



2025 annual report to the Community

Goodwood Primary School and Goodwood Preschool

Goodwood Primary School number: 156

Goodwood Preschool number: 1583

Partnership: Greenhill South

School principal:

Belinda Adams

Date of endorsement:

27/04/2026



Government
of South Australia
Department for Education

Context Statement

Goodwood Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 408. Goodwood Primary School is classified as Category 7 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1% Aboriginal students, 6% students with disabilities, 6% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Information about Goodwood Preschool is available on the centres website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

Governing Council Report

On behalf of the Goodwood Primary School and Preschool Governing Council, it is a pleasure to present an overview of the Council's activities and achievements for 2025.

As always, we were fortunate to have fantastic support and engagement from our community including at a range of community events such as Quiz Night, Lantern Walk, Halloween Disco and the Farmers Market which - along with school-organised events including Harmony Day, Sports Day and end of year concerts - provided various opportunities for the community to be together and, in some cases, to raise much needed funds for the school. Thank you to our Community and Events Committee for their efforts and the many volunteers who supported these activities.

The Governing Council set several key objectives for the year, to be pursued within an overarching focus on inclusion and community connection. After several years of advocating for improved safety measures at the Goodwood Road school crossing, it was fantastic to achieve a significant milestone on 11 November 2025 with the long-awaited introduction of a reduced speed limit to 40 km/hr on Goodwood Road during school drop off and pick up times. Goodwood Road was the second site in the state for these changes to be implemented - and we understand was prioritised largely as a result of the persistent advocacy by our school community for improved safety measures at one of the most utilised entry/exit points for the school. I congratulate and thank all members of the community who have campaigned for this change and appreciate the support of our local members, Jayne Stinson MP and David Pisoni MP in achieving this outcome.

In addition to our focus on students getting to and from school safely, we have supported leadership in advocating for progress relating to facility improvements and look forward to students and the community being able to access the renovated hall in the new year.

We continue to explore opportunities to expand our out of school recreational activities program and hope to see options for students to participate to grow in 2026 and beyond.

Working with school leadership, we have sought to strengthen the relationship with the Goody Patch committee and the Facilities, Environment and Sustainability Committee has overseen fantastic improvements to the bathroom facilities.

The Governing Council has also closely monitored the proposed development of the Goodwood Oval and engaged with key stakeholders to ensure the needs of the school are taken into consideration as development plans are finalised. A submission was also made on behalf of the school to the Unley Council in relation to its Planning for Growth consultation.

Thank you to all members of the Governing Council and subcommittees. It is a privilege to serve alongside such an engaged and enthusiastic group. I would like to acknowledge retiring members – Cassy Poh, Ben Mercorella and Kelly-Ann Clarken – and thank them for their many and varied contributions to the Governing Council and committees. I look forward to working with the continuing members of the Governing Council and Subcommittees and to welcoming new members in 2026.

I want to acknowledge and thank our leadership, teachers and support staff for their incredible efforts over the past year. We are so lucky to have such a dedicated, energetic and passionate team educating and supporting our children.

Finally, thank you to everyone in our community who contributed to the many achievements and successes of the year. We are so very fortunate to be part of this wonderful community and have much to look forward to in the coming year and beyond.

Amanda Devonish
Governing Council Chair

Performance Summary - NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

NAPLAN results for Years 3 and 5 show that Goodwood Primary students continue to perform at or above national benchmarks in most learning areas. Literacy is a clear strength, while Numeracy and Grammar & Punctuation remain focus areas for improvement.

Year 3 Results

- **Reading:** Majority of students in the *Strong* or *Exceeding* bands. Results compare favourably with national averages.
- **Grammar & Punctuation:** Broad spread of achievement with many in *Strong*, but some remain in *Developing*.
- **Spelling:** Strong performance with a high proportion of students in *Exceeding*.
- **Numeracy:** Median achievement in *Strong*, though fewer students in *Exceeding* compared to literacy.

Year 3 demonstrates solid literacy outcomes, particularly in Reading and Spelling. Numeracy requires targeted extension opportunities.

Year 5 Results

- **Reading:** Consistently strong with most students in *Strong* or *Exceeding*.
- **Grammar & Punctuation:** Median in *Strong*, but fewer students in *Exceeding* relative to other domains.
- **Spelling:** Strong performance, with achievement patterns similar to Reading.
- **Numeracy:** Median in *Strong*, though fewer students extend into the *Exceeding* category.

