SCHOOL CONTEXT STATEMENT

Updated: February 2016

School number: 0156

School name: Goodwood Primary School and Preschool

1. General information

Part A

School name: Goodwood Primary School
School No/Preschool: 0156 / 1583
Principal: Deborah Brassington
Postal Address: 140 Goodwood Road Goodwood 5034
Location Address: as above
Region: Eastern Adelaide
Distance from GPO: 4 km
Preschool attached: Yes
Phone No.: 8271 2280
Fax No.: 8373 3096

February FTE Enrolment 2013 2014 2015 2016 2017

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TOTAL SCHOOL 355 413 449 479 478

School Card percentage: 10%
NESB Enrolment: 143 students
Aboriginal Enrolment: 0 students
Full fee paying International Students: 1 student

Part B

- Current Deputy Principal’s name
  Nicola Smith

- School website address
  www.goodwoodps.sa.edu.au

- School e-mail address
  dl.0156_info@schools.sa.edu.au

- Staffing numbers
  26.5FTE teachers, 13 SSO/2 BSSO’s
• A school based preschool operates within the school with 2 teachers and 58 SSO hours. The preschool is open four and a half days a week providing 15 hours of preschool for approximately 59 children in the year before they start school.

• Out of School Hours Care and Vacation Care
  : OSHC is licenced for 45 and VAC is licenced for 60

• Enrolment trends
  : Increasing

• Year of opening
  : 1879

• Public transport access
  : Tram, train and bus

2. Students (and their welfare)

• General characteristics
  : Goodwood Primary School and Preschool is a multicultural and socially and economically diverse community. The school values differences and provides a supportive environment and planned programs to enable and encourage all children to be confident, co-operative and actively involved in their learning. The school has 9 students verified as Students with Disabilities. Children from non-English speaking backgrounds make up a significant proportion of the total school enrolment [143 students and 30 in the preschool]. There are students who were born in 58 different countries that currently attend the school and preschool.

• (Pastoral) care programs
  : A Peer Support Program operates with all classes having a “buddy class”. Students work on a range of learning activities and tasks at different times of the year.
  A Pastoral Support Worker supports students and their families in a range of ways such as providing mentoring, building social skill development and offering Grief and Loss Programs.
  The school year begins with a two week intensive Social Learning Program.

• Support offered
  : EALD support, Intervention programs for speech, language, literacy and numeracy are coordinated across the school.

• Student management
  : The school’s culture and practices are underpinned by an ongoing commitment to enabling students to take responsibility for themselves and their learning. This is actively supported by an integrated approach to student participation, social learning, school discipline and the development of supportive learning environments.
  A Behaviour Management Policy exists to ensure safety and student wellbeing and to ensure consistency in yard and classroom management. Restorative practices are used to support our behaviour management policies and procedures and we focus on teaching our school values.
In conflict situations we support students to identify who has been upset or hurt, how they can make things right again and on restoring relationships.

Anti-harassment training and grievance procedures are implemented R-7 and supported by a school “Stopping Bullying and Harassment” policy. Positive social skills development, building a pro-social classroom culture and teaching conflict resolution skills are the focus of the first two weeks of Term 1 and are revisited throughout the year. A Restorative Justice approach is used to promote positive ongoing relationships. Program Achieve and the Child Protection Curriculum are taught across the school.

Student Well Being Surveys take place across the school twice a year with data from these being analysed and interventions put in place if required.

- **Student Voice**
  
  Student Leadership and Student Voice are integral components of the school’s decision-making structure. All upper primary students take on leadership roles across the school: Performing Arts, ICT, Library, Student Ambassadors, Safe Buddies, Garden and Environment. These roles aim to support or develop the school in specific areas and strengthen links with the community.

- **Special programmes**
  
  Intensive English Language Program with a maximum capacity of 3 classes  
  Kids Café – a community service program  
  Goody Patch Community Garden

### 3. Key School Policies

- **Vision Statement**
  
  Goodwood Primary School – creating a challenging and supportive learning community.

