

SCHOOL CONTEXT STATEMENT

Updated: March 2021

School Number: 0156 Preschool Number: 1583

School Name: Goodwood Primary School and Preschool

School Profile:

Goodwood Primary School and Preschool prides itself on offering a diverse and inclusive learning program where students have many opportunities to achieve their personal best.

Historically, since 1879, the student body at Goodwood Primary School has always reflected the evolving population in the area. In 1924 the highest enrolment of 900 was reached and the school became a central school with super-primary classes and providing secondary education for children. 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.

Our population reflects a wide range of cultural and linguistic backgrounds. Over 20% of our population are families who have English as an additional language or dialect (EALD) with forty-three different cultural backgrounds being represented. The whole school learning community is committed to valuing and respecting others, and promoting multiculturalism and global education.

We focus on inquiry learning approaches from preschool through to year 7, connecting with our environment, embracing innovative learning tools to support success and developing these learning assets across the curriculum: Communication, Collaboration, Thinking, Researching and Self Managing. We are committed to establishing effective relationships. Focusing on authentic connections between all members of our learning community ensures students can reach their full potential.

Goodwood is not zoned, however there is an identified enrolment priority area. Upon enrolling, children are placed on an enrolment register and notified closer to their start date as to whether there is a place available at the school. Goodwood Primary School and Preschool are a part of the Greenhill South Partnership of schools. Connections are established between these schools in terms of training and leadership to promote consistency of practices. Under the Department for Education's socio-economic profile Goodwood is a Category 7 school.

Between 2013 and 2018 Goodwood experienced a significant increase in enrolments. Changes to building infrastructure has created new classrooms with a capacity of 16 classes. The Goodwood community choose to enrol their children here because of its reputation of being a community of learners, where students learn to be globally aware and how to be a member of a community. This has been evidenced through our external school reviews in 2016 and 2019: "A high level of trust exists between all stakeholders and the school's community spirit is deeply valued," external school review outcomes 2019.

Our mission developed by students, parents and staff underpins all we do:

The Goodwood Primary School and preschool community promotes active lifelong 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.

The Goodwood community believes that everyone who attends our school has the right to work and play in a safe, supportive and caring environment to ensure this we follow the core values of: fairness, achievement and respect.

General information

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| <i>Principal</i> | Belinda Adams |
| <i>Deputy Principal</i> | Nicola Smith |
| <i>Assistant Principal</i> | Mike Delean |
| <i>Preschool Coordinator</i> | Karen Spurrirt |
| <i>Postal Address</i> | 140 Goodwood Road, Goodwood 5034 |
| <i>Location Address</i> | as above |
| <i>Region</i> | Greenhill South |
| <i>School No / Preschool No</i> | 0156 / 1583 |
| <i>Courier</i> | Eastern Adelaide |
| <i>Distance from GPO</i> | 4 km |
| <i>Phone number</i> | 08 8271 2280 |
| <i>Fax number</i> | 08 8373 3096 |
| <i>School email</i> | DL.0156.info@schools.sa.edu.au |
| <i>School website</i> | www.goodwoodps.sa.edu.au |
| <i>Preschool attached</i> | Yes |
| <i>Preschool direct phone</i> | 08 8373 2586 |
| <i>Out of School Hours Care (OSHC)</i> | 08 8373 5302 |
| <i>February FTE Student enrolment</i> | 433 |

February FTE enrolment

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Preschool | 70 | 65 | 73 | 59 | 77 | 66 | 64 | 66 |
| Reception | 51 | 65 | 51 | 70 | 46 | 66 | 56 | 54 |
| Year 1 | 47 | 54 | 66 | 56 | 66 | 48 | 62 | 54 |
| Year 2 | 52 | 56 | 49 | 72 | 49 | 61 | 43 | 67 |
| Year 3 | 41 | 50 | 60 | 48 | 74 | 45 | 65 | 46 |
| Year 4 | 35 | 38 | 47 | 58 | 47 | 62 | 48 | 66 |
| Year 5 | 32 | 37 | 38 | 44 | 49 | 45 | 57 | 47 |
| Year 6 | 28 | 31 | 35 | 37 | 47 | 45 | 41 | 58 |
| Year 7 | 19 | 27 | 28 | 34 | 38 | 43 | 39 | 41 |
| IELC | 38 | 32 | 32 | N/A | N/A | N/A | N/A | N/A |
| Total School | 413 | 455 | 479 | 478 | 493 | 481 | 475 | 499 |

