



Goodna State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Goodna State School proudly boasts a highly multicultural school community with an enrolment of approximately 760 students. The 20198 Explicit Improvement Agenda is focussed on school improvement in Reading, Pedagogy in the Australian Curriculum and Inclusion. 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 school image. 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. Goodna State School staff and students sustain a growth mindset and, additionally, are developing a strong inquiry mindset through the implementation of the five learning assets; communication, collaboration, self-management, thinking and research. The school community also values 'respect for all' and this, together with Positive Behaviour for Learning (PBL) - 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 continue to show definite improvement across Years 3 & 5, and reflect the exciting attitude and dedication of the school community. The school commitment to increased use of ICTs in learning is reflected in the resourcing of laptops and mobile technologies across classrooms in 2018. The school's award-winning STEM program is significant and demonstrates innovative, sustainable and highly engaging practice. At Goodna State School students learn in air-conditioned comfort. The hall, Library, recently refurbished eLearning room, and improved classroom resources, together with other community initiatives such as the partnership with the Headstart Kindy program offer increased opportunities for parent/community involvement in the school. Annual cultural days, events and assemblies are also significantly valued by the community. Together our school community is building capacity, commitment and aspirations so as to improve learning outcomes for each and every student.

School progress towards its goals in 2018

Our vibrant and energetic school community continues to be the core of why our school thrives and grows. We are a school that is 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 are a great school where great things happen!

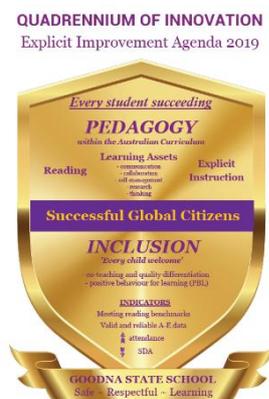
Goodna State School is committed to providing a quality education for all students. We focus on high expectations and we believe that all students can be successful learners. Our improvement agenda and strategies for implementing them ensure that learning and success is met for every student within a safe, supportive, inclusive and disciplined learning environment. Our major goal for 2018 was a focus on reading across the school, with additional areas of focus in different year levels on problem solving and writing.

The continuation of our work around Explicit Instruction (Archer & Hughes 2011) was also a key focus area, and this continued into 2018. In addition to a continued focus on reading and problem solving, the school improvement agenda in 2018 will also include a targeted focus on inclusion and a co-teaching classroom model.

Future outlook

In 2019, the Explicit Improvement Agenda at Goodna State School will specifically target Pedagogy in the Australian Curriculum with particular focus on

- Reading
- Learning Assets
- Inclusion



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	761	768	771
Girls	353	361	366
Boys	408	407	405
Indigenous	109	116	117
Enrolment continuity (Feb. – Nov.)	93%	92%	90%

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

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, with 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 size

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	24
Year 4 – Year 6	25	24	26

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

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 all. At Goodna State School, we deliver the Australian Curriculum with fidelity.

Clear focus is maintained on pedagogy, which is framed around Explicit Instruction and inquiry mindset, specifically the five learning assets.

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.

Co-curricular activities

- Chaplaincy Program
- Daily breakfast program
- Homework clubs
- GIFS – Goodna Integrated Family Support Program
- Instrumental Music Program
- Choirs
- Active before/after school sports
- After school care
- Digital Technologies – Coding Club, Makerspace, Genius Hour, 3D printing, robotics
- Young Entrepreneurs workshops, classroom units and products sold at market
- Lunchtime clubs and activities – dance, engineering club, basketball club, Pacifica club
- Cultural activities – Indigenous programs, NAIDOC, Harmony Day, Pacifica Day
- STEM activities
- ICAS participation (International testing)

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 collaborative planning and high expectations;
- 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 PBL – the behaviour support program, has provided an environment where all children can be safe, 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

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)	97%	94%	97%
• this is a good school (S2035)	94%	100%	97%
• their child likes being at this school* (S2001)	97%	100%	91%
• their child feels safe at this school* (S2002)	100%	100%	94%
• their child's learning needs are being met at this school* (S2003)	92%	94%	91%
• their child is making good progress at this school* (S2004)	97%	97%	91%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	97%	97%
• teachers at this school motivate their child to learn* (S2007)	91%	100%	97%
• teachers at this school treat students fairly* (S2008)	97%	100%	97%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
• this school works with them to support their child's learning* (S2010)	94%	97%	97%
• this school takes parents' opinions seriously* (S2011)	89%	94%	93%
• student behaviour is well managed at this school* (S2012)	97%	85%	87%
• this school looks for ways to improve* (S2013)	94%	97%	100%
• this school is well maintained* (S2014)	97%	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%	97%	91%
• they like being at their school* (S2036)	98%	96%	92%
• they feel safe at their school* (S2037)	95%	88%	81%
• their teachers motivate them to learn* (S2038)	99%	98%	93%
• their teachers expect them to do their best* (S2039)	99%	97%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	93%
• teachers treat students fairly at their school* (S2041)	89%	90%	86%
• they can talk to their teachers about their concerns* (S2042)	96%	85%	89%
• their school takes students' opinions seriously* (S2043)	87%	89%	87%
• student behaviour is well managed at their school* (S2044)	82%	68%	62%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	96%	97%	86%
• their school is well maintained* (S2046)	96%	90%	79%
• their school gives them opportunities to do interesting things* (S2047)	98%	95%	93%