- **School Values**
  
  Fairness, Achievement, Respect

- **School Improvement Plan Priorities for 2016 in Quality Teaching and Learning:**

  **Literacy**
  
  - Improve students’ literacy achievement

  **Numeracy**
  
  - Improve students’ basic maths and problem solving skills

  **Pedagogy**
  
  - Develop student skills that are required to be successful learners through personalised Inquiry Learning.
• Recent key outcomes

The NAPLAN test results show that the school consistently achieves above the state and district schools' results in literacy and numeracy. Our rigorous assessment schedule attended to throughout the year ensures individual students who are not achieving standards have interventions and appropriate support to impact on learning outcomes.

Students, Staff and parents at Goodwood take pride in academic excellence. We have a large number of students who take part in the University of NSW competitions in Science, Computer Science and Writing. Each year we have students who perform extremely well and achieve credits, distinctions and high distinctions.

The school has embedded the Child Protection Curriculum into all classes through the HealthCurriculum.

Our canteen has a successful healthy eating approach which is supported by parents and students.

4. Curriculum

• Subject offerings

All 8 areas of learning are covered with teachers aiming to provide a broad balanced curriculum program over the year. Literacy is a priority area for all teachers and is covered by both specific time allocations for the English strands of Literacy, Literature and Language as well as being integrated into all other learning areas. Numeracy is also covered by daily Mathematics lessons and integration into other learning areas. Teachers are planning programming and assessing using the Australian Curriculum.

• Special needs

English as an Additonal Language or Dialect (EALD) support is provided to students who do not have English as their first language or who have a non English speaking background and require support to further develop their literacy skills. The school takes international full fee paying students each year. Reception students are monitored closely in their first year of school for their literacy development. Students identified as ‘at risk’ participate in a literacy intervention program called Reading Recovery.

Students identified through the NAPLAN tests as well as those referred by their teachers, receive additional support through a whole school coordinated student support program. The Student Review Team coordinates the allocation of student support time.

A Negotiated Education Plan is developed and documented for Students with Disabilities and a Special Education Teacher and School Services Officers' time support these plans.
• Special curriculum features

  Physical Education, Performing Arts and Technologies are provided as specialist subjects with a focus on sustainability within the Science program.
  Italian (LOTE) is provided to all students R-7 for one lesson a week.
  Instrumental Music is offered to students R-7 through private tutors and this takes place out of school hours.
  The choir this year is made up of students from the year 5/6 class and the year 7 class.
  Specialist arts teachers and Hourly Paid Instructors provide short programs in areas of the arts to supplement the classroom programs after hours.
  The Resource Centre Teacher works with all classroom teachers in a Inquiry Based Learning [IBL] program.
  The integration of Information and Communication Technology throughout the curriculum by classroom teachers is a highly successful learning strategy.
  The Keys to Success from Program Achieve - Getting Along, Organisation, Confidence, Persistence, Resilience are actively taught and promoted.

• Teaching methodology

  The school usually has a mixture of composite and straight year level classes with teachers designing a curriculum that caters for individual learning needs.
  Teachers use inclusive and collaborative teaching strategies to challenge and support students to be successful learners. Personalised learning is being developed within our range of pedagogies.
  Teachers have the opportunity to work in teams at similar year levels to develop curriculum programs, share resources and for professional support.
  Withdrawal rooms and wet areas provide flexibility and space for classes to make use of.
  Teachers use inquiry learning in their teaching programs.
  All classrooms integrate Information and Communication Technologies (ICT) into their curriculum and have an Interactive Whiteboard in their teaching space.

• Assessment procedures and reporting

  Monitoring student progress is continuous. We use a range of assessments including assessment for learning (formative assessment) and assessment of learning (summative) and teachers place a high priority in communicating with parents as regularly as possible. Teachers communicate to parents about the teaching and learning program and student achievement through:
  Acquaintance night
  Student’s self assessments
  Written reports – twice a year
  Student Learning Conversations or 3 way interviews in term 1
  Open Night
  Class newsletters and curriculum overviews once a term
5. **Sporting Activities**

Out of Hours Sporting teams - cricket, soccer, football, kanga cricket, netball, Basketball, hockey, softball, cross country, pedal prix, volleyball.

After school coaching clinics - Auskick “football, “Have A Go” cricket, SAPSASA – swimming, athletics, volleyball, cross country

Sports Day
Swimming and Aquatics Programs.

