SCHOOL CONTEXT STATEMENT
Updated: March 2020

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


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TOTAL SCHOOL 355 413 449 479 478 493 481 475

School Card percentage : 6%
EALD Enrolment : 140 students
Aboriginal Enrolment : 2 students
Full fee paying International Students : 0 student

Part B

- Current Deputy Principal's name
  Nicola Smith
- Current Assistant Principal's name
  Mike Delean
- School website address
  :www.goodwoodps.sa.edu.au
- School e-mail address
  dl.0156_info@schools.sa.edu.au
• Staffing numbers
  : 24 FTE teachers, 15 SSO

• A school based preschool operates within the school with 3 teachers and 58 SSO hours. The preschool is open four and a half days a week providing 15 hours of preschool for approximately 66 children in the year before they start school.

• Out of School Hours Care and Vacation Care
  : OSHC is licenced for 70 and VAC is licenced for 70

• Enrolment trends
  : Stable

• 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 11 students verified as Students with Disabilities. Children with English as an Additional Language or Dialect make up a significant proportion of the total school enrolment [140 students in the school and 30 in the 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. Throughout the year classes refer to and embed their skills in relation to these learning assets: collaboration, communication, thinking, researching and self managing.

• Support offered
  EALD support, Intervention programs for speech, language, literacy and numeracy are coordinated across the school.
  Learning design and planning targets students achieving in the higher bands, teachers differentiate across the curriculum to ensure learning is targeted to meet the needs of all students.

• 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 is tracked through an annual survey and student behaviour management data, teachers and line managers track and monitor targeted students to provide appropriate interventions.

• Student Voice

Student Leadership and Student Voice are integral components of the school’s decision-making structure. Teachers use the Embedding Students Voice, whole school agreement, to ensure consistency of practice R-7. Commitment through our Inquiry focus ensures learning experiences are purposeful and drive student agency as a priority. Upper primary students take on roles across the school supporting general school management: ICT, Library, Promotions team, Canteen and Crossing. These roles aim to support or develop the school in specific areas and strengthen links with the community. All students have opportunities to develop passion projects whereby they explore taking action locally, nationally and globally.

• Special programmes

Goody Patch Community Garden
Lunchtime Lego and Technology programs
Taiko Drum Ensemble
Student initiated lunchtime activities eg origami, comic strips, card game groups.

3. Key School Policies

• Mission Statement

The Goodwood Primary School and Preschool promotes active life long learning. We appreciate and value the views of others. The Community works collaboratively to design educational programs that support students to develop the necessary dispositions to become successful learners who are confident, creative and informed global citizens. Our diversity is our strength.

• School Values

Fairness, Achievement, Respect
• School Improvement Plan Priorities for 2020 in Quality Teaching and Learning:
  Literacy – If we build the capacity of our teachers to effectively teach and assess and provide feedback to students in Writing then we will increase student achievement.
  Numeracy – If we use a common approach to the teaching and assessment of Number then we will see students achieving in the Higher bands in mathematics.
  Inquiry – To raise student agency and understanding of agency in learning.

In 2020 we have Professional Learning Communities (PLC) in Literacy and Inquiry to drive our planning (small groups of specialist staff and a leader). In collaboration with the whole school community these PLCs will support our focus on developing consistent approaches in teaching and learning to develop student’s skills in a range of skills and dispositions including problem solving, creativity, communication and collaboration. Our Numeracy Coach and Principal work in collaboration with teacher learning teams to establish plans and training opportunities that support the implementation of our Numeracy site plan.

• Recent key outcomes
  The NAPLAN test results show that the school consistently achieves above the state and district schools’ results in numeracy and aspects of literacy. We continue to have a focus on maintaining and increasing the number of students achieving the higher bands in NAPLAN and PAT assessments. Our rigorous assessment schedule attended to throughout the year ensures individual students who are not achieving standards have interventions and appropriate to support to impact on learning outcomes.
  Students, Staff and parents at Goodwood take pride in academic excellence.
  The school has embedded the Child Protection Curriculum into all classes through the Health Curriculum.
  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.
  Our focus on Inquiry is supporting the development of interdisciplinary units of work to provide authentic personalised learning experiences where students actively problem solve applying their skills and knowledge.
  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 has international full fee paying students.
  Reception students are monitored closely in their first year of school for their literacy development. Students identified as ‘at risk’ participate in intervention programs coordinatated by the class teacher and Deputy Principal.
Students identified through a range of assessments as well as those referred by their teachers, receive additional support through a whole school coordinated student support program. Student progress is reviewed regularly to ensure the allocation of student support time is appropriate.

One Plans have been developed and documented for Aboriginal Students, Students in Care and Students with Disabilities by the Class Teacher and Deputy Principal. School Services Officers’ time often supports these plans.

- Special curriculum features
  
  Physical Education, Performing Arts and Technologies are provided as specialist subjects.
  
  Italian (LOTE) is provided to all students 6-7 for one lesson a week. Mandarin is offered to Reception to year 5 students.
  
  Instrumental Music is offered to students R-7 through private tutors and this takes place out of school hours.
  
  The choir is made up of students from years 5-7.
  
  The Assistant Principal works with all classroom teachers on Inquiry Learning.
  
  The EALD teacher work collaboratively to provide timely interventions and differentiation for our EALD students and support our whole school approaches to teaching English.
  
  The Deputy Principal works collaboratively R-7 to support teacher approaches to interventions and differentiation.
  
  The integration of Information and Communication Technology throughout the curriculum by classroom teachers is a highly successful learning strategy.
  
