

# SCHOOL CONTEXT STATEMENT

Updated: March 2024

**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 thirty-four 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 6, connecting with our environment, embracing innovative learning 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.

Goodwood continues to experience increased enrolments and currently has 16 classes, with a 17<sup>th</sup> starting in term 3 with our first mid-year intake of Receptions. 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 outcomes in 2019 and 2023: "A high level of trust exists between all stakeholders and the school's community spirit is deeply valued."

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

<i>Principal</i>	Belinda Adams
<i>Deputy Principal</i>	Anthea Bartlett
<i>Assistant Principal</i>	Jo D'Ettorre
<i>Preschool Coordinator</i>	Karen Dickens
<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>	<a href="http://www.goodwoodps.sa.edu.au">www.goodwoodps.sa.edu.au</a>
<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>	442

### Term 3 FTE enrolment

	2016	2017	2018	2019	2020	2021	2022	2023	2024
Preschool	73	59	77	66	64	66	64	66	51
Reception	51	70	46	66	56	54	67	65	65
Year 1	66	56	66	48	62	54	53	72	67
Year 2	49	72	49	61	43	67	57	60	73
Year 3	60	48	74	45	65	46	62	56	55
Year 4	47	58	47	62	48	66	43	67	52
Year 5	38	44	49	45	57	47	67	43	65
Year 6	35	37	47	45	41	58	43	70	39
Year 7	28	34	38	43	39	41	N/A	N/A	N/A
IELC	32	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total School</b>	<b>479</b>	<b>478</b>	<b>493</b>	<b>481</b>	<b>475</b>	<b>499</b>	<b>456</b>	<b>499</b>	<b>467</b>

The school includes:

- *School Card percentage* 9%
- *EALD enrolment* 144 Students school 30 preschool
- *Aboriginal enrolment* 5 students
- *Enrolment trends* Stable
- *Staffing numbers* 28 teachers 14 SSOs
- *Public transport access* Bus, train and tram
- A school-based preschool operates within the school with 3 teachers and 63 SSO hours. The preschool has two 15 hours per week attendance options available. In 2024 we have 51 children and will again be having a mid-year intake in Term 3.
- An OSHC and Vacation Care is operating and licensed for 90 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 18 students verified through the Intensive Education Support Programs (IESP) being supported with either quality differentiated teaching practice and / or SSO support.

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 Initiatives**

Developing students own understanding of their body and mind underpins the focus on self-regulation and interoception at Goodwood. Staff are trained to support students and implement strategies which enhance wellbeing across the site. Daily mindfulness is scheduled after lunch each day. During this time, students participate in yoga, mindful activities, quiet reflection time or reading. Teachers also use this time to debrief with students about their play time. Some other strategies in place are scheduled movement breaks, calm down spaces, and visual timetables.

The You Can Do It! Program (Program Achieve) underpins the social emotional learning of students, the 5 Keys to Success from the program make up the school foundations for achievement. Teachers facilitate learning activities in Resilience, Persistence, Confidence, Getting Along and Organisation throughout the year. You Can Do It! also strengthens the two-week beginning of the year program, when students collaborate to develop common understandings and skills for success within the school environment.

All classes participate in a buddy class program, younger and older classes are paired up to develop support, mentoring and relationships between students. Throughout the year classes will meet to engage in a range of learning activities which foster positive interactions between students and staff.

Students have the opportunity to participate in lunch time programs and clubs such as Taiko Drums, Giant Games, Art, Drama, Lego and Sewing Clubs.

- **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 behavioural expectations and the development of supportive learning environments.

Our student behaviour policy 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-6 and supported by our procedure: stopping bullying and harassment. A restorative justice approach is used to promote positive ongoing relationships.

Program Achieve and the Child Protection Curriculum (CPC) are taught across the school. What's the Buzz is taught in the Preschool and adopted by some teachers R-6 and the PCW.

Student wellbeing is tracked through the annual Wellbeing and Engagement Collection survey for years 4-6 and student behaviour management data. Teachers and line managers monitor targeted students to provide appropriate interventions.

