



# Goodwood State School

# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Goodwood State School prides itself in providing outstanding educational service that is second to none. It has a strong focus on the whole child; caring for the emotional and physical well-being of every child as well as helping every child achieve their potential. This is reflected in our after-school programs like instrumental music, Active After School Care as well as Chess Club and other special events during the year. Every day our students start the day with a fruit break to assist their learning and promote healthy eating and after lunch all students brush their teeth to promote positive dental habits. Each week our school leaders demonstrate responsibility and leadership by organising and running the school parades where each class takes a turn in sharing their learning to our community which is encouraged to be present to witness and participate in the celebration of learning excellence. We acknowledge the unique achievements and talents of students each week by presenting them with awards on parade. Our school is highly regarded and endeared by the wider community. Numerous groups support our school on a regular basis; the Woodgate Readers who volunteer to read with our students each morning, the Woodgate RSL, the Woodgate Club, the Woodgate Camera Club and numerous individuals who generously donate time and resources to our school for the benefit of our students. Goodwood State School is a small, rural, coeducational school located 36 km south of Bundaberg, 18 km from Woodgate and 18 km from Childers. We provide excellent educational service for students in Year levels Prep to Year 6, from the rural communities surrounding Goodwood and the coastal community of Woodgate. Depending on enrolments in a given year, we may have 2, 3 or 4 classrooms and we divide the students proportionally amongst those classes. The school curriculum consists of the ACARA National Curriculum which currently includes, English, Maths, Science, History and Geography. The remaining subjects HPE, SOSE, The Arts, Technology and LOTE are delivered using the Essential Learnings from the Queensland Curriculum. We have specialist teachers provide quality learning experiences for students in Physical Education, Music and German. We also have the specialist support from a Special Education Teacher and a Learning Enhancement Teacher as well as a Guidance Officer and Learning Support Teacher Literacy Numeracy. All staff are highly motivated, professional and passionate about their work in achieving the best for every student. Staff members maintain currency of their skills and knowledge by participating in regular training /learning. In addition to the strong and close links with the wider community, there is a strong and close bond between families and the school; working together mutually to best prepare children for their lives ahead and to achieve success.

## 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 2016

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 scored above the National Minimum Standard for all areas of NAPLAN, 30% of students in Year 3 will be in the U2B for NAPLAN Reading and Numeracy and 40% of Year 5 students will be in U2B for Reading and Numeracy. Goodwood State School has achieved its targets for NMS and Year 3 Reading and Numeracy U2B. The school is continuing to make progress towards the Year 5 Reading and Numeracy targets.

In 2016 our major school improvement goal was the improvement of reading and numeracy. We have made significant gains in this area. Staff have worked closely with Regional Head of Curriculum to ensure that a balanced reading program is imbedded including the use of Sheena Cameron reading strategies.

## Future Outlook

In 2017 Goodwood State School will advance with key agendas in the identified areas below:

### School and Community Partnerships:

- Working effectively with Isis State High and cluster schools to ensure students successfully transition to high school.
- Continue to work closely with local kindergartens to ensure pre-prep students successfully transition to primary school
- Engage with the Woodgate Readers to support the reading capability of students.
- Parent and Community Engagement Strategy promoting parent participation in school events and providing opportunities for families to observe student learning, receive feedback on student development and celebrate student achievement.
- Continue to work closely with the Woodgate RSL to ensure students honour our service men and women.

### School Curriculum:

- Embed English, Mathematics, Science, HASS (National Curriculum) using the C2C resource in a multi age setting.
- Work closely with Regional Support staff to ensure a balanced reading program is embedded including the use of Daily Rapid Reading.
- Continue with Reading and Numeracy as our major goals of improvement for all students.

### Teaching Practice:

- Continue to develop and implement an overarching Curriculum Framework – The Art and Science of Teaching combined with explicit teaching through the "I do, we do, you do" strategy.
- Provide opportunities for staff to build curriculum capacity in Reading and Numeracy. (THRASS, Daily Rapid Reading, Numeracy)

### Principal Leadership and School Capability:

- Embed Developing Performance Framework with staff ensuring an alignment to school priorities and individual needs.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	68	32	36	3	72%
<b>2015*</b>	60	30	30	7	88%
<b>2016</b>	58	31	27	6	78%

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 2016, 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

### Overview

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 Anglo-Saxon 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.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	21	20
Year 4 – Year 7	32	19	25
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Using Pedagogical Framework based on both Marzano's Art and Science of Teaching and the Explicit Teaching Model.
- 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 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).
- 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).

### Co-curricular Activities

- Active After School Sport - This grant-funded sports program is offered twice a week to our students who may not otherwise be able to participate in such activities and receive coaching. We offer athletics, tennis, soccer, dance, touch football and a range of other activities through the year.
- 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 3-6 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 3-6 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 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. Laptops have been obtained for use in the Year 4-6 room and our ongoing aim is to achieve close to a 1:1 student to computer ratio across the school.