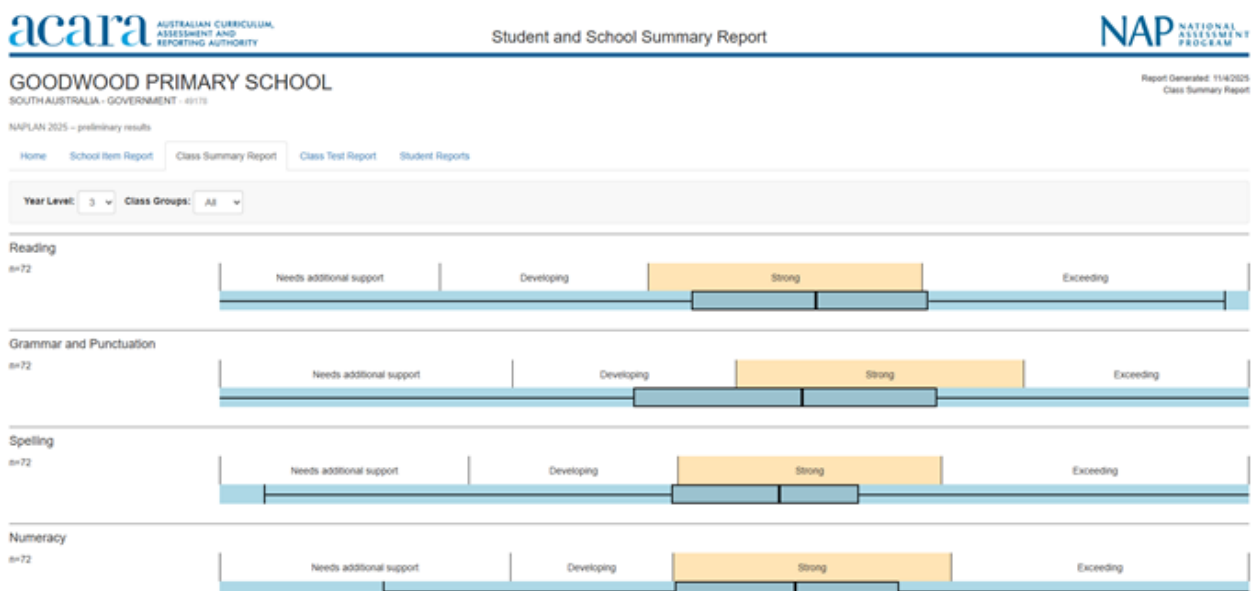
Year 5 students continue to demonstrate strengths in literacy. Numeracy and Grammar & Punctuation show room for growth.

Whole School Observations

- **Strengths:**
 - High proportion of students achieving in *Strong* and *Exceeding* across Reading and Spelling.
 - Very few students require *additional support*.
 - Consistent results across year levels, reflecting effective early intervention.
- **Areas for Development:**
 - Increase the proportion of students achieving in *Exceeding* for **Numeracy**.
 - Continue to strengthen **Grammar & Punctuation** outcomes across both cohorts.

Next Steps for Improvement

- Focused numeracy extension programs in Years 3–5.
- Targeted support in Grammar & Punctuation through explicit teaching strategies.
- Maintain strong literacy practices that are clearly delivering positive results.
- Monitor individual students in *Developing* to ensure progress into *Strong*.



