be used to compare schools.

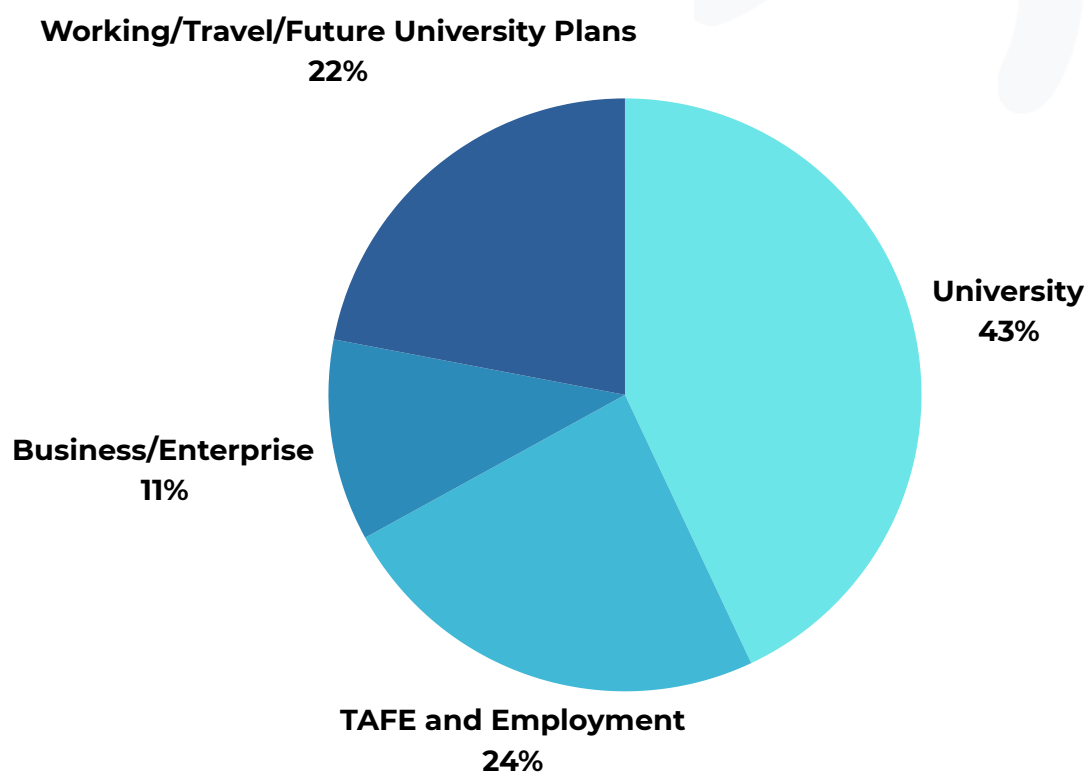


## YEAR 12 OUTCOMES

When publishing this Annual Report, the results of the 2023 post-school destinations survey, the Next Steps – Student Destination report for the School, were unavailable. After the information has been released, this data will be uploaded to the school's website in September.

We collect our own data, and the following are our 2023 results:

We had the largest student cohort to graduate in Silkwood's history – 54 students. The following are their post-school pathways:



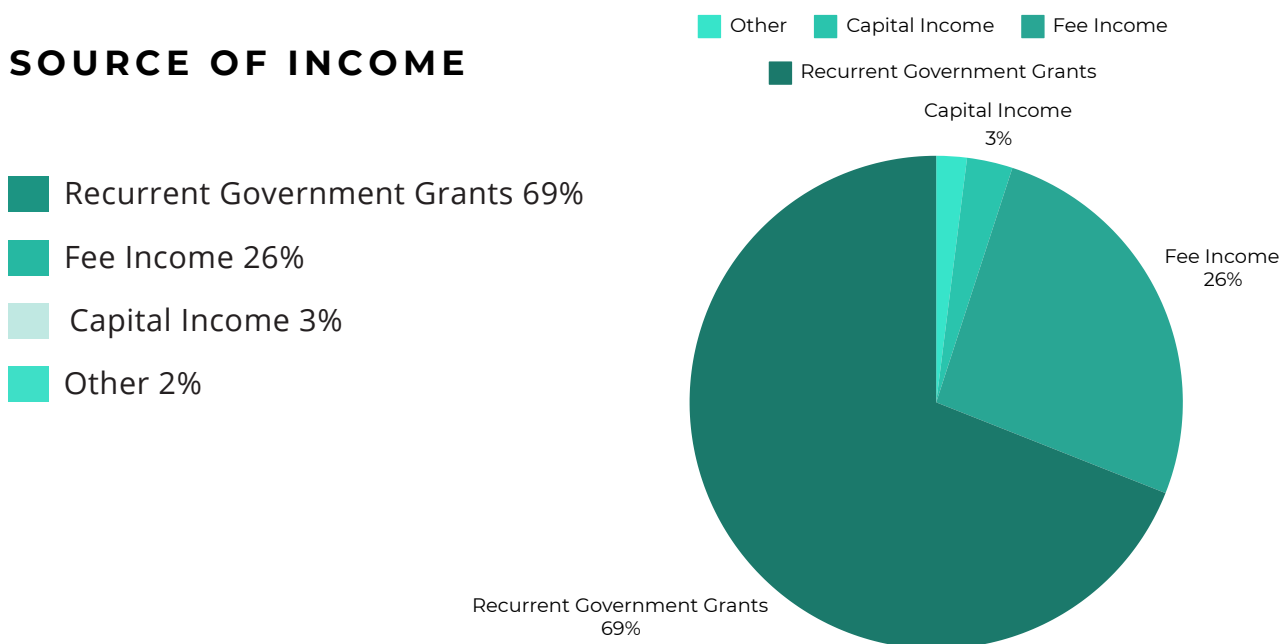


## SCHOOL FINANCE

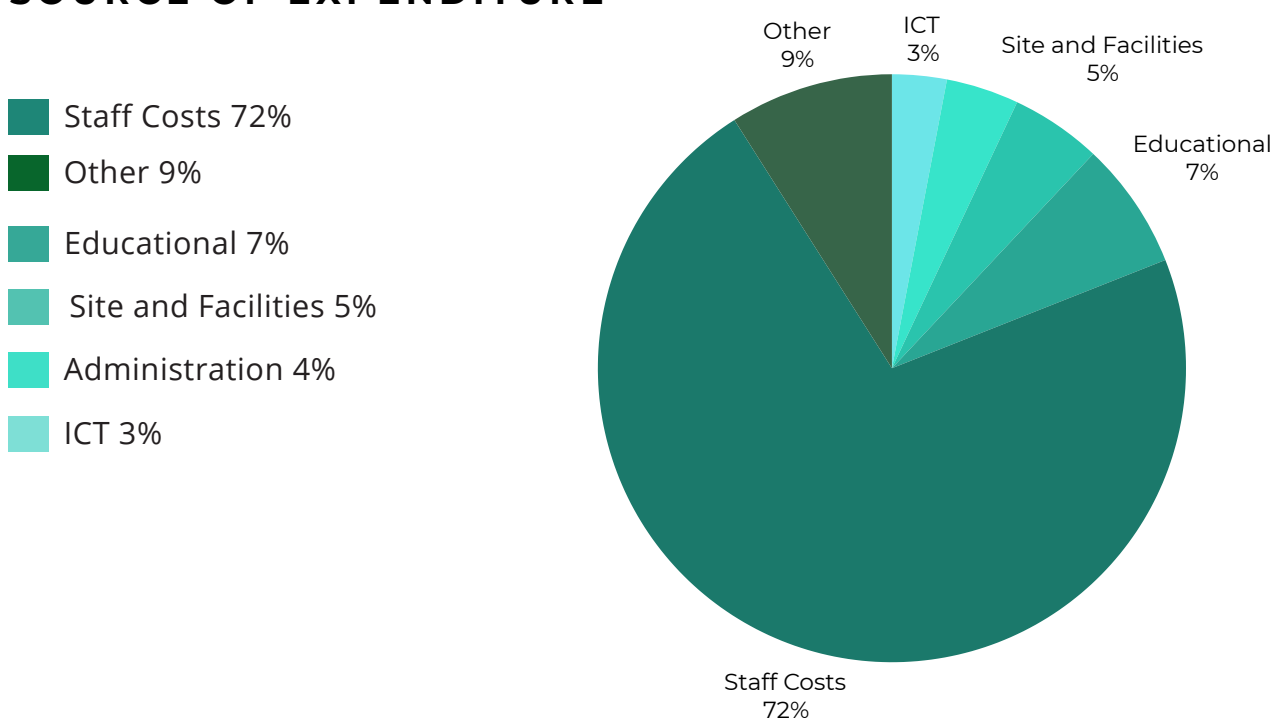
Net operating profit for the 2023 financial year was **\$2,687,496**. The school experienced another solid financial year in line with budget expectations.