### **Student Agency**

Student leadership and student agency 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.

All students have the opportunity to suggest areas for student teams throughout the school. Following a class survey, student teams are established. Year 5/6 students then have the opportunity to apply to lead these teams through an application process. All applications are considered by the year 5/6 teaching team and the leadership team.

Student Leadership Teams (SLTs) this year are:

- Events and Promotions
- Assembly and Tech
- Sports
- Wellbeing, Community and Culture

SLTs are led by 4 – 5 year 5/6 students, and supported by a teacher. They follow the Voice It student agency program to guide the development and consideration of ideas and initiatives.

### **• Special Programmes**

- Goody Patch Community Garden
- Lunchtime Lego and Technology programs
- Taiko Drum Ensemble
- Student initiated lunchtime clubs
- 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 2024 in quality teaching and learning:**

- **Literacy** – Increase the number of students progressing in writing and reading.
- **Numeracy** – Increase the number of students progressing in Numeracy.
- **Learner Agency** – Increase agency in students learning by engagement and goal setting in their learning

### **External School Review Directions – linked with our SIP**

- Use formative and summative assessment data with students to establish explicit individual learning goals that target next steps in learning and accelerate achievement for all students.
- Strengthen and embed the professional learning team cycle to improve teacher practice and student learning outcomes.
- Implement agreed high impact teaching strategies that provide stretch and challenge for all learners and develop skills in using meta language, problem solving, collaboration, explaining their thinking and questioning.

In 2024 our Professional Learning Teams (PLTs) facilitators continue to drive our school improvement through leading small professional learning teams of year level and specialist teachers. In collaboration with teachers, these PLTs support educators to develop consistent approaches in planning, teaching and learning and a guarantee and viable curriculum.

PLTs using data collected according to our assessment schedule attended throughout the year, ensures individual students who are not achieving standards, have interventions and appropriate support to impact and improve their learning outcomes.

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

## 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 learner agency 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 our Aboriginal 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, Science and Mandarin is offered as specialist subjects to Reception - year 6 students.

The Festival of Music choir is made up of students from years 5 & 6. Instrumental Music is offered to students R- 6 through private tutors and this takes place out of school hours.

The EALD teacher works collaboratively to provide interventions and differentiation for our EALD students and supports teachers across the school with approaches to teaching English.

The Deputy Principal works collaboratively with staff R-6 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. In 2023 we implemented a 1 to 1 Device Program from years 3-6 with laptops. Access to laptops for students not in the program is available to ensure equity. Laptops, iPads, and interactive TVs in classrooms for all teachers and when needed by students.

The 5 Keys to Success from You Can Do It! (Program Achieve): Getting along, Organisation, Confidence, Persistence, and Resilience are actively taught, modelled and reported on in both semesters.

The leadership team and Pastoral Care Worker (PCW) supports student learning and wellbeing strategies across the whole school. This year we will continue to have a focus on professional learning for all staff in The Zones of Regulation.

In 2024 we continue to have an Autism Inclusion Teacher (AIT) working half a day a fortnight as per the department's inclusive initiative.

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 and during breaks.

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. 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 - PLTs at similar year levels to develop consistent teaching and learning practices, share resources and provide each other with professional support. This is done through staff meetings, PLT meetings and in common release time.

- **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
- Sending home evidence of student progress, incorporating the next steps in learning, via online platforms and / or hard copy throughout the year
- Written reports – twice a year
- Learning Conversations (Student/ Teacher / Parent meetings) are held early in Term 3. Parents are invited to meet staff where required throughout the year
- Class curriculum overviews sent home at the beginning of each term

## **Sporting Activities**

- Out of hours sporting teams - cricket, basketball, soccer, football, cricket, netball, hockey
- After school coaching clinics - Auskick Football, Have A Go cricket
- SAPSASA – swimming, orienteering, athletics, football, cricket, cross country
- Sports Day
- Swimming and aquatics programs
- PE Week

## **Other Co-Curricular Activities**

Choir	School Concerts
Book Week	Harmony Day
Whole school performances	Science Week
Social learning programs	

## **Staff (and their welfare)**

- **Staff profile**

There are 28 teachers in the school. The preschool has 3 teachers.