GOODWOOD PRIMARY SCHOOL
SOUTH AUSTRALIA - GOVERNMENT - 49173

Report Generated: 11/4/2025
Class Summary Report

NAPLAN 2025 - preliminary results

Home School Item Report Class Summary Report Class Test Report Student Reports

Year Level: 5 Class Groups: All

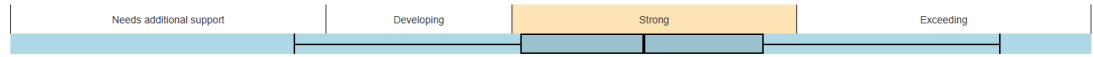
Reading

n=49



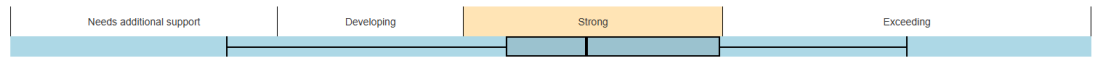
Grammar and Punctuation

n=49



Spelling

n=49

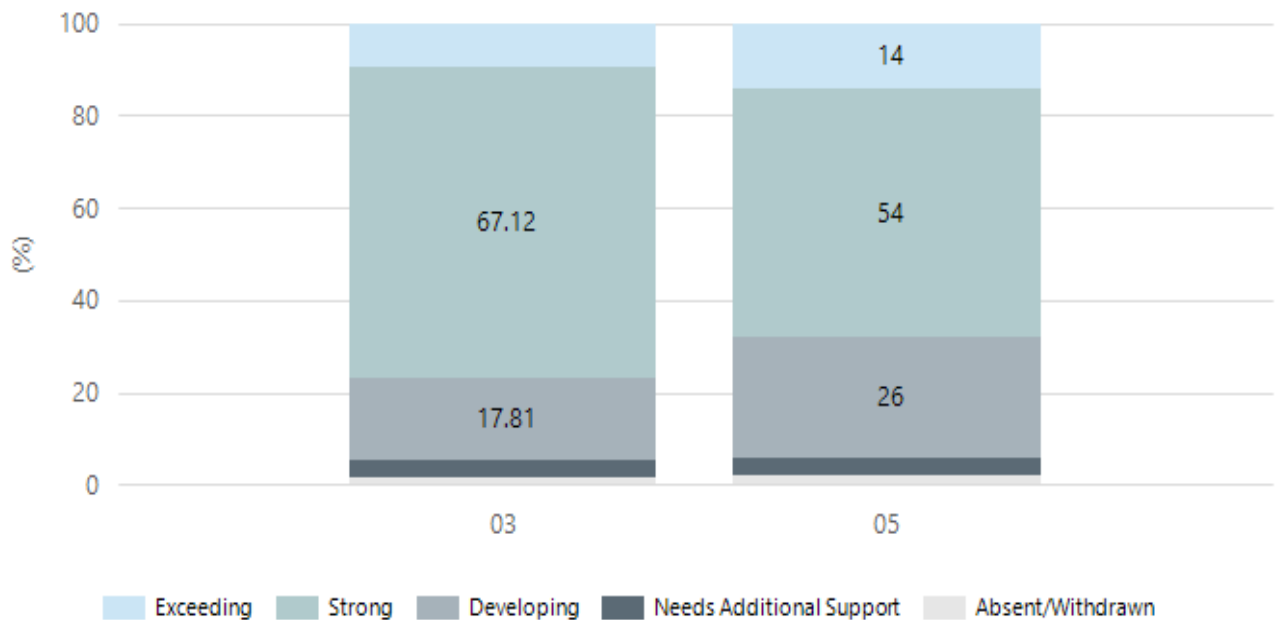


Numeracy

n=49

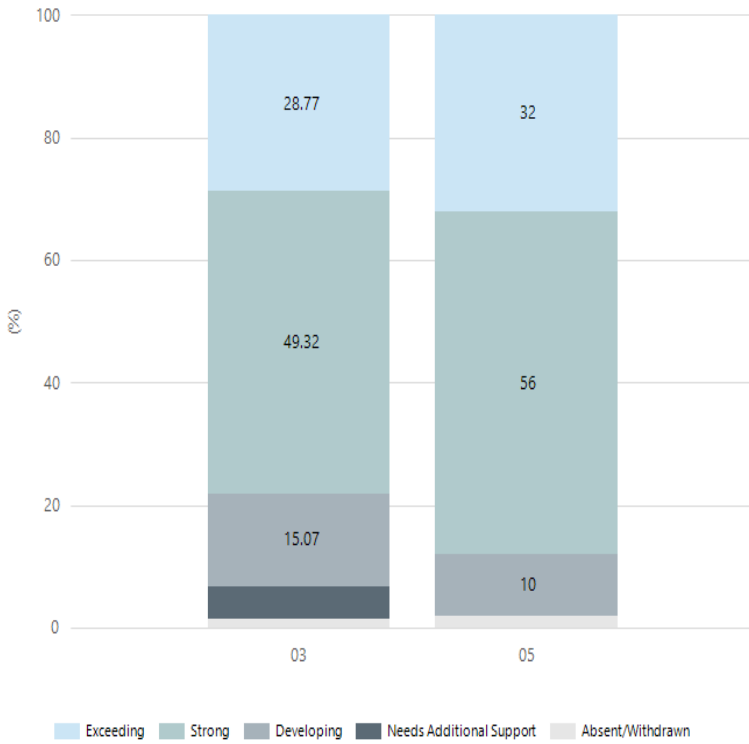


Numeracy