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

### SOURCE OF INCOME

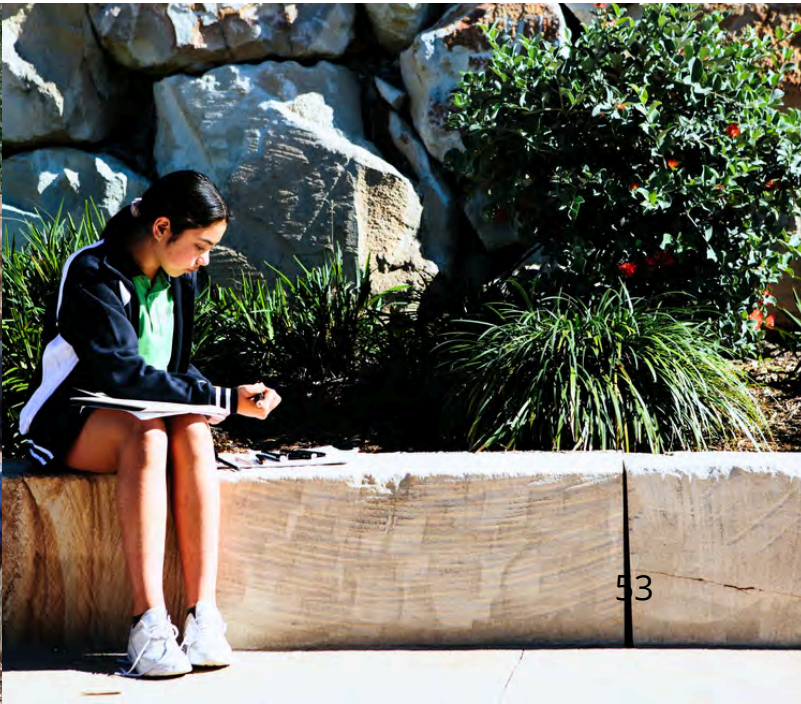
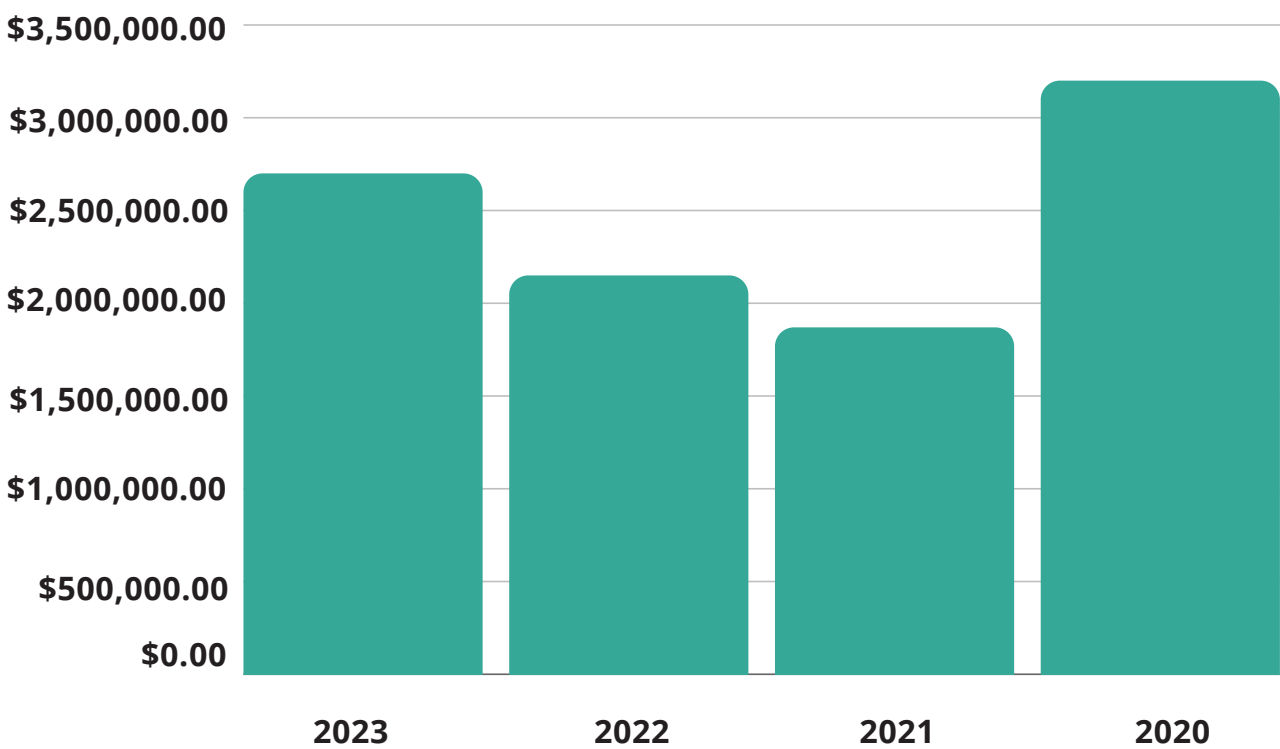