6. **Other Co-Curricular Activities**

- General
  - Choir
  - Bookweek
  - Whole school performances
  - Social Learning Program
  - School Concerts
  - Harmony Day
  - Student Learning expos

7. **Staff (and their welfare)**

- Staff profile
  - There are 26.5 fulltime equivalent teachers in the school. The Preschool has 4 teachers.
  - There are 13 SSOs and 2 BSSOs in the school and preschool with hours ranging from 7 hours a week to 37. The Preschool has 60 SSO hours which include BSSO hours. The school and preschool have Bilingual School Services Officers all of whom have a different language/s.

- Leadership structure
  - There is a Deputy Principal who over sees Special Education and EALD programs. There will be an Assistant Principal in Quality Teaching and Learning who will begin their tenure in 2016 and a Preschool Lead Teacher. The Leadership Team is made up of the Principal, Deputy Principal, and Assistant Principal. The Preschool Lead Teacher Deputy and Principal meet once a week, as the needs of the Preschool are specialised.

- Staff support systems
  - Staff are encouraged and supported to work in collaborative teams at year levels. Teachers are supported to participate in a wide range of training and development activities both within and outside of the school that support school priorities.
  - Teachers meet 3 times a term in Early Years, Primary Years, Middle Years and IELC teams for sharing and planning.
  - Teachers meet regularly as a whole staff.
  - All staff members have a budget allocation for professional development that links with the school priorities.
• Performance Management and Development
  A supportive Performance Management and Development Program is established in the school. It includes meetings twice a year with a member of the Leadership Team exploring:
  ■ How teachers are contributing towards school priorities
  ■ Their work against the National Professional Standards
  ■ Teaching for Effective Learning (TfEL)
  ■ Classroom programs and student assessment
  ■ Reviewing data sources including student surveys, running records and NAPLAN results

• Staff utilisation policies
  Staffing for Special Education provides some time for the Special Education teacher and School Services Officers hours to support students with disabilities. SSO hours support students with special learning needs on a priority basis determined by the Student Review Team.

• Access to regional support staff
  A DECD Psychologist and Speech Pathologist visit the school on a regular basis to assess and review students. Interagency personnel and social workers come to the school as required.

8. School Facilities
• Buildings and grounds
  The school’s accommodation consists of a two story solid brick building and single story solid brick buildings. These include an administration building, open space and closed class teaching, science and library areas, wet areas, withdrawal rooms and teacher stations adjacent to teaching spaces, a purpose built Preschool building and separate yard area, an activity room and a canteen. These areas are all centrally heated and cooled. The former church building is used as a gym. We have a purpose built Performing Arts Centre which has a separate kitchen, a uniform shop and a purpose built Computer Suite. Well maintained compact grounds comprising a small oval, a courtyard area, two hard play areas and four adventure playgrounds. The Surrey Street tennis court belongs to the school and are maintained with some support from the Unley City Council. This area also has a school/community garden that is used by the school in student learning programs.

• Specialist facilities
  Gymnasium (available for hire), Resource Centre, Tennis Court, Performing Arts Centre (available for hire).

• Staff facilities
  There is no staff car park within the school grounds. Staff members are required to park their car on the roads adjacent to the school. A staffroom is available to staff at all times and staff have access to a computer in the staffroom. All teaching units have teacher preparation areas with telephone access.
• Access for students and staff with disabilities
  Two of the teaching areas have been modified to cater for hearing impaired students. There is wheelchair access only to the ground floor classrooms.

• Access to bus transport
  Goodwood Primary School is situated within a very short distance to bus, tram and train services.

• Other
  A Preschool offering a full preschool program of 30 hours a fortnight is part of the school. While it is self-contained it is accessible to the rest of the school. Two childcare centres are located very near to the school. The school and the preschool have developed a close working relationship with these centres. There is an excellent transition program between the preschool and the Early Years classes.
  The Goodwood Public library is a short walk from the school and is used on a regular basis by several classes.
  A community garden has been established on school land adjacent to the tennis court for use by school and community members.