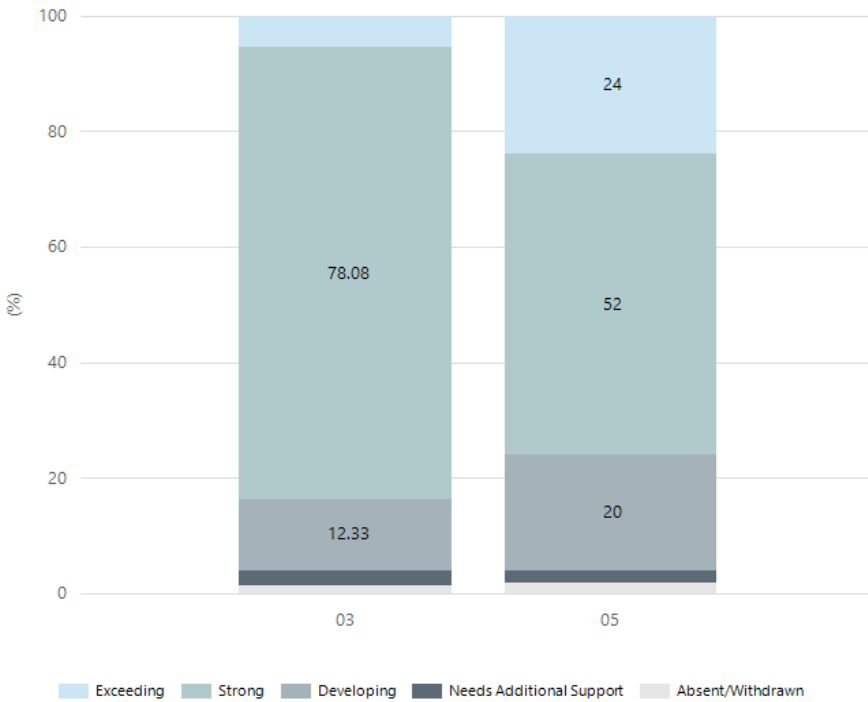
Year Level	03	05
Exceeding	7	7
Strong	49	27
Developing	13	13
Needs Additional Support	3	2
Absent/Withdrawn	1	1
Total	73	50

Reading



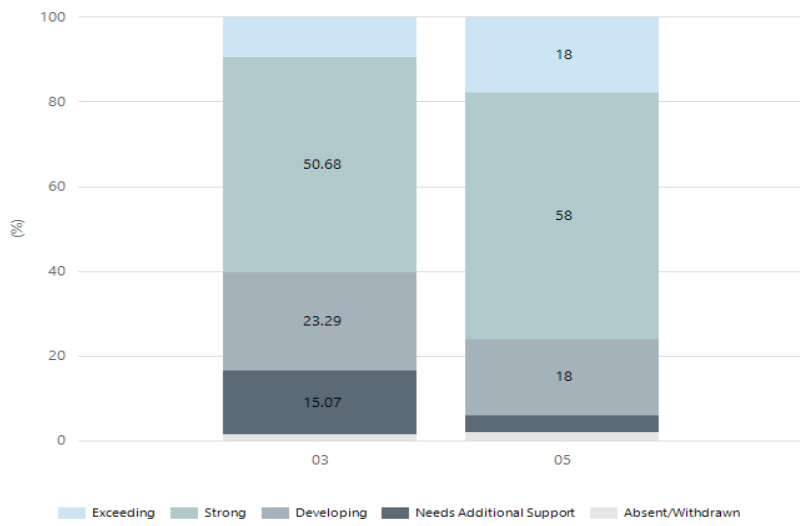
Year Level	03	05
Exceeding	21	16
Strong	36	28
Developing	11	5
Needs Additional Support	4	
Absent/Withdrawn	1	1
Total	73	50

Writing



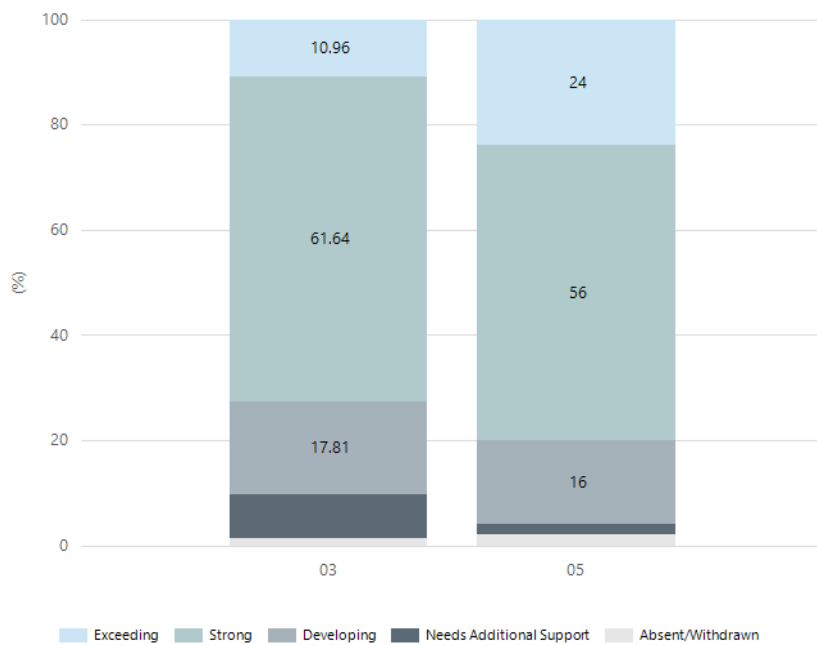
Year Level	03	05
Exceeding	4	12
Strong	57	26
Developing	9	10
Needs Additional Support	2	1
Absent/Withdrawn	1	1
Total	73	50