### SOURCE OF EXPENDITURE





NET OPERATING PROFIT/(LOSS)





## PARENT SATISFACTION

In July 2023, we surveyed our families to gauge satisfaction and feedback for improvement. The following is a summary of the feedback data.

The survey was distributed to 792 individuals representing our parent/carer community. 183 individuals, representing 132 students, completed the survey.

### SURVEY METRICS

<b>Start Date:</b>	<b>End Date:</b>	<b>Sent to:</b>	<b>Completed by:</b>
18 July 2023	03 August 2023	792	183 parents/carers
<b>Distribution Method:</b>	<b>Represented:</b>	<b>Percentage of total enrolments:</b>	
Email/SMS/Facebook	132 students	23% vs 26% in 2022	

### SURVEY SCORING

**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.



## SCHOOL FEEDBACK SURVEY DATA SUMAMRY

Key Area	2023 Overall	2022 Overall	Variance +/-
Working in Partnership	4.43	3.90	0.53
Communication	4.07	3.89	0.18
Learning Environment and Resources	4.22	4.01	0.21
Advisory Culture	4.29	4.15	0.14
Student Engagement and Wellbeing	4.24	4.10	0.14
The Silkwood Way Learning Program	4.11	3.94	0.17
Specialist Learning	3.21	3.33	-0.12
Student Progress	3.80	3.82	-0.02
<b>Overall Weighted Score</b>	<b>4.09</b>	<b>3.89</b>	<b>0.20</b>

## OVERVIEW OF SCHOOL FEEDBACK SURVEY DATA

The feedback survey data for this year shows a general improvement in the perception of the school's performance. The overall satisfaction rating increased from **3.89 to 4.09**. Significant improvements were observed in areas such as student wellbeing, teaching and learning, and community engagement, reflecting the positive impact of our initiatives in these domains.

However, some areas, such as student behaviour management and facilities/resources, need further attention, and slight declines have been observed. Despite these, the perception of school leadership and communication improved, indicating continued confidence and effective engagement with our families.

In summary, the survey data highlights a successful year with notable improvements and some areas identified for future focus.



