



School Improvement Unit Report

Goodwood State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Goodwood State School from 21 to 22 July, 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Goodwood Road, Goodwood
Education region:	North Coast Region
The school opened in:	1900
Year levels:	Prep to Year Six
Current school enrolment:	62
Indigenous enrolments:	11 per cent
Students with disability enrolments:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	959
Year principal appointed:	2012
Number of teachers:	3 classroom teachers
Nearby schools:	Childers State School, Isis District State High School
Significant community partnerships:	Woodgate Returned and Services League (RSL), Woodgate Readers
Unique school programs:	After school sport, the Arts



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Six teachers – classroom, relief and specialist
 - Three teacher aides
 - Administrative Officer
 - 23 Students
 - Two members of the Parents and Citizens' Association (P&C) executive
 - Two parents
 - Two community partners
 - Local primary and high school leaders

1.4 Review team

Michelle D'Netto	Internal reviewer, SIU (review chair)
Christopher McMillan	Peer reviewer



2. Executive summary

2.1 Key findings

- The school promotes a positive culture for student learning and wellbeing.

Staff throughout the school demonstrate an understanding of the importance of positive and caring relationships to enhance learning. Staff uphold a strong commitment to the whole child. The school is held in high esteem within the broader school community.

- The principal has identified an agenda for improvement and has communicated it to the school community.

The school agenda is extensive. The main priorities are reading, writing and numeracy with the development of staff capacity as an underlying focus. The principal recognises that further clarity around strategic direction for school-wide improvement is required.

- The teaching of reading has been a focus this year.

A school-wide reading framework has been introduced and is supported by regional *Success Schools* funding and local resources. Explicit teaching strategies are being implemented across the school for the teaching of reading. The reading framework is yet to be documented.

- The school is developing consistent pedagogical practices.


Teachers have become knowledgeable in a number of evidence-based teaching practices with the explicit instruction and gradual release of responsibility model evident throughout the school. The principal devotes one day each week towards developing effective teaching practices across the school and is implementing a profiling approach to support reflections on teaching practices. This approach is linked to explicit instruction and informed by the guiding questions within the Art and Science of Teaching (ASoT).

- Some data collection processes are in place.

There are documented school overviews for the annual and semester collection of data. This is accompanied by associated targets for reading for the end of the year. Short-term targets and timelines have not been established. A culture for using data to inform practice is being developed.

- Exemplar partnerships have been developed with the local community.

The school has established valued partnerships with a number of community based groups. The partnerships with Woodgate Readers and Woodgate Returned and Services League (RSL) are valued and widely considered to benefit the school and community. The school was a significant partner with the local RSL, New Zealand



Returned Services' Association (RSA) and a sister school in New Zealand for the Centenary of ANZAC commemoration that has received wide-spread commendation. This is an on-going partnership.



2.2 Key improvement strategies

- Narrow and sharpen the explicit improvement agenda with agreed timelines and targets for improvement.
- Make explicit a priority set of improvement goals that are measurable and time-referenced to drive further learning for all students.
- Use available school resources to continue to embed the reading agenda commenced under the *Success Schools* funding.
- Build on the existing practice of classroom observation and feedback regarding the explicit instruction model to develop consistency in pedagogy and enhance teaching practices.