Goodwood Primary School and Preschool

Fairness, Achievement, Respect

2015

ANNUAL GENERAL MEETING
2015 Governing Council Report

Once again the Governing Council enjoyed a productive year in trying to represent the best interests of parents and care givers while working closely with Deb and her team to continue to enhance and improve Goodwood Primary School.

The results of these collaborative efforts have been fruitful and rewarding - as the school continues to embrace a high degree of participation, promotes teaching excellence and continued improvement towards best practice, remains dedicated to the educational and personal growth and wellbeing of our children, operates from a sound financial position, strives for high levels of communication, has a commitment to the continued improvement of all facilities and embraces and respects the diversity within our broader school community.

Some of the practical outcomes of the Governing Council’s efforts throughout the year have included:

- launching of a new website,
- a personalised communication app,
- facilitating a massive volunteer commitment from families (and teachers) across the school, from selling school uniforms, serving as the canteen, coaching sports teams, activating working bees, facilitating fundraising events etc,
- very high levels of participation in a range of sports,
- the continued activation and improvement of the Goody Patch,
- the strategic assessment of future built form and the implications of forecast increases to enrolment numbers,
- the sensitive deliberations over the future of the IELC program,
- the facilitation of community gatherings, including breakfasts, information sessions, art shows, morning teas etc,
- ongoing communication with the administration regarding site plans, benchmarking performance, continued staff improvement and training etc
- the review and expansion of school policies.

The Governing Council members, like many others in our school community, have dedicated a significant amount of time, effort and heart into the continued improvement of the school and I thank you all for your efforts. The benefits of your participation are tangible and greatly appreciated.

As the elected representatives of the parents and care givers the Governing Council also wants to formally highlight our collective appreciation to the dedicated teachers and administration staff at Goodwood Primary School. The efforts and commitment of each staff member to strive to enhance the lives of our individual children often goes far beyond job descriptions and for that we are all truly thankful.

We also acknowledge the generous support from our wider community and make particularly note of the contributions from The City of Unley, Goodwood Traders Association, Goodwood Community Bank and the Capri.

Goodwood Primary School is a wonderful school and I thank everyone for playing their part as an active member of our much loved community.

Cameron Bryson
GPS Governing Council Chairperson
Finance Committee Report

On behalf of the Governing Council, I now present the Treasurers report for calendar 2015.

Firstly I would like to take the opportunity to thank the finance committee for their contributions and commitment throughout the year and in particular that of the finance officer Marion Johnstone.

The committee were once again challenged by a tight budget in calendar 2015. These challenges principally surrounded the additional students to accommodate together with the required investment in information technology resources. We have also been tested with controlling the maintenance budget. We are pleased to report that the toilet at the Goody Patch site was completed and now provides additional practical science opportunities.

Despite all the challenges, we are pleased to report a healthy reserve remains at year end.

Overview of Accounts

The pre audited financial statements at December 2015 year end detail the following:

- The School recorded a surplus for the financial year of $178,762. This was assisted by some terrific fundraising support including the Quiz Night, Peoples Choice Lottery and the Goodwood Arthouse-Marketplace. Total revenue for the year was $4,571,325. The school has reserves of $587,959 at year end.

- The Canteen recorded a deficit of $2,639 for 2015. Contributing to the deficit was the requirement to renew the freezers for a cost of $1,600. Total revenue for the year was $37,717 and the canteen carries reserves of $4,575 at year end.

- OSHC recorded a surplus of $10,556. Total revenue for the year was $292,628. OSHC reserves now total $90,001 to carry forward into the 2016 year.

2016 Budget

School fees for 2016

- Materials & Services Fee $395 for full year which includes the performance fee. (2015 fees were $388)
- Preschool Fees $170 per term

Simon Graetz
Governing Council Treasurer
Dear Parents and Caregivers

We congratulate everyone for all their efforts in 2015. Common agreements in our teaching and learning practices in Numeracy and Literacy have been drafted. The learning opportunities in 2015 have enabled students to apply their skills and understandings into different contexts and personalise their learning to explore how they can make an impact locally, nationally and globally. Our focus on Science has been supported by our community throughout the year and in particular during Science Week, parent participation at this event was outstanding.