The school includes:

- *School Card percentage* 6%
- *EALD enrolment* 144 Students school 30 preschool
- *Aboriginal enrolment* 3 students
- *Enrolment trends* Stable
- *Staffing numbers* 25 teachers 15 SSOs
- *Public transport access* Bus, train and tram
- A school based preschool operates within the school with 3 teachers and 58 SSO hours. The preschool has sessions for four and a half days a week providing 15 hours of preschool for 66 children in the year before they start school.
- An OSHC and Vacation Care is operating and licensed for 70 children, led by a Director and Assistant Director.

Students (and their welfare)

- **General characteristics**

Goodwood Primary School and Preschool values diversity. Providing a supportive learning environment all children are encouraged to be confident, co-operative and actively involved in their learning.

The school has 10 students verified requiring Intensive Education Support Programs (IESP).

Children with EALD make up a significant proportion of the total school and preschool enrolment.

The school community is active and engaged. Parents are keenly interested in their children's learning achievement, and extra-curricular activities. There are strong connections between families, staff and the wider local community.

- **Student Wellbeing Programs**

A buddy class program operates with all classes having a younger class to connect with. Together they engage in a range of learning activities and tasks at different times of the year. This program leads to positive relationships across many aspects of school life and supports the notion of it takes a village to raise a child.

A Pastoral Care Worker (PCW) 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 students embed their skills in relation to these learning assets: collaboration, communication, thinking, researching and self-managing.

Leadership has responsibility for overseeing student wellbeing programs across the school.

- **Support offered**

EALD support and intervention programs for speech, language, literacy, wellbeing and numeracy are coordinated across the school.

Targeted learning design and planning has led to students achieving the higher bands in assessments. Teachers differentiate for student learning across the curriculum to ensure learning is targeted to meet the needs of all students.

- **Student management**

The school's culture and practices enable 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.

Our student code of conduct exists to ensure safety and student wellbeing are managed consistently in the yard and classroom. Restorative practices are used to support our behaviour management policies, procedures and focus on teaching our school values: fairness, achievement and respect.

In conflict situations students are supported to identify who has been upset or hurt, how they can make things right again and restore relationships. Anti-harassment and grievance procedures are implemented across R-7 and supported by our policy: stopping bullying and harassment.

Social skills programs, build a positive classroom culture and teach conflict resolution skills. These are a 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 (CPC) are taught across the school.

Student wellbeing is tracked through an annual survey and student behaviour management data. Teachers and line managers monitor targeted students to provide appropriate interventions.

- **Student Voice**

Student leadership and student voice are integral components of the school's decision-making structure. Commitment through an inquiry focus ensures learning experiences are purposeful and drive student agency as a priority. Some 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.

- **Special Programmes**

- Goody Patch Community Garden
- Lunchtime Lego and Technology programs
- Taiko Drum Ensemble
- Student initiated lunchtime activities e.g. origami, comic strips, card game groups.
- Festival of Music choir.
- After hours instrumental music lessons through the company: 'Learn through Music' are offered on the premises, parents enrol privately.

Key School Policies

- **School improvement plan priorities for 2021 in quality teaching and learning:**

Literacy – To raise achievement in writing for all students, with a focus on those on the higher bands. If we build the capacity of our teachers to effectively teach, assess and provide feedback to students in writing, then we will increase student achievement.

Numeracy – To increase the number of students achieving higher bands in mathematics. 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.

If we build capacity of students to articulate how and why they learn, and teachers provide authentic feedback on students' progress, then we will see an increase in student understanding of agency in learning.

In 2021 we have Professional Learning Communities (PLCs) in literacy, numeracy and inquiry to drive our planning (small groups of teachers and a leader). In collaboration with the whole school community these PLCs will support educators to develop consistent approaches in teaching and learning. Students develop skills in learning dispositions including problem solving, creativity, communication and collaboration.

- **Recent key outcomes**

NAPLAN test results show that the school consistently achieves above the state and like schools' results in numeracy and aspects of literacy.

A continued 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 support to impact on their learning outcomes.

Students, staff and parents at Goodwood take pride in academic excellence.