Grammar



Year Level	03	05
Exceeding	7	9
Strong	37	29
Developing	17	9
Needs Additional Support	11	2
Absent/Withdrawn	1	1
Total	73	50

Spelling



Year Level	03	05
Exceeding	8	12
Strong	45	28
Developing	13	8
Needs Additional Support	6	1
Absent/Withdrawn	1	1
Total	73	50

Preschool Attendance

	Term 1	Term 3
2022 centre	90.5%	82.4%
2023 centre	90%	92.3%
2024 centre	89.2%	86.4%
2025 centre	93.9%	85.7%

Based on preschool sessions attended during a two-week reference period in Term 1 and Term 3. The table represents the proportion of hours attended out of total hours enrolled (booked). Data Source: Department for Education attendance data.

School Attendance

Year Level	2023	2024	2025
Reception	94.3%	93.2%	94.0%
Year 01	90.0%	94.5%	92.9%
Year 02	93.9%	94.8%	94.2%
Year 03	89.7%	92.8%	94.4%
Year 04	91.3%	92.7%	92.1%
Year 05	89.5%	92.1%	90.1%
Year 06	90.7%	92.4%	90.8%
Total	91.4%	93.3%	92.7%

Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

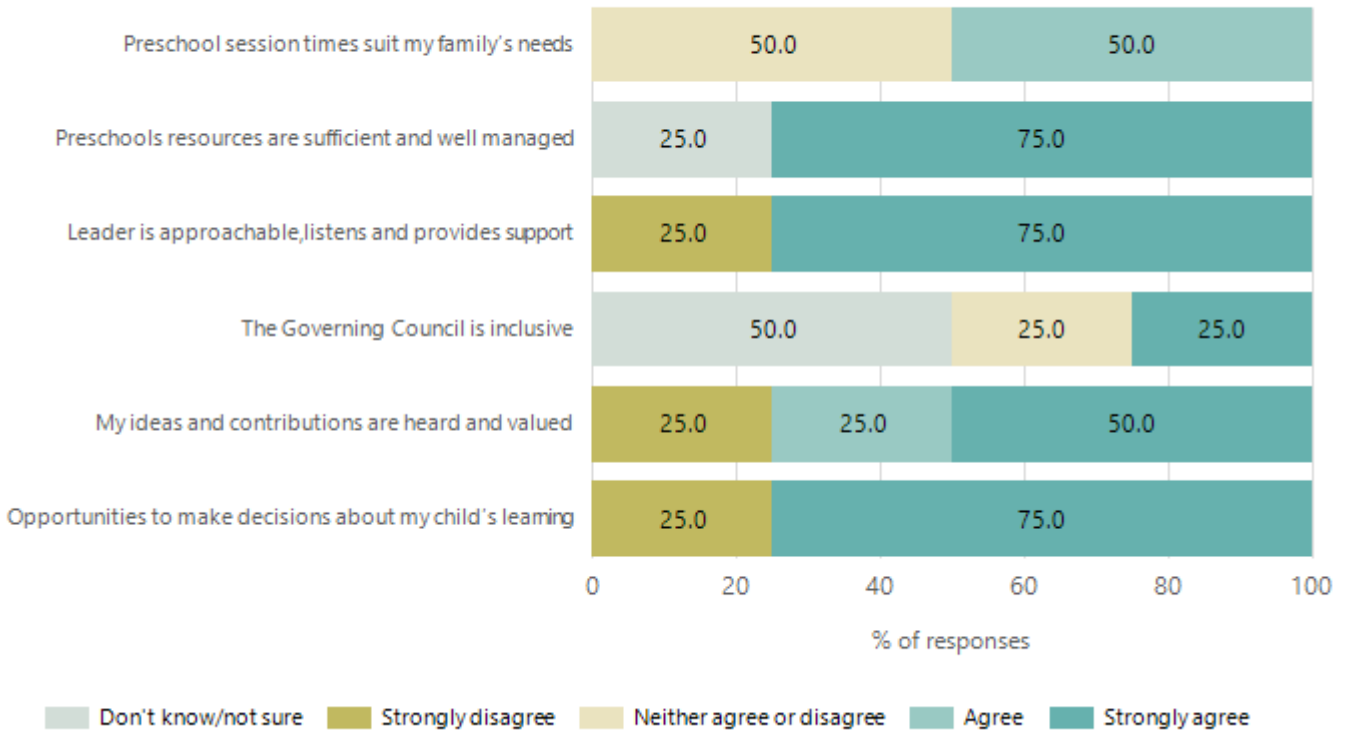
In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Current data includes significant absenteeism due to Family /Social reasons. It should be noted that many children have cultural connections with international communities that accounts for this data, however gaps in learning are often resultant.