## REASONS FAMILIES CHOSE SILKWOOD IN 2023



In 2023, families chose Silkwood as their education provider for several key reasons. The top factor was our small class sizes, valued by 84% of respondents. Additionally, 75% of families appreciated the personal interest learning opportunities, and our focus drew 69% on individual learning focus.

Real-world learning opportunities and our emphasis on 21st-century capabilities and individual, interest-based goals each attracted 63% of families. Student-led learning was a key factor for 60% of respondents, while 58% valued our school's culture and values.

Other notable reasons included our student culture and wellbeing program (42%), the school's size (37%), and our commitment to inclusivity and diversity (36%). Entrepreneurial focus and the use of exhibitions and PLP meetings to gauge student progress also influenced family decisions.

Overall, these factors highlight the key components of The Silkwood Way Learning Design that resonate with our families, reinforcing the Silkwood difference.





# STRATEGIC PLAN 2023 - 2028



## STRATEGIC OUTCOMES

The Silkwood Way is a transformative learning design that delivers on our Aims.

This means:

- Students feel confident about and are engaged in their learning journey.
- Student interests have been expanded and explored.
- Students' Personal Learning Profiles are the starting point for all learning decisions.
- Students value what they are learning and connect to peak moments.
- Students are challenging themselves to progress and can demonstrate their growth.
- Students connect their learning to the real world.

### Goal 1: Make Learning Visible to Advisors, Students, and Families

<b>Objective:</b>	<b>Implement a system to bring visibility to student progress on TSW Aims so:</b> <ul style="list-style-type: none"> <li>• Parents/carers can authentically participate in their child's learning journey.</li> <li>• Students can pursue their learning journey with purpose and direction.</li> <li>• Teacher Planning can easily be individualised to a student's needs.</li> </ul>			
Strategic Initiatives	Leader Responsible	Start Date	Finish Date	Progress %
Implement TSW Implementation Guidebook - <b>Learning Progressions and Advisor/Student Planning</b>	EP	Oct-23	Sep-24	85%
Implement - <b>SEQTA (Student Learning Management System)</b>	BDO	Oct-23	Jun-26	50%

### Goal 2: Implement a Student Learning Culture that supports The Silkwood Way

<b>Objective:</b>	<b>Implement a student culture that aligns with TSW Aims and supports a student's to:</b> <ul style="list-style-type: none"> <li>• Understand their impact.</li> <li>• Develop a respect for self, others, and their world.</li> <li>• Develop healthy communication and behaviour responses.</li> </ul>			
Strategic Initiatives	Leader Responsible	Start Date	Finish Date	Progress %
Implement TSW Implementation Handbook - <b>Learning in the TSW</b>	Head TLD	Jun-23	Dec-24	85%
Implement TSW Implementation Handbook - <b>Managing the Student Wellbeing Space</b>	Head TLD	Sep-23	Dec-24	60%
Implement TSW Implementation Handbook - <b>Developmental Phases</b>	Head TLD	Oct-24	Jun-25	5%
Implement TSW Implementation Handbook - <b>Moments that Matter Handbook</b>	Head TLD	Jan-24	Jun-24	25%
Implement TSW Implementation Handbook - <b>The Student Onboarding Journey</b>	Head TLD	Oct-25	Jun-26	10%



Goal 3: Implement 'The Silkwood Way' Learning Program				
<b>Objective:</b>	<b>To enable Advisors to have creativity and autonomy over their advisory whilst successfully delivering TSW by providing:</b> <ul style="list-style-type: none"> <li>• Effective Advisor onboarding and training.</li> <li>• Clarity of expectations.</li> <li>• Well-designed and streamlined processes and procedures.</li> </ul> Effective resources and learning spaces.			
Strategic Initiatives	Leader Responsible	Start Date	Finish Date	Progress %
Implement Strategy Guidebook - <b>The Silkwood Way Learning Design Onboarding Workshop</b>	EP	Jun 24	Jun-24	95%
Implement TSW Implementation Guidebook - Exploring Frame	EP	Sep-23	Dec-24	75%
Implement TSW Implementation Guidebook - <b>PILT Frame</b>	EP	Jan-24	Dec-24	50%
Implement TSW Implementation Guidebook - <b>Essential Frame</b>	EP	Jan-24	Dec-24	50%
Implement TSW Implementation Guidebook - Discovery Frame	EP	Jan-25	Jan-25	10%
Develop the <b>TSW Early Learning Childcare Program</b>	Head ELJS	Oct-23	May-24	50%
Implement TSW - <b>Early Learning Playgroup Program</b>	Head ELJS	Jan-25	Dec-25	25%
Implement TSW Implementation Handbook – <b>TSW Learning Enrichment Approach</b>	Head TLD	Jan-23	Apr-25	75%



