

Goodna 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 Education Improvement Branch (EIB) at **Goodna State School** from **25 to 27 October 2021**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Deirdre Von Guilleaume	Peer reviewer
Bob Cole	External reviewer



1.2 School context

Location:	Albert Street, Goodna	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	685	
Indigenous enrolment percentage:	15.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	29 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	916	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), guidance officer, pedagogical coach, Speech Language Pathologist (SLP), 29 teachers, 24 teacher aides, Business Manager (BM), three administration officers, Youth Support Coordinator (YSC), chaplain, 24 parents and 44 students.

Community and business groups:

- Three representatives of the Parents and Citizens' Association (P&C), coordinator of Goodna Integrated Family Support (GIFS) and leadership consultant.

Partner schools and other educational providers:

- Principal of Bellbird Park State Secondary College, principal Milpera State High School and University of Southern Queensland (USQ) Hub representative.

Government and departmental representatives:

- Councillor for Ipswich City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
School Opinion Survey 2021	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2021	School differentiation plan
School improvement targets 2021	Professional development overview 2021
Culture Placemat	Teaching and learning overview 2021
School enrolment pack	School newsletters and website
School Facebook and Instagram	Student Code of Conduct
Headline Indicators (October 2020 release)	



2. Executive summary

2.1 Key findings

The school culture is permeated by an enthusiasm and commitment by staff members to support the learning and wellbeing needs of students.

Metaphors are developed and utilised to build a strong moral imperative for improvement and to onboard staff members to priority areas. 'Make moments count' and 'More carrots than sticks' are examples of the positive language modelled by the leadership team and echoed by staff members. Innovation grounded in research is apparent in the school's approach to addressing barriers for improved student outcomes and obstacles for school-wide improvement.

Staff members, students and parents celebrate the diversity of cultures and backgrounds of students and their families as a strength of the school.

Interactions amongst staff, parents and community members are positive, caring and inclusive of a diverse school community. Feedback from students and parents indicates a high degree of satisfaction with the efforts made by all school staff to make them feel welcome and to cater for their needs. Respectful, professional relationships are apparent throughout the school community. Parents speak highly of the availability and professionalism of teachers and other school staff in assisting them to support their child's learning.

Teachers are able to articulate clear steps and processes in managing student behaviour with a strong focus on proactive strategies known locally as 'carrots'.

Staff express a collective view that student behaviour has significantly improved due to consistent application of agreed Positive Behaviour for Learning (PBL) processes. The notion of 'Goodna Heroes' is well understood by staff and students, and promotes desired behaviours and attitudes throughout the school. Hero Headquarters (HQ) is a safe and central place that supports students in need. Students who meet 'Hero Standards' are acknowledged for their consistent positive behaviour through ongoing events and end-of-year awards. Heroes Day is celebrated annually on the school's anniversary.

A collaboratively developed 'Culture Placemat' captures the beliefs, vision and values of the school and includes expectations for quality teaching and learning.

School foundations for improvement are clearly articulated in the Culture Placemat and the principal identifies the importance of funnelling the intentions of the placemat into the next four-year strategic planning cycle. Leaders articulate the need to develop precise strategies and actions each year of the planning cycle to support and embed the expectations outlined across the four areas of the Culture Placemat of inclusion, curriculum, making judgements and instruction.



The school has commenced a curriculum reform process with the intention of making the curriculum locally relevant and focusing attention on ensuring all students are proficient in the basics.

A network of colleagues within and external to the school has been established to assist the Head of Department – Curriculum (HOD-C) in the development of the school curriculum plan. A formal process to quality assure school-developed curriculum programs, units of work, assessment tasks and Guides to Making Judgements (GTMJ) is yet to be developed. The principal articulates a future step for the school will be to build the capability of teachers as curriculum leaders and provide classroom-based curriculum mentoring and coaching activities. Teachers describe ongoing conversations within their year level, at Curriculum and Development Sessions (CADS) and staff meetings to moderate student work. The principal describes the importance of building strong moderation processes within and external to the school to quality assure teacher judgements, and build teacher understanding of the expected standard of the Australian Curriculum (AC).