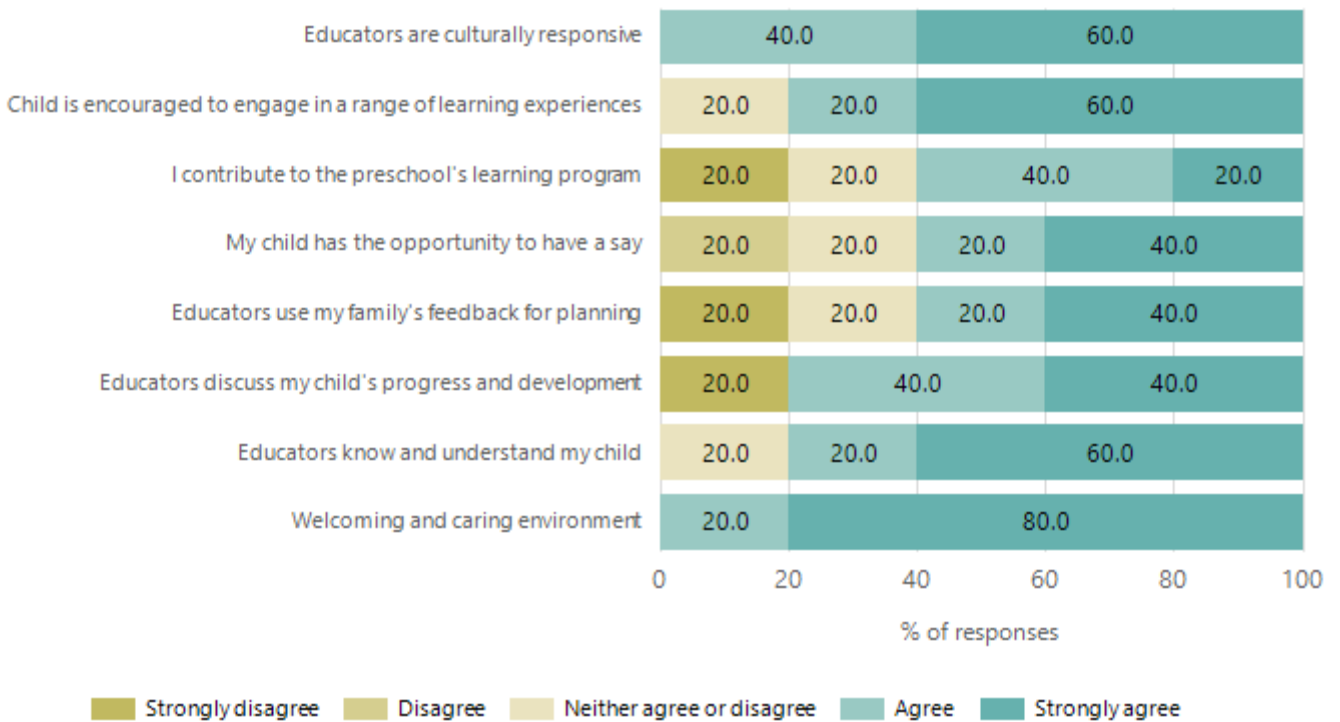
Preschool Family Opinion Survey

Governance, Leadership and Management



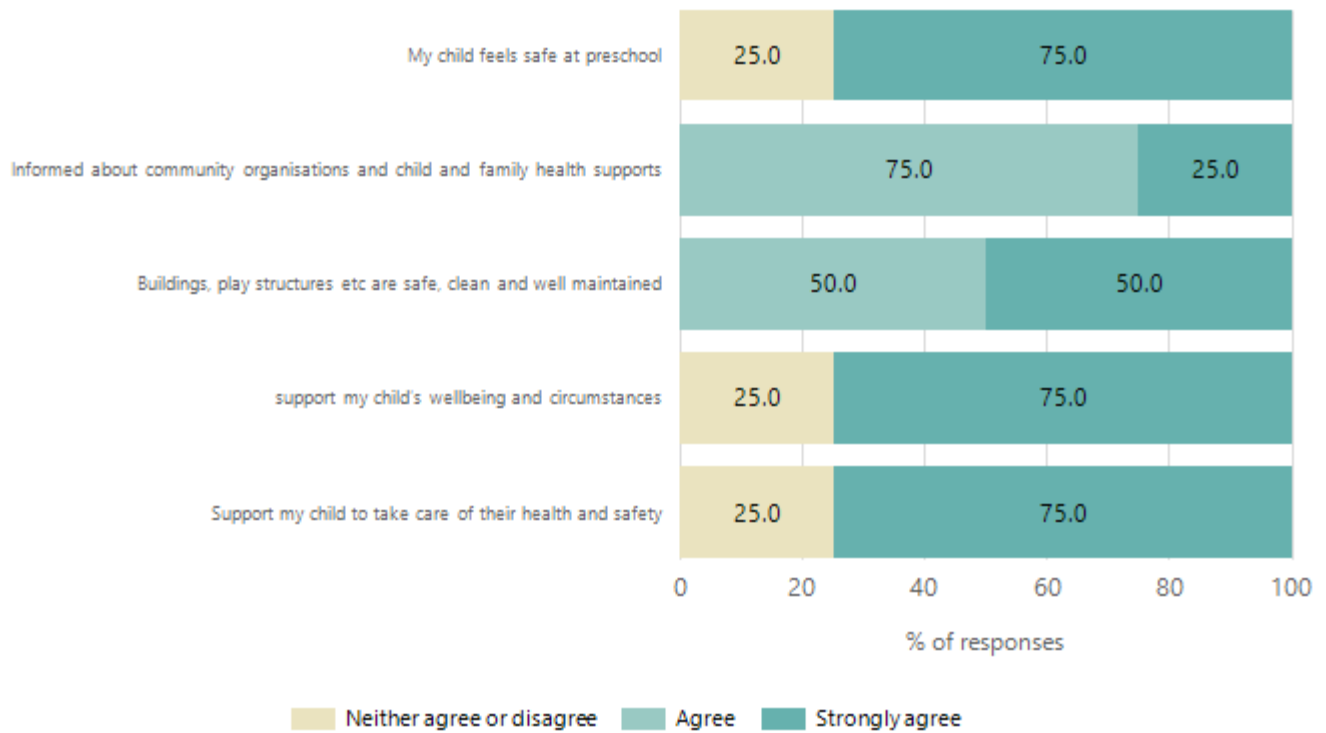
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Quality of Teaching and Learning