* 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%	99%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	96%
• they receive useful feedback about their work at their school (S2071)	98%	97%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	98%	92%
• students are encouraged to do their best at their school (S2072)	100%	100%	99%
• students are treated fairly at their school (S2073)	100%	99%	100%
• student behaviour is well managed at their school (S2074)	100%	95%	90%
• staff are well supported at their school (S2075)	99%	96%	88%
• their school takes staff opinions seriously (S2076)	98%	96%	92%
• their school looks for ways to improve (S2077)	99%	97%	96%
• their school is well maintained (S2078)	99%	99%	93%
• their school gives them opportunities to do interesting things (S2079)	99%	97%	96%

* 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 library.

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 education programs

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

Goodna State School follows the 'Pathways to Peace' program coupled with PBL 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 school expectations and the peace code. Student and staff well-being teams meet fortnightly to discuss the program and to review its effectiveness.

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	80	126	246
Long suspensions – 11 to 20 days	4	4	1
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

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 and air conditioning.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	297,842	208,556	253,619
Water (kL)		2,254	656

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.

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

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



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	54	49	6
Full-time equivalents	51	29	<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	2
Graduate Diploma etc.*	15
Bachelor degree	36
Diploma	1
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 \$61333.46.

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2017 was \$69,500.

The major professional development initiatives were as follows:

- Reading and whole class comprehension
- Leadership development, collaboration and teamwork across various areas of the school
- Curriculum development
- Inclusive practices
- Formative assessment
- Explicit Instruction

- WOWs (Watching others work)
- Beginning and early career teachers

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%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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	91%	90%	89%
Attendance rate for Indigenous** students at this school	87%	87%	84%

* 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	91%	88%	90%
Year 1	91%	92%	89%
Year 2	91%	90%	91%
Year 3	91%	91%	89%
Year 4	91%	91%	89%
Year 5	91%	91%	89%
Year 6	91%	90%	88%

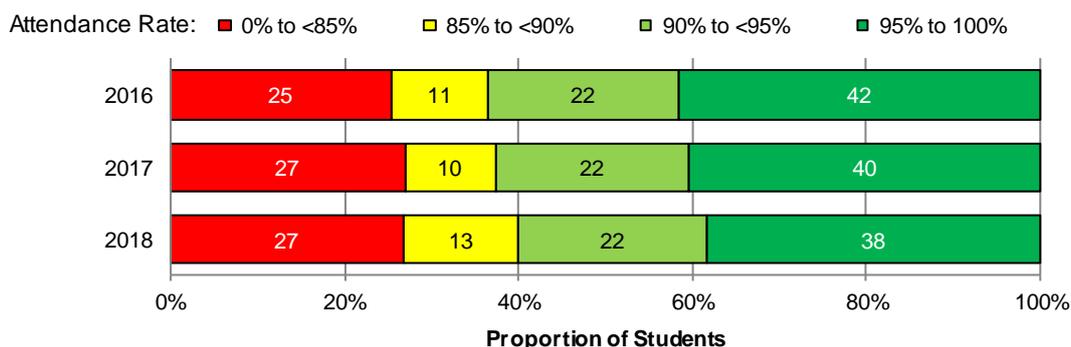
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Non-attendance is managed in state schools in line with the 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.

The school employs an attendance officer to track and monitor student attendance. Rolls are marked electronically twice a day by classroom teachers. A same day notification SMS text message is sent to all parents of students whose absence is not explained. Text messages and phone calls are returned by parents.

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 each letter, the Deputy Principal contacts the parents or carers. These letters are sent at regular intervals. If this does not result in improved attendance then the Deputy Principal contacts the parents or carers. If attendance does not improve, the school follows departmental guidelines for enforcing attendance.

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.

Attendance initiatives include, but not limited to:

- Class/Year level tracking data collected
- Raffle ticket Monday/Friday
- Attendance awards and health check letters
- End of semester celebrations for high attendance
- Breakfast club
- Very Impressive Performance and Student of the Week awards

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.

Find a school	Search website	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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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.