  Technologies is offered as a specialist program.
  
  The Keys to Success from Program Achieve - Getting Along, Organisation, Confidence, Persistence, and Resilience are actively taught and promoted.
  
  Learning assets: collaboration, communication, thinking and researching skills and self managing skills are explicitly taught.
  
  The Leadership team supports student learning and well being strategies across the whole school.

- 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. Inquiry learning is being developed and incorporates STEM.
  
  Teachers have the opportunity to work in teams at similar year levels to develop consistent teaching and learning practices. This is done through fortnightly team meetings and 100 minutes of common release time every week.
  
  Interdisciplinary Inquiry Units and other curriculum programs, share resources and for professional support.
  
  Withdrawal rooms and wet areas provide flexibility and space for classes to make use of.
  
  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 assessment) 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:
5. **Sporting Activities**

Out of Hours Sporting teams - cricket, soccer, football, kanga cricket, netball, basketball, hockey, softball, cross country, orienteering.
After school coaching clinics - Auskick “football, “Have A Go” cricket,
SAPSASA – swimming, orienteering, 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
- Science Week

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

- Staff profile
  - There are 24 fulltime equivalent teachers in the school. The Preschool has 3 teachers.
  - There are 15 SSOs 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 oversees Special Education and EALD programs. There is an Assistant Principal in Quality Teaching and Learning, a Numeracy Coach one day a week and a Preschool Coordinator. The Leadership Team is made up of the Principal, Deputy Principal and Assistant Principal. The Preschool Coordinator, Deputy and Principal meet once a week, as the needs of the Preschool are specialised. The Numeracy Coach collaboratively leads the school Numeracy Priority with the Principal and contributes to school planning in this area.

- Staff support systems
  - Staff work in collaborative teams according to their year levels: R-2/ 2,3,4/ 4,5,6,7. 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 collaboratively plan their Inquiry Units of work focusing purposeful learning experiences that promote student agency. In 2020 we will continue to gain feedback from Kath Murdoch, an international consultant in Inquiry, around our skills to
promote student agency through learning. The Assistant Principal Teaching and Learning works with all staff collaboratively across the year.

Staff meetings and teams occur on alternate fortnights. Our focus during staff meeting is on pedagogy associated with our priorities. In teams we analyse data and inquire collaboratively into our approaches to teaching and learning and support each other to further develop our skills and understandings. Teams measure student learning outcomes through formative and summative assessments.

All staff members have a budget allocation for professional development that links with the school priorities.

Staff are part of our Partnership LDAM program and collaborate with other teachers from our Partnership Schools to plan and moderate student learning in the area of English.

The Numeracy Coach works with teams of teachers to support teacher skill development and teaching practices in Numeracy.

- **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 for example: student surveys, running records, formative assessments, PAT data and NAPLAN results

- **Staff utilisation policies**

  Staffing for Special Education provides some time Specialist staff and School Services Officers hours to support students with disabilities. SSO hours support students with special learning needs on a priority basis determined by timely Student Reviews.

- **Access to regional support staff**

  A Department for Education 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 other specialist areas eg Mandarin.

  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. This area also has a school/community garden that is used by the school in student learning programs. Due to our increased enrolments we now have a 16th classroom and several redeveloped learning spaces. In 2020 all of our panelled ceilings will be replaced which will support improved aesthetics in all our learning areas. All of the school redevelopment has been as a result of parent skills and support through our Building and Grounds committee. In 2019 we opened a new Nature Play space which was funded through the Fund My Neighbourhood program in 2017. We currently have a feasibility study submitted to redevelop our admin centre and staff room.

- Specialist facilities
  STEM Maker, Media and Wet Space connected to our Resource Centre, Gymnasium (available for hire), Resource Centre, Tennis Court, Performing Arts Centre (available for hire), Goody Patch Community Garden.

- 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 small staffroom is available to staff at all times and staff have access computers in their classroom. There is a designated withdrawal space for teachers as a part of the Resource Centre. All staff meetings occur in class spaces or our library due to the lack of space in our staff room. All teaching units have 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 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 Leadership Team
  Professional Learning Communities – Inquiry and Literacy
Team meetings – every fortnight alternating with Staff meetings
Student Management Roles and Class Meeting Structures.
Governing Council School Council Sub Committees
Personnel Advisory Committee
Preschool Leadership Team and Preschool Staff 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 Sentral broadcast is used for daily communications.
  A staff meeting agenda including proposals, information, correspondence and training and development activities, is published prior to meetings each fortnight.
  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
  Each Friday a Flexi Buzz communication is sent out to the community to keep families aware of important dates the following week.
  All whole school communications to families goes through the Flexi Buzz tool. Email communication can be negotiated.
  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.
  A term planner is in the staffroom and a term calendar is distributed with the newsletter at the start of each term.
  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](http://www.goodwoodps.sa.edu.au) which is regularly updated.

- School financial position
  Since 2014 the school has endeavoured to establish a positive financial position each year. Staffing and infrastructure demands over 2018 and 2019 has required the Governing Council to draw on these savings.
  An effective capital equipment replacement program is in place for all major item of equipment. There is outstanding 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.
  Our school has historically had a diverse population representing approximately 50 different cultural groups. 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, Out of School Hours Sport and Recreation, Goody Patch Management and Preschool.

Specifically targeted 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.

Our year 7 students feed into a range of high schools in our partnership area.

• 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 Business Association and actively supports their events and the local businesses.

• 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 sense of community, collaborative culture, 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 125\textsuperscript{th} Birthday in 2004.