The school has embedded the Child Protection Curriculum (CPC) into all classes through the health curriculum.

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

Curriculum

- **Subject offerings**

Teachers provide a broad and balanced curriculum program in all eight areas of the Australian Curriculum. 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 integrated into other learning areas. Our focus on Inquiry supports key concepts being taught across the site, to provide authentic personalised learning experiences where students actively problem solve applying their skills and knowledge.

- **Special needs**

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 interventions to further develop their literacy skills.

The literacy development of early year's students is monitored closely. Students identified as 'at risk' participate in intervention programs coordinated by the class teacher and deputy principal. Students identified through a range of assessments 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 ATSI students, students in care and students with disabilities by the class teacher and Deputy Principal. School Services Officers (SSOs) support these plans in classes.

- **Special curriculum features**

Physical Education, Performing Arts and Technologies are provided as specialist subjects.

Italian is provided to all students years 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 Festival of Music choir is made up of students from years 5- 7.

The Assistant Principal works with all classroom teachers on Inquiry learning.

The EALD teacher works collaboratively to provide timely interventions and differentiation for our EALD students and supports our whole school approaches to teaching English.

The Deputy Principal works collaboratively with staff R-7 to support teacher approaches to targeted interventions and leads our literacy focus.

Information and communication technology is integrated as tools for learning throughout the curriculum. There is access to laptops, iPads, and interactive TV/boards in classrooms.

The 5 Keys to Success from Program Achieve: getting along, organisation, confidence, persistence, and resilience are actively taught and modelled.

Learning assets: collaboration, communication, thinking and researching skills and self-managing skills are explicitly taught. The leadership team supports student learning and wellbeing strategies across the whole school.

The Goody Patch Community Garden is an invaluable resource to our whole school community and in particular to the students and staff across all curriculum areas. Goodwood is committed to promoting a love of learning through nature and focusing on supporting sustainable life styles.

- **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. Developing these learning assets: collaboration, communication, thinking, researching and self-management are the foundation to drive student agency across the school. Through our teaching practice, students actively connect with the criteria for success and are supported to identify and articulate their achievements and their next steps in learning. Enabling these skills and opportunities has been

very powerful in terms of developing a growth mindset and belief in themselves as lifelong learners.

Teachers have the opportunity to work in teams at similar year levels to develop consistent teaching and learning practices, share resources and provide each other with professional support. This is done through fortnightly team meetings and one hundred minutes of common release time every week.

- **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). Teachers place a high priority in communicating with parents as regularly as possible. Teachers communicate to parents about the teaching and learning programs and student achievement through:

- Acquaintance Night or the like
- Sending home evidence of student progress, incorporating the next steps in learning, via online platforms and hard copy tools during Term 2, 3 and 4
- Written reports – twice a year
- Teacher / Parent interviews in Term 1 between parents and teachers. These are offered where required throughout the year
- Open Night
- Class newsletters and curriculum overviews once a term

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
- PE Week

Other Co-Curricular Activities

| | |
|---------------------------|------------------------|
| Choir | School concerts |
| Book Week | Harmony Day |
| Whole school performances | Student learning expos |
| Social learning program | Science Week |

Staff (and their welfare)

- **Staff profile**

There are 25 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 37.5. The preschool has 58 SSO hours. The school and preschool have bilingual school services officers who support students to use their first language and make connections with English.

- **Leadership structure**

The school leadership team is made up of the Principal, Deputy Principal and Assistant Principal. The Deputy Principal oversees the development of Professional Learning Communities (PLCs) in literacy, special education and EALD programs, while the Assistant

Principal leading quality teaching and learning in the numeracy and inquiry PLCs, also has responsibility for the library and wellbeing programs.

A Preschool Coordinator provides leadership to preschool staff, students and families. The Preschool Coordinator and Deputy meet once a week, as the needs of the preschool are specialised.

- **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 learning experiences that promote student agency. Our school has been working and gaining feedback around our skills to promote student agency through collaborative inquiry planning within our PLCs.

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' share and measure student learning outcomes through formative and summative assessments.

All staff members have access to professional development that links with the school priorities.

Staff are part of our Greenhill South Partnership Learning Design Assessment and Moderation program and collaborate with other teachers from our partnership schools to plan and moderate student learning in the area of English.