## STRATEGIC OUTCOMES

**We are seen as educational influencers, working in partnership to make a difference in the world. This means:**

- We are active contributors in our local community.
- Our school community feels valued and connected to our Vision.
- Our families work in partnership to progress student learning.
- Mentorship is valued as a way of positively impacting the world.
- We actively work with our Alumni to share their experiences.
- Our reputation creates demand beyond what we can offer.

## Goal 4: Implement 'The Silkwood Way' Community Relations Strategy

<b>Objective:</b>	<b>Enabling families to 'work in partnership' to achieve our Aims by implementing a Family Onboarding, Communication &amp; Engagement strategy to:</b> <ul style="list-style-type: none"> <li>• Onboarding, Communication &amp; Engagement strategy to:</li> <li>• Engage families in ways they can support learning in TSW.</li> <li>• Deepen understanding of TSW.</li> <li>• Create a sense of connection and belonging to the community.</li> <li>• Inspiring them on their parenting journey.</li> </ul>			
Strategic Initiatives	Leader Responsible	Start Date	Finish Date	Progress %
Implement TSW Implementation Guide - <b>TSW A Family's Guide</b>	MCR Leader	Sep-23	May-24	60%
Implement TSW Implementation Guide – <b>TSW Family Onboarding Journey</b>	MCR Leader	Jan-25	Jan-26	0%

## Goal 5: Implement 'The Silkwood Way' Marketing Strategy

<b>Objective:</b>	<b>Implement a strategy that creates new partnerships, grows our market, influences connections to our Vision and inspires change through:</b> <ul style="list-style-type: none"> <li>• Sharing our story.</li> <li>• Expanding our reach.</li> <li>• Making our brand recognisable.</li> <li>• Supporting people to be confident brand ambassadors.</li> </ul>			
Strategic Initiatives	Leader Responsible	Start Date	Finish Date	Progress %
Implement TSW Implementation Guide – A Mentor's Guide to TSW	MCR Leader	Jan-25	Jun-25	0%
Implement a 3-year Marketing, social media, and PR Strategy	MCR Leader	Sep-23	Dec-24	20%



## STRATEGIC OUTCOMES

**We provide a safe, engaging work environment where people are empowered to grow and develop in ways that support our Vision, Mission and Aims. This means:**

- Our people are focused on the long-term success of themselves and the organisation.
- We celebrate growth and actions that contribute to the success of the Team and organisation.
- People have the clarity, support, and training to work in The Silkwood Way.
- Our team culture creates a reputation and demand as an employer of choice.
- Team members are remunerated in line with industry expectations and progress with 'Working in The Silkwood Way'.

Goal 6: Implement Working in 'The Silkwood Way'– Our Team Culture				
<b>Objective:</b>	<b>Design and implement a supportive and innovative workplace culture that aligns with our Vision, Mission and Aims so Team Members can: Work and learn in a meaningful environment.</b> <ul style="list-style-type: none"> <li>• Create a positive work-life balance.</li> <li>• Make a positive impact on our students.</li> <li>• Be recognised and rewarded for their growth in working in TSW.</li> </ul>			
Strategic Initiatives	Leader Responsible	Start Date	Finish Date	Progress %
Complete Working in 'The Silkwood Way'– <b>Our Team Culture Strategy Guide</b>	T&C Leader	Oct-23	Jun-25	75%
Implement TSW Implementation Handbook - <b>Personal Coaching and Development</b>	T&C Leader	Sep-24	Jun-25	5%
Implement TSW Implementation Handbook - <b>Reward and Recognition</b>	T&C Leader	Sep-23	Dec-28	50%
Implement TSW Implementation Handbook - <b>Communication and Collaboration</b>	T&C Leader	Sep-23	Jun-24	50%
Implement TSW Implementation Handbook - <b>Team Onboarding Journey</b>	T&C Leader	Sep-24	Jun-27	20%
Implement TSW Implementation Handbook - <b>Recruiting in TSW</b>	T&C Leader	Sep-23	Jun-24	90%
Implement TSW Implementation Handbook - <b>Leading in TSW</b>	CEO	Sep-23	Jun-24	5%
Implement TSW - <b>Role Handbooks</b>	T&C Leader	Sep-23	Dec-26	50%
Develop the Team onboarding workshop for the <b>TSW Organisation Design</b>	T&C Leader	Sep-23	Sep-24	75%



