

Goodwood State School

Queensland State School Reporting

2015 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 2015

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/ students score above the national minimum standard for all areas of NAPLAN. The learning gain for students from Y3 to Y5 is in the top 20% in the nation. 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 2016 with the added new focus of numeracy.

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 in 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 2016 we have developed a whole of school plan for delivering all of the units in an efficient and strategic manner. We are developing assessment criteria sheets that draw explicit reference to the national curriculum to grade our student's work. I4S funding is used to take our principal off class 1 day each week to fill the role of pedagogical coach and curriculum leader in furthering these agendas (curriculum, pedagogy, differentiation) to promote student achievement. In 2016 Goodwood is continuing to embed the North Coast Success Schools program which had 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. In 2016 Goodwood is focusing on strengthening our numeracy outcomes by reviewing our practices, assessments and using assessment tools to monitor and track progress.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	83	40	43	4	92%
2014	68	32	36	3	72%
2015	60	30	30	7	88%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 indigenous or 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		
	2013	2014	2015
Prep – Year 3	26	18	21
Year 4 – Year 7 Primary	24	32	19
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	13	14	1

Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Using C2C across all KLAs and Essential Learnings for The Arts.
- We have mapped out all C2Cs for our multi-age classes so that every every student completes every C2C unit from Prep to Y6 in their time at Goodwood.
- Every student in each class engages in the same unit so that there is a common theme in each class. Learning is differentiated for each Year-Level and for ICPs by developing assessment criteria that is directly and explicitly linked to the national curriculum for each Year-level.
- We have a strong emphasis and focus on English and Mathematics
- Some KLAs are taught by specialist teachers including Health & Physical Education, Music and German (LOTE).
- The theme of units are contextualised to meet the interests of our studnets
- Every effort is made to engage every child in successful and positive learning.
- Those students achieving high scores in our internal assessments are given the opportunity to participate in the UNSW International Competitions and Assessments for Schools (ICAS).

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 improve 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. This year (2016) we have upgraded all the hardware infrastructure to better than the current standards to carry us into the future and we have installed wireless throughout the school that exceeds current needs. We are currently in the process of obtaining laptops to work wirelessly for every student in Year 4-6 where computers will become a greater part of their learning in the future. Our aim is to achieve close to a 1:1 student to computer ratio across the school.

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. In 2015 School Opinion Surveys showed a marked improvement in the perception of our school by all stakeholders.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	83%	100%
this is a good school (S2035)	100%	80%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	83%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	83%	100%
teachers at this school treat students fairly (S2008)	97%	83%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	83%	100%
this school takes parents' opinions seriously (S2011)	97%	83%	100%
student behaviour is well managed at this school (S2012)	87%	83%	89%
this school looks for ways to improve (S2013)	97%	100%	100%
this school is well maintained (S2014)	100%	83%	100%

Performance measure

Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	96%	100%
they like being at their school (S2036)	85%	100%	100%
they feel safe at their school (S2037)	96%	96%	100%
their teachers motivate them to learn (S2038)	96%	96%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	96%	100%
teachers treat students fairly at their school (S2041)	85%	93%	100%
they can talk to their teachers about their concerns (S2042)	92%	96%	100%
their school takes students' opinions seriously (S2043)	76%	93%	94%
student behaviour is well managed at their school (S2044)	77%	81%	94%
their school looks for ways to improve (S2045)	92%	100%	100%
their school is well maintained (S2046)	88%	96%	100%
their school gives them opportunities to do interesting things (S2047)	81%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	71%	100%	89%
staff are well supported at their school (S2075)	86%	100%	100%
their school takes staff opinions seriously (S2076)	86%	100%	89%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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: who

- 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

Goodwood State School has a very strong and close rapport with its community. The Woodgate Readers are a group of semi-retired professional people who volunteer their time to read to our younger children every morning. We have a very close rapport

with the Woodgate RSL Sub-Branch who engage with our school for ANZAC and Remembrance Days and in building a connection with a "sister school" in NZ (as part of the ANZAC bond).

The Woogate Club, Woodgate Hotel, Woodgate Realty, Woodgate Camera Club, Woodgate General Store are all keen supporters of our school.

We also have close connections with Goodwood Rural Fire Brigade and Woodgate SES and Rural Fire Brigade.

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
2012-2013	17,784	305
2013-2014	23,835	430
2014-2015	24,685	190

*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

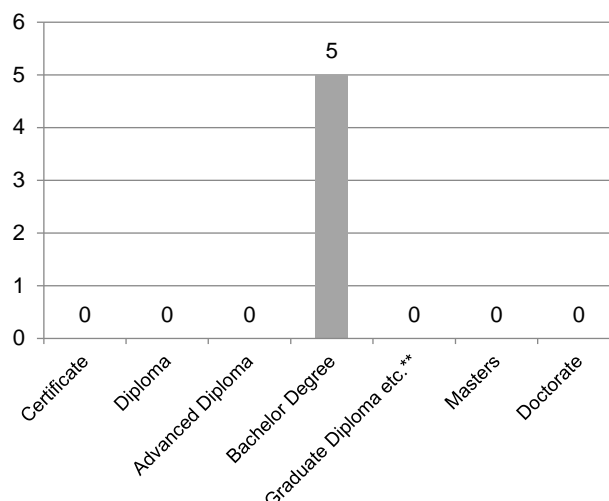
Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time equivalents	4	3	0

Schools will report on the qualification of classroom teachers and school leaders employed at the school, based on those staff employed at the school at the end of Term 4 each year. Qualification should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

Qualification of all teachers Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on [your records](#), enter the numbers for [your](#) school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are [examples only](#), not your school's actual figures. The Department of Education and Training does not collect a teacher qualifications record on an annual basis).

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	5



*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 2015 were \$12,000

The major professional development initiatives are as follows:

All teaching staff were engaged in comprehensive training and learning in the Gradual Release of Reading model and the Sheena Cameron model of reading.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	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 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	76%	85%	95%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

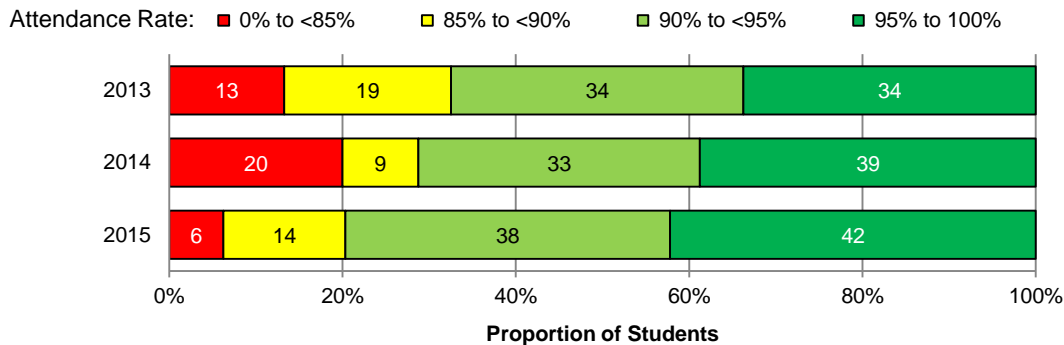
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	91%	94%	96%	92%	93%	84%	92%					
2014	88%	94%	93%	94%	95%	90%	90%	81%					
2015	95%	92%	94%	92%	94%	96%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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. All student absences over two days are followed up by staff.

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.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.