The Governing Council’s Communication Committee has successfully trialled a communication app and we look forward to this improving our communications with you in 2016 and beyond. Congratulations to the Fundraising Committee who raised $36000 this year. This is supporting our move towards a specialist focus in the area of Digital Technologies. Our overall National rating of ‘Exceeding’ for the Preschool Assessment was a fantastic achievement and a reflection of the dedicated staff we have in our centre. We present this Annual Report to you to acknowledge the great work of many in 2015.

Attending 12Cs light expo was another great example of Inquiry through Science. The expo was the evaluation/action part of the inquiry process where students acted on what they learnt and reflected on their learning through self, peer and teacher feedback.

The Arts connects strongly with the Goodwood Community ... opportunities to develop creative and critical thinking as well as personal and social capabilities is inherent in studying all aspects of The Arts. From our Music program, the Artist in Residence, the Community Arthouse Pop-up Gallery through to our Performing Arts Leaders running a radio station, students have been authentically engaged in learning where they are encouraged to make choices about what and how they learn.

Partnerships ... Continuing to develop partnerships with other organisations and community members in these two areas will support us in the development of quality teaching and learning opportunities in light of our educational purpose. Inquiry learning provides many opportunities for students to apply their scientific and artistic skills to authentic, purposeful learning experiences.

Major Goals Achieved in 2015

NAPLAN: Compared to when students were in Year 3 the percentage of Year 5 students reaching the National Minimum Standard has increased in all areas of NAPLAN. The percentage of Year 7 students has improved in reading and grammar. In reading and numeracy the number of children who have met or exceeded the DECD Standard of expected achievement has improved.

Parent Opinion Survey: Overall we have seen an improvement since 2014, particularly in these areas: ‘teachers making the learning interesting and enjoyable’, and also in terms of organisation and feeling welcome at the school.

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Interest, enthusiasm, curiosity, motivation.... SCIENCE it is!!!!!!!

Our school has a very strong focus on science and this is enhanced by the active participation of our parent community. Our Science Week’s Courtyard experience provided opportunities for students to question, predict, process and analyse.

It takes a village to raise a child.... Reflecting on 2015 it is very evident that Goodwood Primary has a unique culture of commitment to community and intercultural understandings locally, nationally and globally. Purposeful connections are made through:

The IELC information night....

Markets to raise funds for International causes

The Community attending the ‘Say Welcome’ walk together rally; harmony & acceptance of all new comers to Australia. In this report we will share many other examples of this community.

Finance ..... Many thanks to our Governing Council Finance Committee and in particular Simon Graetz for his leadership. Our income sources were $4020882.22 DECD, 169166.16 Federal Gov. and $1481.89 Further Education. We have established a working budget for the 2016 school year with a reserve of approximately $587,959.

We believe our yearly income should be spent on the children who are in the school each year. While doing this we have been able to keep the appropriate reserves of money. For example, a large sum of money is allocated to federally funded facility work in the Preschool. Many thanks to Marion Johnstone for her work as business manager in 2015. The reserves include provision for asset development and other unforeseen financial demands in the future. Copies of our budget will be available from the front office. Please see Simon’s Treasurer’s report for the 2015 financial details.
Quality Teaching and Learning

**Literacy**

To improve literacy levels across the school progress is measured using a broad range of assessment strategies including: teacher judgement against the Australian Curriculum standards, EALD Literacy Levels, NAPLAN results, PAT Reading assessments, Single Word spelling test and Running Records of Reading.

