

# Goodwood State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Goodwood State School** from **24 to 25 June 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Sandra Perrett

Internal reviewer, SIU (review chair)

Lyle Walker

Peer reviewer



## 1.2 School context

<b>Location:</b>	Goodwood Road, Goodwood
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1900
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	32
<b>Indigenous enrolment percentage:</b>	nil
<b>Students with disability enrolment percentage:</b>	5.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	984
<b>Year principal appointed:</b>	2018
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	2.59
<b>Significant partner schools:</b>	Bundaberg Small Schools Cluster, Isis Cluster
<b>Significant community partnerships:</b>	Woodgate Readers, Woodgate Beach Returned and Services League (RSL) Sub-Branch
<b>Significant school programs:</b>	Woodgate Readers, Daily Rapid Reading (DRR)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, three teacher aides, Business Manager (BM), cleaner, nine parents and 17 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and coordinator of the Woodgate Readers.

Partner schools and other educational providers:

- North Coast Region (NCR) behaviour support teacher.

Government and departmental representatives:

- Member for Burnett and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
Assessment and Target Schedule	Watching Others Work plan
School Opinion Survey	School newsletters and website
Whole-School Curriculum, Assessment and Reporting Plan Prep – Year 6	Responsible Behaviour Plan for Students



## 2. Executive summary

### 2.1 Key findings

**The tone of the school is warm, positive and friendly.**

All staff members are fully committed to providing a caring and nurturing educational environment. All staff and parents comment on and value the positive relationships and the impact they have on the learning environment. Students express appreciation of their school, teachers and friends. Two students articulate that 'I am lucky that my parents picked this school for me!'

**High levels of collegiality and support exist amongst staff members who are keen to continually enhance their practice.**

Collegial practices and a strong sense of community are apparent across the school, with shared ownership and targeted support provided for the range of learners. The knowledgeable and skilled team is fundamental to achieving school priorities. All staff express their commitment to further engage in professional learning to build their knowledge and understanding of the teaching of reading and catering for students with diverse learning needs.

**The school has a newly developed whole-school curriculum, assessment and reporting plan Prep to Year 6 that is aligned to the Australian Curriculum (AC).**

The whole-school curriculum, assessment and reporting plan for Prep to Year 6 provides teachers with a range of information regarding the AC and the systemic and school requirements. The plan provides information to teachers regarding what they should teach, when they should teach it, preferred pedagogical practices, and when and how to assess student learning. The principal identifies that teacher capability and understanding vary in regards to ability to plan for, teach and assess the AC. Information pertaining to the school's focus on the general capabilities and cross-curriculum priorities is yet to be included in the plan.

**All staff are consistent and specific in their articulation of the school's signature pedagogies.**

The Gradual Release of Responsibility (GRR) model and Age-appropriate pedagogies (AAP) are identified as the signature approaches that underpin teaching and learning across the school. Staff members understand and apply some components of the newly developed pedagogical framework that is acknowledged as a work in progress. The principal expresses the importance of further collaborating with staff to clearly articulate a shared approach to improve student outcomes through introducing and embedding additional high impact strategies that meet the range of learning needs within the school.



**The Annual Implementation Plan (AIP) and Explicit Improvement Agenda (EIA) clearly identify reading as the improvement priority.**

The AIP specifies reading within the AC as the improvement priority, with a significant number of the actions directly linked to the teaching of reading. The principal and school staff identify that reading has been an improvement priority for a number of years. A process for systematically evaluating the effectiveness of the EIA, including reviewing the embeddedness of key actions is yet to be developed. Current student achievement data is yet to be utilised to identify future improvement priorities.

**The principal identifies the importance of using data as a basis for tracking student outcomes and planning targeted support for students.**

The recently developed assessment and target schedule reflects current and emerging practices and clearly articulates the role of formative and summative assessment in teaching, learning and assessing. The assessment schedule includes a data analysis template that guides teachers through an inquiry cycle to improve student outcomes. The level of data literacy varies across the school. Teacher discussion regarding their use of data to inform teaching and learning, including the use of the data analysis template, is an emerging practice.

**All teachers are committed to the continuous improvement of their teaching practice by expanding their skills and knowledge.**

The principal recognises the value of ongoing professional learning to continue to enhance the skills and knowledge of all staff members. Watching Others Work (WOW) is timetabled to further initiate opportunities for collegial engagement amongst all staff to work together and learn from each other's practices. Staff are encouraged to ask questions of their observers and provide feedback against the priority area of reading. The provision of feedback is currently an optional component of WOW and the principal identifies the importance of this step in building staff capability.

**The school has developed a number of highly valued, long-term partnerships with community groups that focus on improving the experiences and learning outcomes of students.**

Partnerships have been built with parents, families, other educational institutions, local businesses, community groups and community organisations. These partnerships are important to the school and the members of partner organisations. The school has received a Community Organisation Award as part of the Australia Day 2019 awards. This award was in recognition of the strong community partnerships formed over many years.

**The Isis Small Schools Cluster works closely with Isis District State High School (IDSHS) to support their students to transition successfully to high school.**

The principals organise an activity day each term to support students to engage with peers from the schools within the cluster to establish friendships with other students who will enrol at IDSHS. Staff members from the high school attend these days and conduct activities, in



addition to a range of other experiences organised by staff members, including the school chaplain.





## 2.2 Key improvement strategies

Build the capability of all teachers to plan, teach and assess the AC for all learning areas including coverage of the general capabilities and cross-curriculum priorities.

Collaboratively review and refine the school's pedagogical framework to include high impact and evidence-based teaching strategies to enhance student learning outcomes.

Develop and implement a process for systematically evaluating the effectiveness of the EIA, including reviewing the embeddedness of key actions and analysing school data to identify future EIAs.

Build the data literacy of teaching staff, including the use of the data analysis template, to enhance teaching and learning.

Refine the WOW processes and protocols, and build staff capacity to provide and receive quality feedback, in line with the EIA and the pedagogical framework.