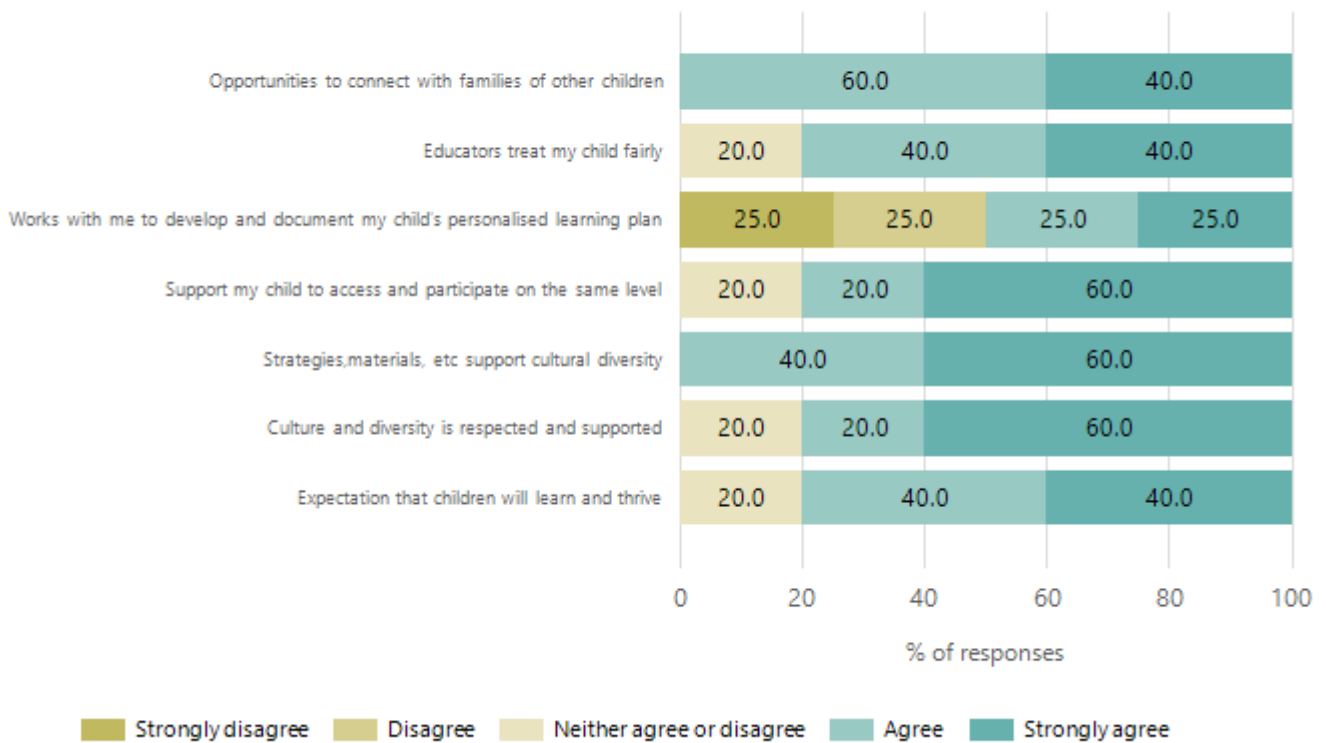
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Safety, Health and Wellbeing