**Our Achievements in 2015 were...**

- Our Years 3, 5 and 7 NAPLAN Writing data shows we are above ‘like schools’ for our Year 3 and 5 students and well above ‘like schools’ for our Year 7 students in our use of vocabulary — the range and precision of contextually appropriate language choices.
- 89% of our Year 7 students were very successful in their use of persuasive devices in NAPLAN Writing.
- 49 out of 64 Reception children achieved the expected standard of Phonological Awareness by the end of Term 3 as demonstrated in the Screening Tool Assessment.
- The number of students achieving the DECD Standard of Educational Achievement in NAPLAN: Year 3—42/46 in Reading, 40/46 in Spelling, 44/46 in Writing and 43/46 in Grammar. Year 5—31/36 students in Reading, 28/36 in Spelling, 32/36 in Writing and 32/36 in Grammar. Year 7—27/28 students in Reading, 24/28 in Spelling, 22/28 in Writing and 24/28 in Grammar.
- 60/66 receptions, 51/51 Year 1’s and 60/60 Year 2’s all progressed in their Running Record Levels.
- 15 out of 20 IELC students have made significant improvements in their Reading Levels.
- 48 out of 52 Preschool children achieved the standard for Phonological Awareness.

**Our Literacy recommendations for 2016 are:**

- Increased opportunities for moderating writing.
- Support for growth areas in attaining EALD Levels.
- Identification of common EALD errors and the support required.
- Narratives are used to teach inferring skills.
- Our newly adopted text type plan is implemented.
- Common understandings of spelling assessments are reviewed.
- Investigate Jolly Phonics implementation into the Preschool.
- Provide literacy intervention programs for targeted students not meeting the DECD SEA: eg. reading recovery and Mini-Lit.

**Numeracy**

To improve numeracy levels across the school our progress is measured using: teacher judgement against our curriculum framework, NAPLAN results in Years 3, 5 and 7 and the PAT Maths test.

**Our Numeracy recommendations for 2016 are:**

- Increased opportunities for moderating writing.
- Support for growth areas in attaining EALD Levels.
- Identification of common EALD errors and the support required.
- Narratives are used to teach inferring skills.
- Our newly adopted text type plan is implemented.
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**Numeracy Cont...**

**As a result of...**

- Conducting the online PAT M test to establish progress of students 2-7.
- Implementing data management to document interventions and student learning outcomes from resource allocation.
- Sharing practice in: Using the 2 Day teaching model (Mental routine, problematized situation, strategy lesson, reflection) and using the teaching sequence in mental computation strategies.
- Setting up word walls.
- Implementing the secret codes and methods of representation.
- Using team time across the year to collaboratively develop problematized situations for our cohorts.
- Using Journals and Anchor Charts.
- Collegial feedback on kid watching and interviews.
- Intense training with Natural Maths through: Whole school day on Module 2, team release for Ann Baker to model teaching and moderation of work samples.
- The Maths in Residence team supporting whole school implementation.
- Strategies for student to student feedback.
- Incorporating authentic contextual learning through guided inquiry.

**Our Achievements in 2015 were...**

- Compared to when students were in Year 3 the percentage of Year 5 students reaching the National Minimum Standard has increased.
- In numeracy the number of children who have met or exceeded the DECD standard of expected achievement has improved.
- In PAT M results 184/191 students improved or maintained a higher scale score compared with their 2014 results.
- Increased student confidence in understanding there are different ways to solve problems.
- Whole school numeracy agreements drafted.

**Quality Teaching and Learning**

The Quality Teaching and Learning professional learning community was initially lead by Steph Burton and then Catherine Murch in Terms 3 and 4. The focus for the team was to shift pedagogy through the use of ICT with the target to embed personalised learning across the curriculum.

**As a result of:**

- 80 laptops being purchased — 3 banks of 30 and 1 of 20.
- Training for staff and students on how to access, use and manage the resources.
- Staff training in the digital technologies curriculum.
Quality Teaching and Learning contd...

- 20 iPad minis being purchased.
- Early Years classes being provided with 5 iPad minis for each class to support their learning programs.
- Other significant additions to the Resource Centre to support Inquiry Learning: Webcams, Digital microscopes and software, Digital Cameras.

Our Achievements in 2015 were:
- Staff recognise the importance of technology through Inquiry.
- Primary and Middle Years classes solidly book out the banks of laptops for use across the curriculum.
- Significant clay animation and film work was created as part of Inquiry Units.
- Early Years access laptops with additional adult support.
- Consistent ICT support.
- Staff training in Digital Technologies, eg. Blogging.
- Student Leaders in ICT delivered student-led coding workshops.
- The implementation of Typing Tournament in the class.