## STRATEGIC OUTCOMES

**Our organisational Design supports the successful delivery of The Silkwood Way. This means:**

- We have multiple revenue streams.
- People have the information and systems they require to do their work well.
- Our fee strategy reflects the value of The Silkwood Way and provides opportunities for motivated families to join our community.
- Our Team thinks and acts like a business partner.
- Systems and processes are best fit for the purpose, streamlined, user-friendly, and efficient.

### Goal 7: Improve Diversity, Secular and Indigenous Perspectives in the organisation

<b>Objective:</b>	<b>Develop an organisational strategy that supports the progress of inclusivity, diversity, and indigenous ways of learning.</b>			
Strategic Initiatives	Leader Responsible	Start Date	Finish Date	Progress %
Write the organisational secular, inclusivity, diversity, and Indigenous integration strategy.	BDO	Jan-27	Dec-27	0%
Implement TSW Implementation Guidebook – <b>Supporting Inclusivity, Diversity, and Indigenous Integration in the Learning Program</b>	EP	Jan-27	Dec-27	0%

### Goal 8: Expand Business Opportunities

<b>Objective:</b>	<b>Find alternative income streams to:</b> <ul style="list-style-type: none"> <li>• Support and expand our Vision.</li> <li>• Enable school fees to be kept accessible.</li> <li>• Ensure wages are at market level.</li> </ul>			
Strategic Initiatives	Leader Responsible	Start Date	Finish Date	Progress %
Implement strategy to sell our educational knowledge and expertise	BDO	Jan-26	Dec-28	0%
Implement a strategy to expand specialist senior school Advisories and Distance Learning	BDO	Jun-24	Jan-27	5%
Open a Childcare Centre	BDO	Jan-23	Jan-25	25%



Goal 9: Improve the effectiveness and efficiency of the organisational systems					
<b>Objective:</b>	<b>To improve the sustainability of the organisation by:</b> <ul style="list-style-type: none"> <li>Improving current administration systems.</li> <li>Researching 'new' systems to manage work tasks.</li> <li>Developing systems to support the Silkwood Team to understand how their work impacts the organisation's bottom line and goals.</li> <li>Supporting less waste and more efficient use of resources.</li> </ul>				
	<b>Strategic Initiatives</b>	<b>Leader Responsible</b>	<b>Start Date</b>	<b>Finish Date</b>	<b>Progress %</b>
	Implement a document management strategy	BDO	Oct-23	Dec-24	25%
	Implement our five-year financial plan model	BDO	Mar-24	Apr-24	5%
	Upgrade the financial systems and accounting program to support TSW Strategy	Finance Leader	Oct-23	Jun-24	25%
	Implement a system to manage our strategic and annual planning	BDO	Jan-25	Sep-25	0%
	Implement a system to manage our 90 day and day-to-day planning	BDO	Jan-26	Sep-26	0%
	Implement a system to manage our coaching processes	BDO	Jan-26	Jun-26	0%
	Implement the Leadership Handbook - Leadership Reporting and Organisational Benchmarks	BDO	Sep-23	Dec-24	50%
	Implement a system that allows oversight for the Board of our organisational compliance requirements	BDO	Jan-26	Dec-26	50%



 school  
silkwood