## Social Climate

### Overview

The social climate is underpinned by our school values of: Responsibility, Safety, Respect and Effort. Our Responsible Behaviour Plan focusses on promoting student self-responsibility and acknowledges the great behaviour of students. The success of this plan is reflected by having no disciplinary absences and school survey results showing:

- 89% of parents are satisfied that their child feels safe at this school.
- 100% of students like being at Goodwood State School.
- 100% of staff feel that behaviour is well managed at this school.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that: their child is getting a good education at school (S2016)	83%	100%	78%



Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
this is a good school (S2035)	80%	100%	67%
their child likes being at this school* (S2001)	100%	100%	78%
their child feels safe at this school* (S2002)	100%	100%	89%
their child's learning needs are being met at this school* (S2003)	83%	100%	67%
their child is making good progress at this school* (S2004)	100%	100%	67%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	78%
teachers at this school motivate their child to learn* (S2007)	83%	100%	78%
teachers at this school treat students fairly* (S2008)	83%	89%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	89%
this school works with them to support their child's learning* (S2010)	83%	100%	56%
this school takes parents' opinions seriously* (S2011)	83%	100%	67%
student behaviour is well managed at this school* (S2012)	83%	89%	78%
this school looks for ways to improve* (S2013)	100%	100%	78%
this school is well maintained* (S2014)	83%	100%	89%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	96%	100%	100%
their teachers motivate them to learn* (S2038)	96%	100%	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%	100%	100%
teachers treat students fairly at their school* (S2041)	93%	100%	100%
they can talk to their teachers about their concerns* (S2042)	96%	100%	95%
their school takes students' opinions seriously* (S2043)	93%	94%	95%
student behaviour is well managed at their school* (S2044)	81%	94%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	96%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
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%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they receive useful feedback about their work at their school (S2071)	100%	100%	71%
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)	100%	89%	100%
staff are well supported at their school (S2075)	100%	100%	71%
their school takes staff opinions seriously (S2076)	100%	89%	71%
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%

\* Nationally agreed student and parent/caregiver items

# '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:

- 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).

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The Goodwood State School Responsible Behaviour Plan including Positive Behaviours for Learning promotes student responsibility and assists them in resolving conflict in positive ways. As a team, the principal, teaching staff, guidance officer and school chaplain, meet to discuss requests to support both the learning and well-being of students. This is also supported through the engagement of the Life Education program.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	14	1	0
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.

## Environmental Footprint

### 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 through the responsible use of air conditioning. Goodwood State School has embarked on an air conditioner maintenance program with a view to making them more efficient.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	23,835	430
2014-2015	24,685	190
2015-2016	27,725	516

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:  
 Government  
 Non-government

Where it states '**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.



## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time Equivalent	4	3	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	5
Diploma	
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$6655.

The major professional development initiatives are as follows:

Whole School Reading Program

Principals Business Forum

Principals' Conference

Small Schools Principal Day

Lifesaving Bronze medallion – 1 staff member

CPR – 4 staff

Peer Review Training

SBMAQ Membership – 1 staff member

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

## 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 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	95%	92%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

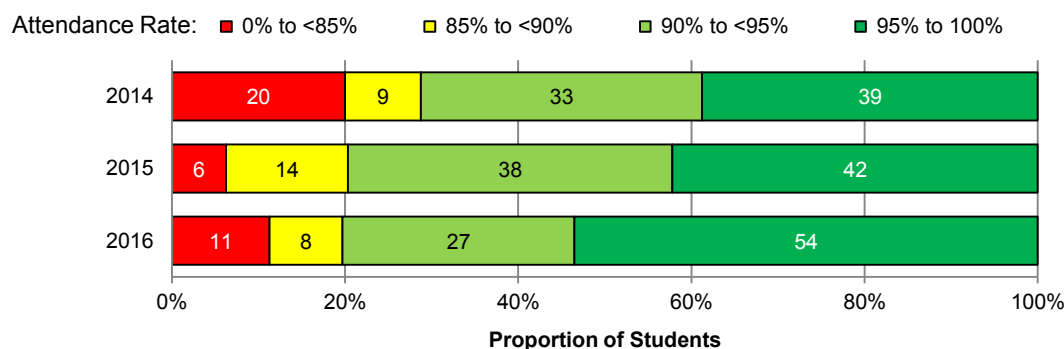
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	94%	93%	94%	95%	90%	90%	81%					
2015	95%	92%	94%	92%	94%	96%	92%						
2016	96%	91%	92%	91%	96%	96%	94%						

\*Attendance rates effectively count 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.

Rolls are marked twice daily (at 9:30am and 2pm). 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. Unexplained student absences over two days are followed up by staff.

## NAPLAN

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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School name

Suburb, town or postcode

Sector:

Government

Non-government

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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.