



Goodna 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

Goodna State School proudly boasts a multicultural school community with an increasing enrolment of approximately 760 students.

- ✓ Underpinning the future direction of the school is a commitment by the whole school community to work together to achieve excellence in teaching, learning and a position in the local community as a 'school of choice'. Each and every member of our school community believes that **each** and **every** child can learn and achieve. This belief drives all work at Goodna State School.
- ✓ At Goodna State School our #1 PRIORITY is improving the READING ability of each and every child through programs such as Levelled Literacy Intervention and our 'Flying Squad' reading groups.
- ✓ The school community also values 'respect for all' and this, together with Pathways to Peace - the behaviour support program, has provided an environment where all children can be safe and happy and ready to learn. The innovative teaching and learning programs offered cater for individual needs, interests and abilities across Prep to Year 6. NAPLAN results in 2016 continue to show definite improvement across year levels and reflect the exciting attitude and dedication of the school community.
- ✓ The school commitment to increased use of 21st Century technology in learning is embedded across the school. The allocation of specialist Science teachers in an award-winning program for the teaching of STEM to all students is also proving to be very effective and engaging.
- ✓ At Goodna State School students learn in air-conditioned comfort. The hall, refurbished Library and eLearning Centre, and newly refurbished classrooms, together with other community initiatives such as the Indigenous and Pacifica Dance Groups, *Makerspace*, *Entrepreneurs of Tomorrow* and our partnership with *Headstart Kindy* program offer increased opportunities for parent/community involvement in the school.
- ✓ Together our school community is building capacity, commitment and aspirations so as to improve learning outcomes for each and every student.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

Our vibrant and energetic school community continues to be the core of why our school thrives and grows. We are a school that's unique and rich in its cultural diversity with the students attending our school coming from many different countries from



around the world. The collaborative and supportive nature on which we deliver our core and extra-curricular agendas is central to our success. We're a great school where great things happen!

Goodna State School is committed to providing a quality education for all students. We focus on high expectations and we believe that all students can be successful learners. Our improvement agenda and strategies for implementing them ensure that learning and success is met for every student within a safe, supportive, inclusive and disciplined learning environment. Our major goal for 2016 was a focus on reading. The continuation of our work around Explicit Instruction (Archer & Hughes 2011) was also a key focus area, and this will continue into 2017.

Future Outlook

Our #1 Priority in 2016 was READING

Quality questioning and higher-order thinking

Unambiguous learning goals

The enablers to this are:

Higher Expectations

Growth mindset

Explicit Instruction

Staff & student well-being

Improved attendance (target >95%)

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	841	410	431	115	88%
2015*	749	354	395	98	91%
2016	761	353	408	109	93%

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

Our school draws enrolments from a variety of multicultural backgrounds from around the world and thrives on a harmonious and productive respect for all cultural identities. Goodna State School is a culturally diverse school with the main cultural groups being Pacifica, Indigenous and Sudanese and Asian cultures increasing in numbers.

Students at Goodna State School are the powerhouse behind our unique harmonious and productive environment. Students themselves maintain a high standard for behaviour, have high morals and values and maintain these high standards within the peer groupings. This has been built over many years and can be directly attributed to the schools high expectations.

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	24	23	22
Year 4 – Year 7	26	25	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

To maintain the high standard of academic performance expected of students at Goodna State School teachers work collaboratively in teams to analyse student data and use the data and what we know about our students to tailor learning for them.

Each year the school develops an explicit improvement agenda that has solid focus areas for improvements and goals to achieve based on our analysis of our student performance.

Pathways to Peace is the school wide social and emotional learning program at Goodna State School. The Peace Centre is a 'safe' haven for all students and provides strong non-judgemental support to all students.



Goodna State School has a very active STEM and Digital Technologies program. Teachers provide a range of opportunities for students to engage with different technologies. We have a whole school science program delivered and assessed by two specialist science teachers.