9. School Operations

• Decision making structures
  Management of the school is based upon a collaborative model with several groups participating in the decision-making processes:
  Whole School Staff Meetings          Cohort team meetings
  Leadership Team                    Student Review Team
  Governing Council                  School Council Sub Committees
  Personnel Advisory Committee       Individual class meetings

• Regular publications
  Effective communication is well established. A school newsletter is distributed each fortnight as well as each class sending home class newsletters at least once a term.
  The ebook in the staffroom is well utilised as a means to disseminate information to staff and visitors on a daily basis.
  A comprehensive Staff Bulletin is distributed to all staff on a weekly basis detailing staff meeting agenda items, discussion items, proposals, information, correspondence and training and development activities.
  The staff information handbook is updated each year.
  Our Whole School Agreements folder is updated each year and reflects our consistent teaching and learning practices R-7 and other expected procedures.

• Other communication
  An assembly is held in the gym regularly across the term. This is an opportunity for students to perform, share work or for students or adults to make announcements, celebrate successes etc.
  A term planner is in the staffroom and a term calendar is distributed with the newsletter at the start of each term.
A school information pack for parents and one for staff contain the essential information that people new to the school want to know. Class parents communicate contacts across classes to promote community participation and inclusion of families in school life. The school has a website at www.goodwoodps.sa.edu.au which is regularly updated.

- **School financial position**
  The school has a plan to establish a positive financial position. As we are growing in numbers the community is considering a range of facility improvement projects for the buildings and grounds. An effective capital equipment replacement program is in place for all major item of equipment. There is good parental support for the school’s fundraising activities.

10. **Local Community**

- **General characteristics**
  Goodwood Primary School is located 4 kms from the GPO and is served by convenient public transport routes. It is centrally located in the local business area and is close to facilities such as the Goodwood Library, Souter Park, Goodwood Oval, Forestville Reserve, Capri Theatre, the former Goodwood Orphanage, Wayville Basketball Stadium, Unley Swimming Centre, and Goodwood Community Centre.
  The school community consists mostly of local residents and is socially, culturally and economically diverse. The school attracts a number of International Students each year who are full feepaying students. These students are assisted through our EALD program, BSSO support and general classroom programs.

- **Parent and community involvement**
  There is a high level of support for the school and its philosophy. Parents are interested in their children’s social welfare and in their children’s learning. They are keen to support the educational program using their own skills and experiences. There is a very active fundraising group whose activities also tend to provide a social focus for parents. Parents like to be informed and seek to be involved in school decision-making processes in a range of ways and at a range of levels. The Governing Council is an integral structure in the school’s participative and consultative decision-making process. Areas of responsibility managed by Governing Council committees include: A communication task force, Student Learning and Wellbeing, OSHC/VAC, Finance, Buildings and Grounds – accommodation committee, Canteen, Fundraising and Out of School Hours Sport and Recreation. Specifically targetted working parties are established from time to time. A Class Parent Structure operates to support class teachers and to increase parent participation in the school.
• Feeder schools
  Most students come from the preschool which is part of the school campus. Other children come from Glandore and Clarence Park Kindies.

• Commercial/industrial and shopping facilities
  Goodwood Primary School is located with the Goodwood precinct and is therefore conveniently located for access to the local shops and services. The school has a good relationship with the Goodwood Traders Association and the Adelaide Showgrounds Farmers' Market.

• Other local facilities
  Goodwood Community Library is located opposite the school. Goodwood Oval is a 10 minute walk from the school. The Royal Adelaide Showgrounds are a 15 minute walk from the school. Unley Swimming Centre is a 10 minute walk from the school. The school uses the Capri Theatre for one of the end of year concerts.

• Local Government body
  Unley City Council – 8372 5111.

11. Further Comments
  The student body at Goodwood Primary School has always reflected the evolving population in the area. The children of workers, who lived in nearby villas, first populated the school, which had grown to 700 pupils by 1908 when Sir Mark Oliphant attended for a time. In 1924 the highest enrolment of 900 was reached and the school became a Central School with super-primary classes providing secondary education for children with a leaning towards handicrafts. From the fifties to the sixties, the school served many migrant families, especially from southern Europe. In the past decade, Goodwood has attracted young families from a range of backgrounds because of its cosmopolitan atmosphere and closeness to the city. The character of the school continues to evolve, reflecting the needs of these people. There remains, however, a strong commitment to preserving those aspects of the school which make it unique. Parents value the smaller size, the caring and supportive learning environment and the expectation that all students can be successful learners. The school maintains a close involvement in the local community and participates in community activities eg. Recycling Education, Waterwatch, Local markets. The school celebrated its 125th Birthday in 2004.