Teachers express valuing opportunities to discuss the data and plan for interventions, support provisions, and to track and monitor progress of the students.

School leaders recognise the analysis and monitoring of student achievement data as essential to improving student learning outcomes and whole-school improvement. Processes to collect, monitor, analyse and discuss a range of student data are apparent. Discussions during CADS regarding student formative assessment to determine next steps for teaching and the review of the success of subsequent support strategies, are continuing to evolve. Consideration of opportunities to differentiate the learning, pedagogy and assessment modes in unit planning is developing.

Effective pedagogical practices are referenced on the Culture Placemat with the metaphors of ‘Teach the student – Know the curriculum’ and ‘Pitch high and scaffold down’ to support all learners.

Explicit Instruction¹ (EI) and the Gradual Release of Responsibility (GRR), Age-appropriate pedagogies (AAP), learning intentions, success criteria, and ‘review’, ‘revisit’ and ‘redo’ are all components of current pedagogical practices. Class teacher use and application of these and other pedagogical approaches and practices vary across the school. Elements from other research-based pedagogies influence components of practice. A range of understanding of which pedagogies are most effective to maximise student engagement and improve learning outcomes is apparent.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



The principal demonstrates a commitment to supporting all staff to build their teaching capability.

A draft collegial engagement framework is under development to provide an agreed, professional approach to instructional leadership that involves all school leaders across the school. Teachers indicate a willingness to engage with school leaders in their classrooms to support building their capability and ensure consistency of agreed practices across the school. School leaders acknowledge a need to build their own and key teachers' instructional capability to lead the agreed coaching and mentoring processes.

The school offers innovative programs and structures to assist in engaging the full range of learners.

The school has twice been presented with the Peter Doherty Award for Excellence in Science, Technology, Engineering and Mathematics (STEM) in 2015 and 2018. A local government sustainability award was additionally awarded to the school for its recycling organic waste program. The school has a long-standing, highly regarded science program that is delivered by specialist teachers and enables students to partner with universities and community groups to explore all strands of science and focus on sustainability. The school music program, languages – French, ukulele club, choir, sporting gala days and representative sporting teams are further examples of curriculum and co-curriculum activities for students. Staff members express great pride in these achievements and a belief that regardless of circumstances, the school and all students are able to achieve at the highest level.

School leaders and teachers actively seek ways to enhance student learning and wellbeing by engaging with families, building and maintaining strong partnerships with external agencies, and linking with relevant community groups.

Transitions into and out of the school are well supported. KindyLinQ, a facilitated playgroup model for three-year olds, enables the school to work with children and their families prior to the commencement of formal schooling. The emphasis on student wellbeing is clear in many of the school's partnerships. An Integrated Family Service based at the school is well established. A local Indigenous Elder is a long-term member of the school staff and through their connections with the community, and as the school's community education officer, ensures there is a Connection to Country and supports for all students and their families. There is an innovative, reciprocal partnership with University of Southern Queensland (USQ). As part of the vision for the Community Hub, graduate psychology students undertake part of their internship at the Hub. A partnership with Microsoft has enabled the school to provide Professional Development (PD) for over 200 teachers within and outside the school to build their digital technology capabilities.



2.2 Key improvement strategies

Develop precise strategies and actions, including timelines for implementation and accountabilities for key staff to support the realisation of the school vision and associated strategic plan.

Develop systematic processes, including internal and external moderation with peers and knowledgeable others, to develop and quality assure school curriculum resources and teacher judgement, and include processes to ensure the intended curriculum is enacted within classrooms.

Refine school processes to build teacher capability in focusing on formative assessment data to determine next steps for teaching.

Further develop and implement agreed signature pedagogies supported by PD, to enable consistency and precision of practice.

Formalise the collegial engagement framework and build the instructional capability of staff to lead the agreed coaching and mentoring processes.