Co-curricular Activities

Chaplaincy Program

- Breakfast Program every day
- GIFS – Goodna Integrated Family Support Program
- Instrumental Music Program
- Choirs
- Active After School Sports
- After School Care
- Digital Technologies – Coding Club, Makerspace, Genius Hour
- Engineering Club
- Cultural Activities – NAIDOC, Harmony Day

How Information and Communication Technologies are used to Assist Learning

Goodna State School has a very active STEM and Digital Technologies program. Teachers provide a range of opportunities for students to engage with different technologies. We have one computer lab, supplemented by in class laptops, computers and notepads. The portability of these devices make learning more individualised and allows for the planning of the use of devices and space in the classroom to maximise learning opportunities. Students use a variety of software applications to engage in a range of learning activities using simple word processing to robotics to movie making. Teachers are provided with ongoing professional development opportunities to advance and support their skills and curriculum integration.

Social Climate

Overview

Staff, students and families work in partnership with:

- a key moral purpose – for all students to dream, believe, create and succeed in every stage of their learning journey;
- an unrelenting focus on quality teaching and learning through the Powerful Learning framework;
- a feedback culture to plan and achieve learning goals.

At Goodna State School we focus on preparing each child for their future. We are committed to maintaining our supportive school in a caring environment, one that offers every child the very best. Our vibrant and energetic school community continues to be the core of why our school thrives and grows. The collaborative and supportive nature on which we deliver our core and extracurricular agendas is central to our success.

The school community also values 'respect for all' and this, together with Pathways to Peace – the behaviour support program, has provided an environment where all children can be safe and happy and ready to learn. At Goodna we provide a safe and supportive environment in which to learn and teach. We believe that children are responsible for their learning and behaviour. Children are encouraged to make appropriate choices to behave in a way that will allow them and other children to learn, teachers to teach and the school community to be safe.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	97%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this is a good school (S2035)	97%	100%	94%
their child likes being at this school* (S2001)	95%	100%	97%
their child feels safe at this school* (S2002)	95%	97%	100%
their child's learning needs are being met at this school* (S2003)	91%	97%	92%
their child is making good progress at this school* (S2004)	94%	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	97%	94%
teachers at this school motivate their child to learn* (S2007)	95%	97%	91%
teachers at this school treat students fairly* (S2008)	89%	93%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	93%	100%
this school works with them to support their child's learning* (S2010)	94%	93%	94%
this school takes parents' opinions seriously* (S2011)	90%	86%	89%
student behaviour is well managed at this school* (S2012)	85%	90%	97%
this school looks for ways to improve* (S2013)	97%	97%	94%
this school is well maintained* (S2014)	97%	97%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	99%	100%
they like being at their school* (S2036)	92%	99%	98%
they feel safe at their school* (S2037)	92%	98%	95%
their teachers motivate them to learn* (S2038)	97%	100%	99%
their teachers expect them to do their best* (S2039)	97%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	99%	98%
teachers treat students fairly at their school* (S2041)	92%	94%	89%
they can talk to their teachers about their concerns* (S2042)	88%	92%	96%
their school takes students' opinions seriously* (S2043)	95%	96%	87%
student behaviour is well managed at their school* (S2044)	87%	89%	82%
their school looks for ways to improve* (S2045)	94%	98%	96%
their school is well maintained* (S2046)	93%	94%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	98%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they receive useful feedback about their work at their school (S2071)	99%	95%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	99%	94%	100%
student behaviour is well managed at their school (S2074)	94%	89%	100%
staff are well supported at their school (S2075)	98%	94%	99%
their school takes staff opinions seriously (S2076)	97%	97%	98%
their school looks for ways to improve (S2077)	100%	98%	99%
their school is well maintained (S2078)	100%	98%	99%
their school gives them opportunities to do interesting things (S2079)	99%	98%	99%

* 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

We are very proud of our school and promote a team approach where everyone works together in providing quality educational opportunities. We value and respect the differences between all members of the school community and promote strong and productive partnerships between home and school.

The school Parents' and Citizens' Association (P and C) is the main consultative body which provides services and support to the school community including tuckshop, uniform shop, book ordering Mothers' and Fathers' Day stalls. P and C meetings provide a forum for discussion of educational issues as well as dealing with many matters affecting our school. The P and C meets monthly in our staffroom.

Reporting to parents occurs formally at the end of each semester with students being issued with a written report that is accompanied with a teacher interview. Parent interviews are also offered at the end of term one and term three.

