



Goodwood State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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. 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 provided a quality program of instruction covering the English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technology, Languages. These key learning areas are implemented and assessed based on the requirements of the Australian Curriculum and 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.

School progress towards its goals in 2018

The school's overall 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 Standards for all areas of NAPLAN, 30% of students in Year 3 will be in the U2B for NAPLAN Reading 30% of Year 5 students will be in U2B for Reading. Goodwood State School has achieved its targets for Year 3 National Minimum Standards, Reading and Numeracy U2B. The school is continuing to make progress towards if the Year 5 National Minimum Standards, Reading and Numeracy targets.

In 2018 our major school improvement goal was the improvement of reading. We have made significant gains in this area. Staff have intentionally collaborated with regional staff to ensure they have a strong understanding of the Australian Curriculum and are a part of a rigorous moderation cycle. The implementation of Daily Rapid Reading as a support program has continued successfully this year.

Future outlook

The school's explicit improvement agenda for 2019 is every student succeeding in reading. Key priorities to lift the students' achievement in this area includes the continuation of the Daily Rapid Reading program, engagement with the Woodgate Readers and building the capacity of all staff to be able to deliver quality reading instruction linked to the Australian Curriculum.

The goals we will strive to achieve in 2019 are:

- 85% of students receiving A-C for English
- Improve reading for every student and see 100% of students reaching agreed reading goals by the end of 2019
- 30% of year 3 and year 5 students will be ranked in the upper two bands in NAPLAN results.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	58	44	45
Girls	31	29	25
Boys	27	15	20
Indigenous	6	3	1
Enrolment continuity (Feb. – Nov.)	78%	86%	87%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	14	21
Year 4 – Year 6	25	13	
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Using pedagogical approaches that link the Explicit Teaching Model, a balance reading approach and Age Appropriate Pedagogies.
- Using C2C resources across all learning areas.
- Our Explicit Improvement Agenda is based on improving reading abilities of all students.
- Some learning areas are taught by specialist teachers including Health & Physical Education, Music and Languages (German).

Co-curricular activities

- 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
- 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.

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: be safe, be responsible and be respectful. These are elaborated on through our whole school Positive Behaviour for Learning (PBL) approach. The success of this plan is highlighted by the positive feedback we constantly receive from visitors to our school.

Students engage with support provided by the School Chaplain. They learn social skills and self-care strategies through a number of initiatives run by the school.

The School Opinion Survey results indicate overall satisfaction with the school:

- 100% of parents believe their child likes being at this school
- 100% of parents think that teachers motivate their children to learn
- 100% of parents believe the school works with them to support their child's learning.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	78%	100%	87%
• this is a good school (S2035)	67%	100%	93%
• their child likes being at this school* (S2001)	78%	89%	100%
• their child feels safe at this school* (S2002)	89%	100%	93%
• their child's learning needs are being met at this school* (S2003)	67%	100%	87%
• their child is making good progress at this school* (S2004)	67%	100%	87%
• teachers at this school expect their child to do his or her best* (S2005)	89%	100%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	78%	100%	100%
• teachers at this school treat students fairly* (S2008)	67%	100%	93%
• they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
• this school works with them to support their child's learning* (S2010)	56%	100%	100%
• this school takes parents' opinions seriously* (S2011)	67%	100%	87%
• student behaviour is well managed at this school* (S2012)	78%	100%	80%
• this school looks for ways to improve* (S2013)	78%	100%	93%
• this school is well maintained* (S2014)	89%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	92%	94%
• they feel safe at their school* (S2037)	100%	92%	100%
• their teachers motivate them to learn* (S2038)	100%	92%	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)	100%	92%	100%
• teachers treat students fairly at their school* (S2041)	100%	92%	100%
• they can talk to their teachers about their concerns* (S2042)	95%	91%	88%
• their school takes students' opinions seriously* (S2043)	95%	92%	100%
• student behaviour is well managed at their school* (S2044)	100%	92%	100%
• their school looks for ways to improve* (S2045)	100%	92%	100%
• their school is well maintained* (S2046)	100%	92%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	92%	100%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	71%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	83%	80%
• 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%	100%	100%
• staff are well supported at their school (S2075)	71%	89%	100%
• their school takes staff opinions seriously (S2076)	71%	89%	100%
• 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%	88%

* 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
- 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 Day.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Goodwood State School's latest initiative is to join with the P&C Association to partake in the Containers For Change scheme. This not only highlights the importance of recycling, but also raises money for the P&C.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	27,725	24,710	24,009
Water (kL)	516	479	1,099

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

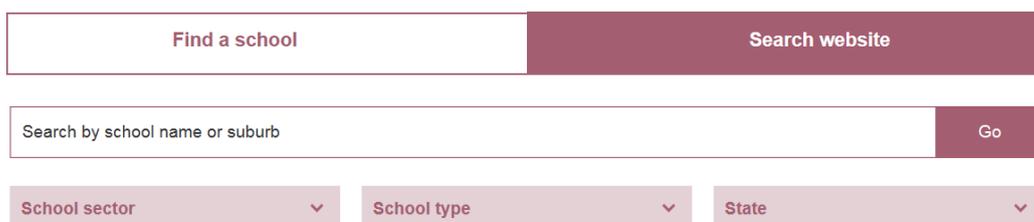
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with a thin border and the text "View School Profile" centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	6	<5
Full-time equivalents	2	3	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 2018 were \$7324.91

The major professional development initiatives are as follows:

- Moderation
- Principals' Business Forums and Beginning Principal SIMposium
- Age Appropriate Pedagogies
- Australian Curriculum Roadshows
- Promoting Student Success
- Positive Behaviour for Learning
- Early Start and the Literacy Continuum
- First Aide
- Small School SBMAQ Membership and Finance Training.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 55% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	91%	90%
Attendance rate for Indigenous** students at this school	92%	80%	DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	96%	92%	87%
Year 1	91%	91%	93%
Year 2	92%	93%	83%
Year 3	91%	92%	92%
Year 4	96%	84%	90%
Year 5	96%	94%	87%
Year 6	94%	DW	92%

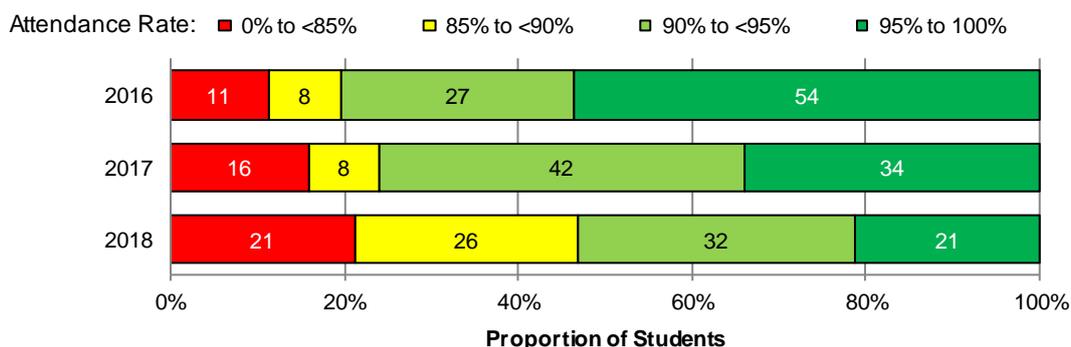
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Built into our Positive Behaviour for Learning approach is an emphasis on attendance. Students who are present five out of five days each week earn a bonus five "Gotchas" which are later tallied and traded for prizes/rewards. Attendance rates are discussed on parades and shared to the P&C Association.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.