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

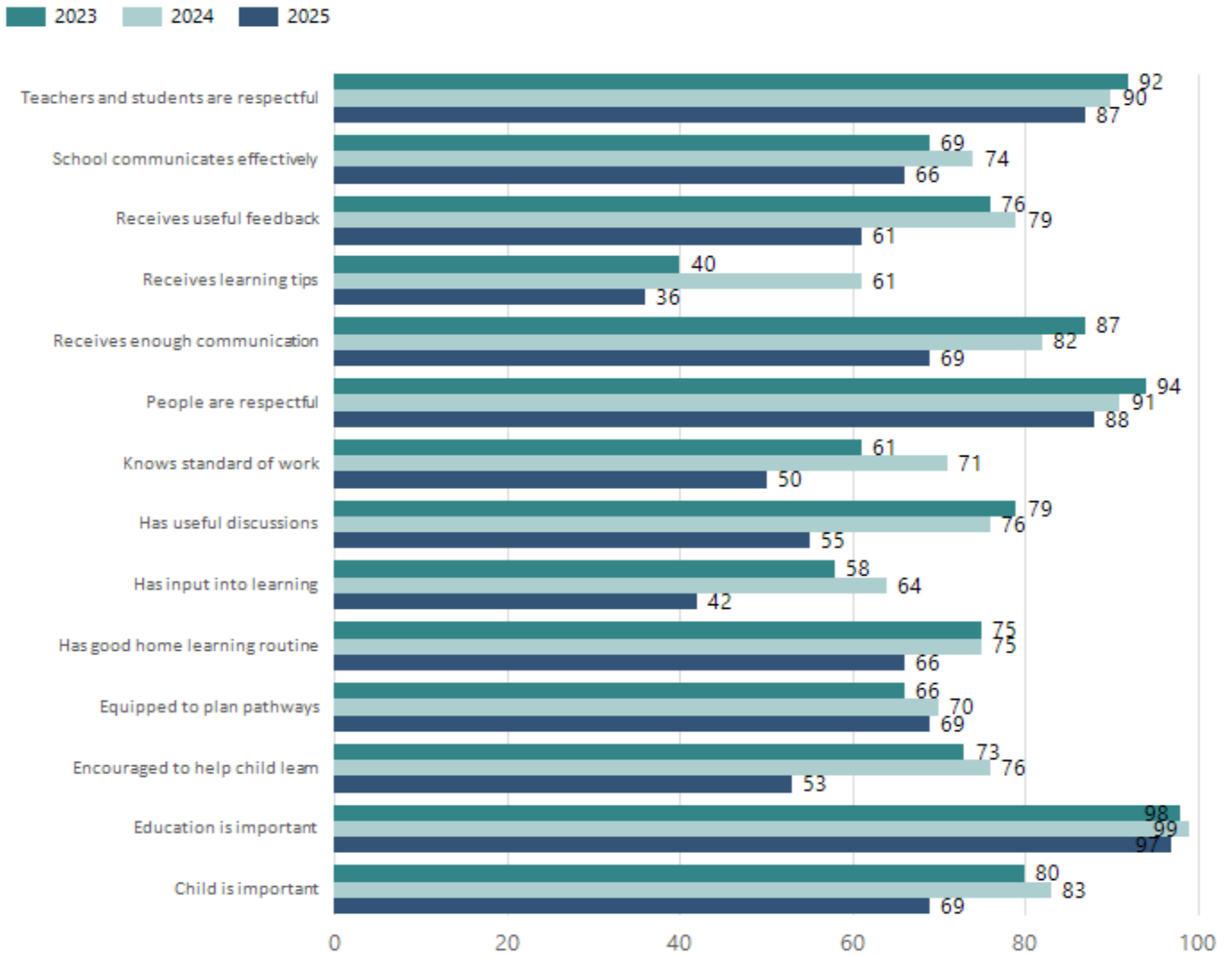
Support and Inclusion



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Financial Statement

Funding Source	Amount
Grants: State	\$4,927,381.48
Grants: Commonwealth	\$6,400
Parent Contributions	\$134,947.72
Fund Raising	\$21,526.10
Other	\$62,464

Data Source: School supplied data.

Destination Schools

Feeder Schools (Site number - Name)	2023	2024	2025
0156 - Goodwood Primary School	87.1%	94.1%	98.1%
9999 - Unknown	4.8%		

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2025.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	2	7.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	9	32.0%
OV - LEFT SA FOR OVERSEAS	5	18.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	43.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	21
Postgraduate Qualifications	8

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Non-Teaching Staff		Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	9.5	0.6	25.8
Persons	0.0	14.0	1.0	28.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025 Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.