There are 14 SSOs in the school and preschool with hours ranging from 7 hours a week to 37.5.

- **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 Teams (PLTs), literacy and mathematics, special education and EALD programs. The Assistant Principal leads Australian Curriculum planning, wellbeing programs and initiatives, supports individual student wellbeing needs, developing teacher capacity and understanding of current wellbeing practices to ensure student engagement in learning.

A Preschool Coordinator provides leadership to preschool staff, students and families. The Preschool Coordinator and Leadership meet weekly, as the needs of the preschool are specialised.

- **Staff support systems**

Staff work in collaborative teams according to their year levels: R, 1, 2, 3/4, 5/6 and as a specialist team. 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 learning experiences that promote student agency. Our school has been working and gaining feedback around our skills to promote student agency through collaborative planning within our PLTs.

Staff meetings and teams occur on alternate fortnights. Our focus during staff meeting is on pedagogy associated with our priorities. In PLTs, 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 and collaborate with other teachers from our partnership schools to plan and moderate student learning in the area of Maths.

Human Psychology EAP provides counselling to all employees of the Department of Education.

The Pastoral Care Worker (PCW) is supportive of staff welfare and the Personnel Advisory Committee (PAC) 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:

- Goal setting and reflection of school priorities
- Personal and professional goals
- Conversations about wellbeing, career fulfillment and cultural responsiveness

- **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) grants provides 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, 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 hall. We have a purpose built performing arts centre which has a separate kitchen, a uniform shop and other specialist areas e.g. Performing Arts.

Well maintained compact grounds comprising a small oval, a courtyard area, two hard play areas and playgrounds, including a nature play area. The Surrey Street tennis court belongs to the school. This area known as the 'Goody Patch' also has a school/community garden that is used by the school during breaks and in student learning programs.

Due to our increased enrolments we have a 17<sup>th</sup> 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. All of the school redevelopment has been a result of parent skills and support through our Facilities, Environment & Sustainability committee.

- **Specialist facilities**

Hall, tennis court, performing arts centre (PAC) (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. There is a designated meeting space for teachers as a part of the library.

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 and where needed Sound Field appliances are also available. There is wheelchair access to some ground floor classrooms and toilet.

- **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 is self-contained while being 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.

Connections are made with feeder high schools as part of our student's transition to high school process.

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 Team - PLTs
  - PLT meetings within staff meetings
  - Student Leader Team (SLT)
  - Student management roles and class structures that promote student ownership
  - Governing Council and Committees
  - Personnel Advisory Committee - PAC
  - 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 electronically as well as each class sending home class term overviews at the start of each term.  
Seesaw App is used for daily communications along with Sentral for attendance.  
Our whole school agreements are reviewed and updated when required to reflect our consistent teaching and learning practices R- 6 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 Seesaw.  
Assemblies are held in the hall 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 distributed with the newsletter to families at the start of each term.  
We communicate with families to inform them about learning and promote community building and participation. This includes two Facebook pages, “*Goodwood Primary School & Preschool*” and “*Goodwood Primary Family Community Group*” and year level groups of parents/carers on What’s App. The school website [www.goodwoodps.sa.edu.au](http://www.goodwoodps.sa.edu.au) is regularly updated.
- **School financial position**  
Staffing and infrastructure demands require constant monitoring by the Finance Committee and Governing Council, with information shared twice a term at Finance and Governing Council’s meetings. 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, Soutar 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 Quiz night.

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: Education & Wellbeing; OSHC; Finance; Facilities, Environment and Sustainability; Canteen; Community & Events; Out of School Hours Sport and Recreation; Goody Patch Management and Preschool. Specifically targeted working parties are established from time to time.

- **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 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