Recommendations for 2016:
- Replace teacher desktops.
- Establish cyclical maintenance and replacement program.
- Deliver Digital Technologies curriculum as a NIT subject.
- Build staff capacity in ICT capabilities.
- Embed ICT into student leadership.

Personalised Learning
During the second half of this year the team spent considerable time unpacking what ‘personalised learning’ is and how it can be achieved. The team have loosely described personalised learning as any learning situation where students are able to connect with the learning task and make meaning from it.
During Inquiry Based Learning (IBL) teachers worked collaboratively using the backward design method to create programs that would maximise student engagement and connection.

Achievements in 2015 were...
- The three Reception and two Year 1 classes completed some amazing inquiry into their personal history through creating museum boxes and scrapbooking which culminated in community sharing. In fourth term three of the primary classes participated in IBL. One class developed a unit of work around the question “What can fossils tell us about the past?” This was highly engaging for students and they were able to make connections through the integrated approach to the topic. The class delivered oral presentations to demonstrate their understandings. The depth of knowledge and peer feedback was impressive.
- Students in the other two classes produced some excellent clay animations and iMovies to demonstrate their learning about celebrations. Strong research skills, attention to detail and reflecting on peer/teacher feedback enabled the classes to produce outstanding work.
- Collaborative teaching during IBL.
- Teachers sharing good practise during staff and Professional Learning Community meetings.
- Professional reading through blogs.

Recommendations for 2016...
- Establish authentic student leadership Years 5-7.
- Establish effective student voice processes.
- Embed student voice within the learning program.

Quality Teaching and Learning contd..

- Implement Kath Murdoch model for Inquiry Learning.
- Collaborative planning to drive Goody Patch as a resource through Inquiry.
- Restructure staff meeting model to focus on pedagogy through the teaching teams.
- Explore our commitment to science and further develop our expertise at a school, community and partnership level.

Student Well Being
As a result of...
- A strong focus on pedagogy incorporating authentic feedback including peer feedback.
- Student leadership opportunities.
- Staff analysis of yard surveys.
- Student feedback/reflection.
- Explicit social learning programs.
- Specific intervention programs for targeted students re behaviour.
- A continued focus on Program Achieve and the school values.

Our achievements in 2015 were...
- In our learning and well being survey 100% of students find: class activities interesting and believe they help them to learn; teachers explain clearly the learning; they know how they are doing and how to improve; are excited about trying new things; teachers expect them to do their best.
- A high incidence of Early Years children feel happy at school.
- IEL children are very happy at school.
- 95 children stated they have helped others who are being bullied.
- 8 out of 12 students who have had repeated behaviour incidents have all reduced the number of office or yard inappropriate behaviours in 2015. Two children who were suspended in 2014 were not suspended in 2015.

Student well being recommendations for 2016...
- Leadership and specialist teachers collaboratively teach relationships programs focusing particularly on the explicit teaching about bullying behaviour.
- Intervention programs will be put in place for those students who were identified as engaging in bullying behaviour; as well as for the 34 who identified as being bullied.
- The student learning and well being survey will continue to be used by staff to monitor well being.
- Implement the new student leadership program 5-7 and class and school based student voice.
- Review our cyber safety programs.

Our community has a strong focus on well being. For example the Governing Council Student Learning and Well Being Committee organised the Walk Safely to School in 2015.
Specialist Curriculum Focus Areas

As a result of the...
- Italian Language program
- Specialised Health and PE programs
- Science and Goody Patch Garden program
- Sports Day
- Music NIT program
- PE WEEK
- Out of School Hours Sport
- Sporting Schools Program, Federal grant
- SAPSASA
- Swimming and Aquatics
- Premier’s Reading Challenge
- Kids Kaf
- Taiko Ensemble
- Year 6/7 Drama
- Year 5/6/7 Choir
- Artist in Residence and Arthouse Pop-up Gallery

Our achievements in 2015 were...
- Continued large numbers of students participating in school events.
- 100% are excited about trying new things.
- We maintained a large number of students involved in sporting teams.
- Excellent participation and growth in skills attained through specialist programs.
- Recognition by the public by purchasing student art work.
- Introduction of non-traditional or new sports eg: cross country, orienteering, Pedal Prix, softball.
- Outstanding drama plays, acknowledged movies as part of state awards and an active Taiko ensemble.
- Received the ‘Excellence in Creativity Award’ for the Buon Compleanno Fantel competition.
- Community feedback indicates an appreciation of the impact these programs are having on students sense of community and connection with the wider community.