Converge International EAP provides counselling to all employees of the Department of Education. The Pastoral Care Worker is supportive of staff welfare and the Personnel Advisory Committee is an avenue for staff to seek organisational support.

- **Performance Management and Development**

The performance development guidelines include meeting twice a year with a member of the leadership team exploring:

- How teachers are contributing towards school priorities
- Personal and professional goals
- Classroom programs and student assessment
- Reviewing data sources including for example; student surveys, running records, formative assessments, PAT data and NAPLAN results
- Future goals

- **Staff utilisation policies**

Collection and analysis of learner achievement data and accessing Student Support Services leads to identifying students with disabilities.

Staffing for Intensive Education Support Programs (IESP) provides specialist staff and SSOs hours to support students with disabilities.

SSO hours support students with targeted learning needs, determined by timely student reviews, and inclusive education support program funding One Plan alignment.

- **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 when required.

Interagency personnel and social workers come to the school as required.

School Facilities

- **Buildings and grounds**

The school's accommodation consists of a two storey solid brick building and single storey solid brick buildings. These include an administration building, open space and closed class teaching

spaces, science and library areas, wet areas, withdrawal rooms and teacher stations adjacent to teaching spaces, a purpose built preschool building with a separate yard area 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 e.g. Mandarin classroom.

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 known as the 'Goody Patch'.

Due to our increased enrolments we have a 16th classroom and several redeveloped learning spaces. In 2020 all of our panelled ceilings were replaced to improve safety and aesthetics in all our learning areas.

In 2019 a new nature play space was opened and funded through the Fund My Neighbourhood program in 2017.

A feasibility study has been submitted to redevelop our admin centre and staff room.

All of the school redevelopment has been a result of parent skills and support through our building and grounds committee.

- **Specialist facilities**

STEM maker, media and wet space connected to our resource centre, gymnasium (available for hire), tennis court, performing arts centre (available for hire), and 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. Unley Council car permits are required due to hourly restrictions.

A small staffroom is available to staff at all times and staff have access to a laptop. 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 some ground floor classrooms.

- **Access to public 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 and 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 year's classes.

Due to the initiative of our year 6/7 teachers, informed connections are made with feeder high schools and our student's transition to high school is successful.

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.

School Operations

- **Decision making structures**

Management of the school is based upon a collaborative model with several groups participating in the decision-making processes:

- Leadership team
- Whole school staff meetings
- Professional Learning Communities: inquiry and literacy, numeracy, PLC Dev.
- Team meetings: every fortnight alternating with staff meetings
- Student management roles and class structures that promote student ownership.
- Governing Council and sub committees
- Personnel Advisory Committee
- Preschool leadership team
- Preschool staff meetings

- **Regular publications**

Effective communication is well established and is of critical importance to the school community. 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 along with Seesaw and Sentral emails.

The staff information handbook is updated each year.

Our whole school agreements are updated each year and reflect our consistent teaching and learning practices R- 7 and other expected procedures.

- **Other communication**

Weekly or as required communication is sent out to the community to keep families aware of important dates for the following week on Sentral.

Assemblies are held in the gym regularly throughout 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 and on Sentral.

Class parents communicate with families to promote community participation and inclusion of families in school life.

The school website www.goodwoodps.sa.edu.au is regularly updated.

- **School financial position**

Staffing and infrastructure demands over the past few years has required the Governing Council to draw on savings. The Finance Committee monitor and share information twice a term with the Governing Council.

There is outstanding parental support for the school's fundraising activities.

Local Community

- **General characteristics**

Goodwood Primary School is located 4 kilometres 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.

Historically the Goodwood Community has been a diverse population representing many different cultural groups.

- **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. For example, our annual Art House Market.

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: communications, student learning and wellbeing, OSHC/VAC, finance, buildings and grounds, 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 Kindergartens.

Our year 6/7 students feed into a range of high schools in our area: Adelaide, Glenunga International, Unley, Springbank, Urrbrae and Adelaide Botanic High School.

- **Commercial/industrial and shopping facilities**

Goodwood Primary School is located within 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.

The Goodwood Community Centre provides a range of resources and programs to support community members across all age ranges.

Goodwood Oval is a 10 minute walk from the school.

The 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 our end of year concerts

- **Local Government body**

Unley City Council – 08 8372 5111.