

# Goodwood State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

This report highlights Goodwood State School's profile. It outlines important information on our school's organisational structure, curriculum offering and the teaching and learning environment that is Goodwood State School. Our school is committed to individual student growth and extensive development across all years of primary schooling in Literacy and Numeracy. We place a strong emphasis on "the whole child" in helping them to have successful and happy lives.

### School progress towards its goals in 2014

The school's overall target goal is to achieve school average scores and percentages higher than the national, state and like-school averages in all Literacy and Numeracy areas. Goodwood State School is also committed to the goal of ensuring that 100% of Year 3/5/7 students score above the national minimum standard for all areas of NAPLAN. The school is making excellent progress to achieving its goal. Goodwood State School will continue to strive for its target goal of consistent improvement across all year levels and outstanding performances in Literacy and Numeracy throughout 2014. In 2014 our major school improvement goal was the improvement of writing and reading. We have made significant gains in this area. Staff have completed Professional Development for reading and writing that follows the Sheena Cameron model. We have implemented the concepts learned and have shared with our community the prowess in writing our students are developing through sharing on parades, a display at the Childer's show and in our newsletter. Some of our student writing was published in the local newspapers. This improvement agenda is continuing in 2015.

### Future outlook

Goodwood State School has high performance standards and expectations for its students and staff. The school is focused on the consistent improvement of the students' academic ability especially Literacy and Numeracy and the development of students' social, sporting and cultural experience. Goodwood State School places a strong focus on the "whole child" including the social and emotional well-being of all students to enhance their likelihood of happy and successful lives as adults.

Goodwood State School is continuing to embed a pedagogical framework based on both Marzano's Art and Science of Teaching and the Explicit Teaching model to enhance teaching and learning practices. As a team, we regularly work with and discuss assessment data to identify ways of ensuring we are meeting the educational needs of all students and to best target our resources. All teaching staff regularly meet to discuss and review ways of best implementing the roll-out of the National Curriculum Key Learning areas, which we deliver predominantly through the Education Queensland Curriculum into the Classroom (C2C) units.

In 2015 Goodwood will become a participant in the North Coast Success Schools program which will have a strong and intense focus at the micro level, on the teaching and learning of reading using the Gradual Release Model and the Sheena Cameron strategies. The program will include a series of observations, lesson modelling, coaching, and other professional development. In 2015 Goodwood will utilise the GRG funding to enable the Principal to fill the role of Pedagogical Coach one day per week to assist in providing feedback for teachers based on observations and to assist in coordinating the school-wide analysis of student data to contribute to student achievement.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	64	28	36	88%
2013	83	40	43	92%
2014	68	32	36	72%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

Students of our school come from a range of socio-economic backgrounds and family structures. Some parents operate their own businesses, own or manage farms, are tradespeople, commute to other locations including mines or are employees in agricultural or retailing industries. A large number of our students live in the seaside community of Woodgate while others live in rural locations neighbouring the Goodwood area. Almost all of our families are from European backgrounds and are Australian born. A minority are from overseas. Many students have siblings attending school. There is a strong connection to the heritage of the school and its history. Goodwood State School is the preferred school of choice for most of the population in the area.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	17	26	18
Year 4 – Year 7 Primary	24	24	32
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	13	14
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- Our distinctive curriculum offerings Integrated curriculum covering all Key Learning Areas (KLAs)
- Strong focus on English and Mathematics
- Some KLAs are taught by specialist teachers including Health & Physical Education, Music and German (LOTE).
- The integrated curriculum delivery approach is used across all three classes
- Every attempt is made to engage every child in successful and positive learning.