Our recommendations for 2016 are...
- Implement our plan to integrate the use of the Goody Patch as part of our R-7 Inquiry Learning.
- Source science programs to complement class and Goody Patch programs and community connections to create unique programs of excellence.
- Continue to promote after hours sports programs.
- Expand the Arts program to incorporate other aspects of the Arts to complement our music program and plan for future unique programs of excellence.

Interventions and Support Programs

The Better Schools Funding supported students throughout 2015 who were identified as having not met expected targets. These students were provided with small group intervention or 1:1 intervention. Students made progress in the identified learning outcomes. Students involved in Multi-Lit reached the DECD PAT R assessment level. PAT R and PAT M scale scores increased over time. All students’ reading levels improved. One child involved in multi-lit achieved Band 6 in NAPLAN for Punctuation and grammar 2015 and Band 7 in NAPLAN Reading 2015 - both above the National Average.

Intensive English Language Centre 2015

Professional Learning
Staff attended workshops with other IELP centres. We shared maths assessment strategies and gave feedback on a parent maths reporting framework. We also attended workshops on functional grammar which is the grammar underlying language teaching and assessment.

IELP teachers from Bellevue Heights PS visited Nina Andreacchio to observe her IELP classroom learning maths. Their feedback was highly positive. Sunitha McCarey and Emily Walker are now engaged in writing a Mathematics and Numeracy Teaching Learning Sequence that is designed to support teachers in teaching Number and Algebra as part of a state maths project for IELP teachers.

Data Analysis for Student Free Day
During a student free day in Term 4 the IELP teachers met as a group, to specifically analyse the data on progress shown in the Language and Literacy Levels. In this way they could best consider how to meet the needs of the IELP students.

Of the current 33 students there were 20 students who had remained in the IELP classes at Goodwood Primary School over three terms. Others had transferred to different IELP Centres or had transitioned to mainstream classes.

The figures are based on Language and Literacy Levels assessment that teachers use for two pieces of independent writing, one factual and one personal. IELP teachers assess students every term.

Results Terms 1, 2 and 3
Five Students remained on the same literacy and language level. Teachers concluded that the majority of these students had social and settlement needs to overcome first before they showed progress in acquiring English. Eight students have increased by one language and literacy level. Some of theses students had moved from level 3 to level 4 over the three terms, which meant that they were independent writers. Six Students have increased two language and literacy levels. Two students increased three or more literacy and language levels. These students had some background in English before they came and had only a few social issues to overcome, while they adjusted to living in Australia. Jolly phonics has supported students improvement in literacy as has the teaching and learning cycle.

Some students responded well to Bilingual School Services Officer support where the Bilingual School Services Officer spoke to them in their own language and could explain what was being taught and answer their questions.

Often students may have had a foundation from their countries of origin from text book English but they did not have confidence with oral English. While parents help their students at home we encourage a balance between working independently and being dependent on assistance.
Intensive English Language Centre 2015 contd...

Reading

Some students who had made two to three Levels of progress in writing over the three terms made great progress in their Reading Levels. They increased from Reading Level 1 to Reading Level 20 over the three terms. They also understood what they had read. Teachers had empowered parents by explaining the benefits of and how to use ABC Reading Eggs, which all students had access to on their computers at home. Teachers have assigned Reading Levels once a term.

Conclusion

Through examining the data the IELP teachers contributed many insights as to how they met the needs of specific students. Working with parents was paramount, support in their first language given through Bilingual Support Services Officers was often needed and guiding the students to learn at their individual levels was also important.

2016...

