

# Goodna State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **Goodna State School** from **18 to 20 April 2017**.

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 consider in consultation with its regional office and school community.

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

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Leann Griffith-Baker	Peer reviewer
Bob Cole	External reviewer



## 1.2 School context

<b>Location:</b>	Albert Street, Goodna
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1870
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	769
<b>Indigenous enrolment percentage:</b>	13.4 per cent
<b>Students with disability enrolment percentage:</b>	5.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	932
<b>Year principal appointed:</b>	2013
<b>Full-time equivalent staff:</b>	53
<b>Significant partner schools:</b>	Camira State School, Kruger State School, Redbank State School, Bellbird Park State Secondary College
<b>Significant community partnerships:</b>	Goodna Integrated Family Support (GIFS), Kummara Association, Headstart Kindergarten, Goodna Returned and Services League of Australia (RSL) Services Club, Kambu Health
<b>Significant school programs:</b>	Makerspace, Entrepreneurs of the Future, Science, Technology, Engineering and Mathematics (STEM), Flying Squad, Levelled Literacy Intervention (LLI)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC)/master teacher, Literacy/Numeracy coach, guidance officer, Support Teacher Literacy and Numeracy (STLaN), 22 classroom teachers, eight specialist teachers, chaplain, student welfare officer, community liaison officer, two administration officers, 14 general teacher aides, 12 Flying Squad teacher aides and 37 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, 21 parents, two Goodna Integrated Family Support (GIFS) representatives, eight cultural support team members representing Kambu Health, Kummara Association, two Elders and volunteers.

Partner schools and other educational providers:

- Principal of Bellbird Park State Secondary College and Headstart Kindergarten.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (Semester 2, 2016)	School Data Profile (October, 2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**A dedicated and cohesive staff team underpins a broad range of programs and activities to enhance student learning across the school.**

High levels of trust are apparent across the school community. Teaching and learning are the driving forces behind school-wide decision making for *Team Goodna*. Staff morale is high.

**There is a documented plan for the systematic collection of a broad range of student data.**

The school utilises a broad range of assessment tools to monitor school-wide achievement in the priority areas of literacy, numeracy, science and cross-curricular skills. In addition, school leaders have prioritised the development, collection and monitoring of a range of wellbeing data. School leaders acknowledge the need to review the amount and purpose of data collected.

**Teachers utilise student data to identify starting points for teaching and to monitor progress over time.**

Teachers collect and enter class data in OneSchool and on school-developed spreadsheets held on G drive. Processes to develop the capacity of teachers, including beginning and returning teachers, to analyse and interpret their own class data and make timely adjustments to planning for teaching are not yet clear.

**The regional inclusion coach has worked with staff members to develop an inclusion action plan.**

Some teachers express a need for further clarity regarding inclusion and differentiation expectations. The recently introduced *Inclusion Action Plan* and *Differentiation Record* are strategies aimed at providing this support for class teachers.

**Teachers and students are enthusiastic to increase opportunities for students to effectively engage with Information and Communication Technology (ICT) as a tool for learning.**

The school has a significant number of computers, iPads and other devices for student use. A large proportion of these require replacement to remain on the school network. School leaders acknowledge the need for a long-term strategy for procurement, management and support for the effective use of ICT devices to support differentiated student learning.



**A newly developed Parent and Community Engagement (PaCE) framework clarifies community links and the roles and responsibilities for staff members.**

The school builds and maintains partnerships with families, local businesses and community organisations to improve learning opportunities and outcomes for students. Clear links exist between community partnerships and local student learning needs. Ongoing evaluation of these partnerships occurs.

**The school appreciates and values the varying cultural backgrounds within the student group.**

Staff members are dedicated to building their own cultural competence. A culturally-oriented parent group has strong links with the school to ensure that students from a broad range of cultural backgrounds are fully catered for. This extends to home and family support and health care as well as educational support.



## 2.2 Key improvement strategies

Review, refine and monitor the consistent collection of agreed data sets.

Provide differentiated Professional Development (PD) in data literacy to ensure teachers are able to rigorously interpret and utilise their own class data.

Enact the *Inclusion Action Plan* for students with a disability.

Develop a long-term strategy for procurement, management and support for the effective use of ICT devices to support differentiated student learning.