### Extra curricula activities

- Active After School Sport - This grant-funded sports program is offered twice a week to our students who may not be otherwise be able to participate in such activities and receive coaching. We offer athletics, tennis, soccer, dance, touch and a range of other activities through the year. In 2015 we are also offering AFL Auskick.
- Sporting Opportunities – This includes the opportunity to trial for selection in Isis District, Hervey Bay and Wide Bay sport representative teams.
- School Cluster Days – Goodwood State School is a member of the Isis Cluster. During the year, Goodwood SS combines with Isis Cluster Schools to participate in specific learning days that have included leadership, sporting and cultural activities.
- Maths Team Challenge / Academic Competitions – Selected students in Years 5-7 participate in the Maths Team Challenge. This event allows Goodwood State School students to experience a competitive nature of mathematics. Students in Years 3-7 are also given the opportunity to compete in state and national competitions including KLAs: English, Spelling, Writing, Mathematics, Science, and Computer Skills.
- Chess Club – Students in Years 3-7 have the opportunity to participate in the school's Chess Club that operates once a week.
- Recognition of Excellent Performances – Students are regularly rewarded for demonstrating an excellent performance by receiving weekly 'Student of the Week' Awards during our parade. Principal Awards are issued for outstanding achievement by students. Goodwood State School's Annual Awards Night recognises students' performances over a calendar year focusing on academic, sporting and cultural achievements.
- Instrumental Music Program – Our school subsidises an after school instrumental music program for students in Y3 and above. In 2012 we initiated guitar lessons and in 2013 the option of woodwind was also provided. Saxophone and flute lessons are also offered to students now.

### How Information and Communication Technologies are used to assist learning

Learning via the use of Information and Communication Technologies (ICTs) is embedded in teaching and learning practices at Goodwood State School. The school has a computer: student ratio of 1:2 which enables students to maximise their ICTs knowledge, understanding and skills. Each classroom has Electronic Interactive Whiteboards which are used to enhance learning and lesson delivery. Students use a variety of software applications to complete set tasks and have easy and safe access to the internet and email.

## Social Climate

Goodwood State School has high performance standards and expectations. All students, staff and parents of the school agree that Goodwood State School is a happy school and one where students are valued and included. Goodwood State School's staff consistently apply their best efforts to ensure everyone at the school follows the school motto: **"Strive to Achieve"** as we aim to achieve excellence throughout all aspects of the school. Our Responsible Behaviour Plan focuses on promoting student self-responsibility and acknowledges the great behaviour of students. Our School has secured funding to provide a Chaplin one day each week who delivers personal development programs that enhance self-awareness and awareness of the feelings of others as well as building resilience. The intent of these programs are to reduce/eliminate the existence of bullying behaviours and to strengthen cohesion between students across the school.

In 2013 Goodwood began its journey of adopting the School-Wide Positive Behaviour Support framework into our school. In 2014 we made excellent progress which was affirmed by external auditors. The "atmosphere" at Goodwood has become one that is joyful, relaxed and respectful. Visitors to our school always comment how "peaceful" and "beautiful" our school is now.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	88%	100%	83%
this is a good school (S2035)	88%	100%	80%
their child likes being at this school* (S2001)	92%	100%	100%
their child feels safe at this school* (S2002)	88%	100%	100%
their child's learning needs are being met at this school* (S2003)	87%	100%	83%
their child is making good progress at this school* (S2004)	88%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	100%
teachers at this school motivate their child to learn* (S2007)	79%	100%	83%
teachers at this school treat students fairly* (S2008)	88%	97%	83%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
this school works with them to support their child's learning* (S2010)	88%	100%	83%
this school takes parents' opinions seriously* (S2011)	96%	97%	83%
student behaviour is well managed at this school* (S2012)	79%	87%	83%
this school looks for ways to improve* (S2013)	95%	97%	100%
this school is well maintained* (S2014)	96%	100%	83%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	96%	96%	96%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they like being at their school* (S2036)	74%	85%	100%
they feel safe at their school* (S2037)	100%	96%	96%
their teachers motivate them to learn* (S2038)	95%	96%	96%
their teachers expect them to do their best* (S2039)	91%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	82%	96%	96%
teachers treat students fairly at their school* (S2041)	65%	85%	93%
they can talk to their teachers about their concerns* (S2042)	83%	92%	96%
their school takes students' opinions seriously* (S2043)	78%	76%	93%
student behaviour is well managed at their school* (S2044)	78%	77%	81%
their school looks for ways to improve* (S2045)	87%	92%	100%
their school is well maintained* (S2046)	100%	88%	96%
their school gives them opportunities to do interesting things* (S2047)	83%	81%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		71%	100%
staff are well supported at their school (S2075)		86%	100%
their school takes staff opinions seriously (S2076)		86%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Goodwood State School has a close, positive relationship with the Parents & Citizens Association. The P&C meets monthly and has a great deal of input in the school's decision-making processes including extra curricula activities, school camp, facilities and uniforms. Goodwood State School encourages parent involvement at the school via:

Fundraising Opportunities
Special Food Days Helpers
Volunteer Readers (including the Woodgate Readers)
Athletics & Cross Country Day Volunteers and coaching
Interschool Sport – Transport Assistance
Weekly Parade and awards night
The Principal and Teachers are very welcoming and frequently discuss issues with parents as needs arise

## Reducing the school's environmental footprint

Goodwood State School is committed to ensuring it has measures in place to reduce its environmental footprint. During 2010, the school had solar panels installed to reduce the electricity costs. Our school completed a School Environment Management Plan during 2012 and became a Reef Guardian School. We continue to be mindful of our impact on our environment.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	18,353	269
2012-2013	17,784	305
2013-2014	23,835	430

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

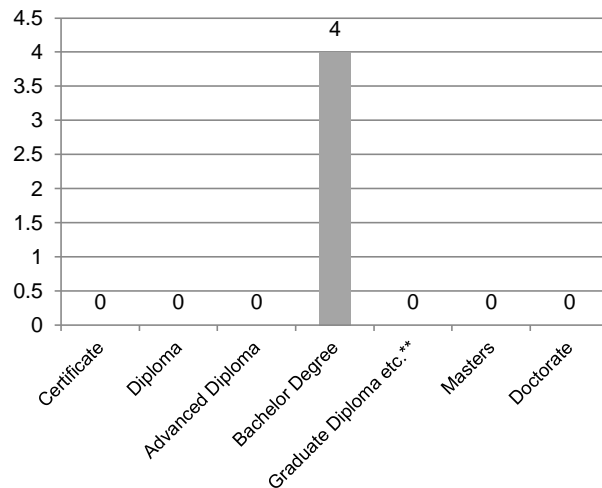
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	5	0
Full-time equivalents	3	3	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>4</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$12,960

The major professional development initiatives are as follows:

ASOT pedagogical practice, Explicit Teaching pedagogical practice, Swimming Instructor Training, First Aid, Code Of Conduct, Child Protections, Asbestos, Sheena Cameron Literacy, Differentiation Planning, attendance at Regional Principal Business Meetings.

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

### Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

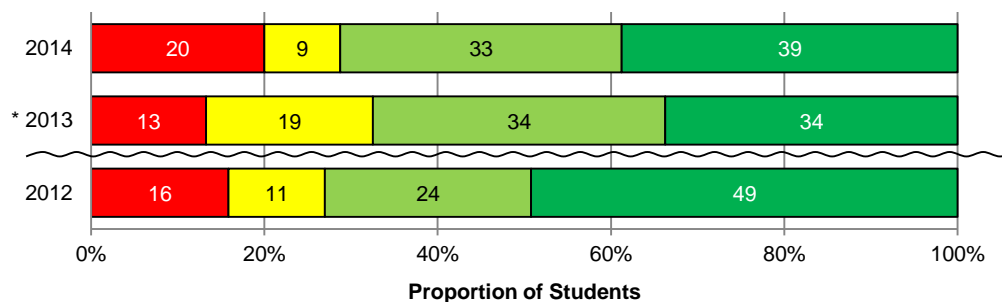
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	94%	91%	88%	DW	90%	87%					
2013	91%	94%	96%	92%	93%	84%	92%					
2014	94%	93%	94%	95%	90%	90%	81%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%    ■ 85% to <90%    ■ 90% to <95%    ■ 95% to 100%



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Goodwood State School monitors student attendance regularly and school families are informed to ensure they provide the school with an explained reason for a student's absence. Parents can phone or email the school via the school's website to advise the whereabouts of their student or issue a note the following day. We have promoted the motto "every day counts" and emphasised the importance of attendance to maximise student achievement.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

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Sector  Government  
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Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Goodwood State School had three indigenous students in 2013. All three students have received additional support in achieving their learning goals and achievement continues to show growth.