Respectful relationships programs

Goodna State School follows the 'Pathways to Peace' program with dedicated support staff who explicitly teach positive ways to solve problems and respond to difficult situations. Each week a specific focus is placed on an element of the peace code. Student and staff well-being teams meet fortnightly to discuss the program and to review its effectiveness.

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	73	47	80
Long Suspensions – 6 to 20 days	5	0	4
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

Energy saving fluorescent lights have been fitted throughout the school – both campuses. Solar panels are used to reduce electricity usage. The swimming pool is also closed during Term 2 and 3 rather than using heating. The saving of water is also emphasized to all staff and students particularly in relation to dripping taps and the use of water taps at the drink stations. The Admin Block and hall have rainwater tanks installed. Strategies are in place to reduce the school's expense on reprographics.



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	216,448	0
2014-2015	226,513	
2015-2016	297,842	

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

GO

Sector:

Government

Non-government

SEARCH

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	52	50	<5
Full-time Equivalent	50	31	<5

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	14
Bachelor degree	34
Diploma	1
Certificate	0

*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 \$88 000

The major professional development initiatives are as follows:

*Reading

*Formative assessment

*Explicit Instruction

*WOWs (Watching others work)

*5 Dysfunctions of a Team

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%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% 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%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	87%

*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%.

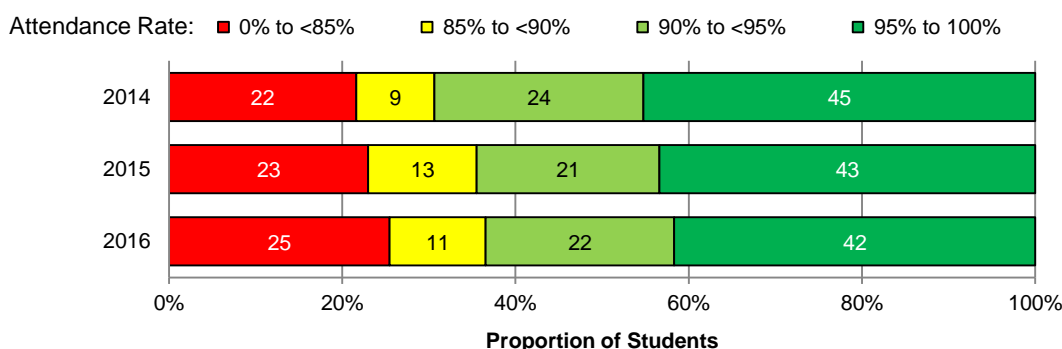
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	89%	89%	90%	93%	91%	93%	93%					
2015	89%	91%	90%	91%	90%	92%	93%						
2016	91%	91%	91%	91%	91%	91%	91%						

*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 electronically twice a day by classroom teachers. If students are absent for two consecutive days in a week or have a pattern of absences, a series of four letters is sent to the parent or carer requesting a reason. If there is no response to the letter, the Deputy Principal contacts the parents or carers. These letters are sent each week. If this does not result in improved attendance then the Deputy Principal contacts the parents or carers.

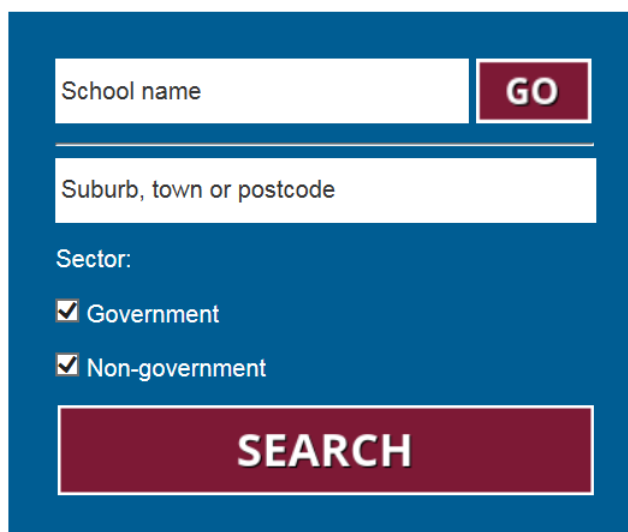
If students are repeatedly late a letter may be sent if there is no parent response. If there is no improvement in punctuality then the Deputy Principal contacts the parent. The Guidance Officer helps support parents who have difficulty getting their children to school.

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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

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 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.