We look forward to working collaboratively again with Goodwood School Community in 2016 and in particular as our service moves to another site in 2017, due to the capacity issues here at Goodwood. IELC staff will work with Leadership to establish a positive transition program. Families enrolling into Goodwood from 2018 and beyond, from another IELC site will have a range of invitations to connect authentically with Goodwood community at the many and varied community events.

Carmen Liddane
IELP Coordinator

Goody Patch

This year the Goody Patch celebrated its 10th year. From its humble beginnings as a 50 square metre garden it has now developed across the entire block. The newly established gardens, the Nature Play area, the lawn area, the tennis court and the original garden are now a well used and respected area accessed by all students, the local neighbourhood community and broader community.

The area is used every week as a play area for the students and Science / Garden lessons are conducted regularly. It is intended to expand the integration of these lessons into class lessons with all staff having an increased involvement.

The garden committee continues to be active with developments and improvements with ongoing support from Unley Council through community grants. Another successful community open day was held in October with in excess of 400 visitors attending workshops and demonstrations.

Preschool

The highlight of 2015 was receiving an Exceeding rating for our National Quality Standard Assessment. This is the highest rating and is an outstanding achievement. Our attendance during the year maintained 64 children across the Terms 2-4. 95.2% of the children enrolled into Goodwood Primary for 2016 with the remaining children enrolled in their local schools.

Preschool Phonological Awareness Skills Report 2015

At Goodwood Preschool all children take part in a Phonological Awareness Skill Mapping (PASM) screening. This is carried out both in Term 1 and in Term 4.

There are 8 different skills in the PASM. The first two skills (Syllable Segment and Rhyme Recognition) are seen as a standard for Preschool children to have achieved by the end of their Preschool year. The aim is for the next four skills to have been achieved by the end of Reception and the final 2 by the end of Year 1.

In Term 1, 56 children were screened. This did not include 2 children with Special Needs, who were unable to take part, plus children who left before Term 4, or arrived later in the year, and did not receive the Term 1 screening.

After assessing the needs of individual children, they are put into small groups once a week to introduce the phonological skill that needs to be developed based on the data. Play-based, interactive ways are used to introduce these skills. Children’s needs are evaluated at the end of each term and they are placed in groups according to the skill that needs developing for the following term.

The results for Term 4 were:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Term 4 (52 children)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segmenting Syllables</td>
<td>Achieved</td>
</tr>
<tr>
<td>(Preschool)</td>
<td>48</td>
</tr>
<tr>
<td>Recognising Rhyme</td>
<td>48</td>
</tr>
<tr>
<td>(Preschool)</td>
<td></td>
</tr>
<tr>
<td>Rhyme Production</td>
<td>39</td>
</tr>
<tr>
<td>(Reception)</td>
<td></td>
</tr>
<tr>
<td>Identifying Initial</td>
<td>27</td>
</tr>
<tr>
<td>Sounds</td>
<td></td>
</tr>
<tr>
<td>(Reception)</td>
<td></td>
</tr>
<tr>
<td>3 Sound Blend</td>
<td>8</td>
</tr>
<tr>
<td>(Year 1)</td>
<td></td>
</tr>
<tr>
<td>3 Sound Segment</td>
<td>5</td>
</tr>
<tr>
<td>(Year 1)</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen by the table above many of our children have achieved the skill level of Reception while at Preschool, a positive outcome. Those children who had not achieved the first two skill areas associated at the Preschool level have had ongoing support throughout their Preschool year.
**Preschool Highlights**

**Term 1**
The children learnt about celebrations from other countries. Silvana, the Italian teacher from the school taught the children about Carnivale.

Max’s parents Raymond and Jie came to visit and told the children about Chinese New Year. The children paraded around the school in a Chinese dragon making lots of noise with their instruments.

On Pancake Day parents came in and helped the children cook yummy pancakes.

In March we celebrated the Indian festival of Holi. The children dressed up and parents helped with face painting, dancing, painting and cooking. We also celebrated Harmony Day. Children dressed in traditional costumes, brought in artefacts and we held a shared lunch with families.

We held Special Visitor’s Day. The children sang songs, showed their visitors around and shared morning tea.

Helen Tassie, a local resident, came to teach the children about the sea and showed them lots of sea creatures and shells. We caught the tram to Glenelg and explored the beach for sea treasures.

Parents helped replant the garden and staff had training in Nature Play.

**Term 2**
A significant highlight of Term 2 was the development of the outdoor area. This was done by some wonderful parents, in particular Dakar’s Dad, Philipe, who organised a border for the sand pit, sand toy boxes, a natural obstacle course and plants, and Ian, Lewis’s Dad who made a wonderful tepee for the children to play in and with the help of Sharan’s husband, Hardeep, made us a new outdoor table.

The children were involved in lots of physical activity, and discussions about keeping healthy, including sessions run by Little Athletics and Soccer Joeys, and a visit from the Clapham Dental Clinic. Our fantastic parents continued their contribution to our program. Arata’s Mum, Misaki and Hikaru’s Mum, Asuka taught us about Children’s Day in Japan, and Jessie’s Mum, Anna taught us about her job as an Editor for Kid’s Magazine.

We learnt about Aboriginal Culture and had a visit from Trent Hill, an Aboriginal Educator. He told the children Dreaming Stories and showed Aboriginal artefacts and how to make fire and animal tracks.

**Term 3**
We continued learning about keeping healthy and focussed on the food we eat. We had a visit from Karen from the school canteen. She told us which foods to eat and how to make foods healthier. We did lots of cooking and used our vegetables and herbs from the garden.

Throughout the year we borrowed animals from the nature Education Centre. We learnt about their habitats and caring for animals. Some favourites were the guinea pigs, rabbit and turtle. Axel’s Dad, Dan, works for the RSPCA and he came out to teach us about the needs of animals.

**Preschool Highlights contd..**

We went on an excursion to the Patch Theatre and saw The Moon’s a Balloon, and visited the Goodwood Library.

Parents came and helped us make mosaics for our garden, and Milenka’s Dad, Luke, taught us about dinosaurs, fossils and making slime.

Slade’s Mum, Anthea, taught us about being a florist and set up a Florist shop in our home corner.

We celebrated Book Week by dressing up, sharing our favourite stories and having a shared lunch.

In September our Preschool was formally Assessed using the 7 areas of the National Quality Framework and we were rated as ‘Exceeding.’

**Term 4**
The focus for Term 4 was Child Protection. We looked at ways to keep ourselves safe and explored Fairy Tales to help us with this.

We continued our Transition visits to school and visited the Library and playgrounds.

Katie’s Dad, Paul, came and talked to us about his job as a surgeon, and we set up our home corner like a hospital.

We had dance sessions with Dancify and learnt dance moves for our concert. The highlight for this term was our wonderful concert and family tea.

Throughout the year all children were involved in phonological awareness and numeracy sessions and staff continued to up skill themselves with Professional Training and Development.
Janet Harper is on leave for Term 1 with the view to retiring at the end of Term 1 2016. Janet has made a significant impact of our specialist Health and PE program and we thank her for her dedication and commitment to this.

The Leadership team have personally appreciated her leadership through our Personnel Advisory Committee over the years. Janet has the ability to put herself in the shoes of others and make considered, inclusive and constructive contributions to the major decisions made at a school level. This is not an easy thing to do and we have appreciated her skills in being able to do this.

Last term students across the whole school created a book to acknowledge Janet’s work. Students presented this at our last assembly.

Janet has worked for many years as a leader in SAPSASA and has received awards for her contribution to the community through the The Australian Council for Health, Physical Education and Recreation.

Sports days at Goodwood are outstanding and as a team Somer and Janet have done an amazing job.

People make a difference to our ... Quality Teaching and Learning

Janet has also contributed to the positive culture of staff well being through her work on our Social Club committee which has been greatly appreciated by staff. All the best for your retirement Janet.

Goodwood OSHC/VAC CARE 2015

2015 was a rewarding yet challenging year for us at OSHC. It has been wonderful having so many younger aged children with us - watching them grow, learn and develop. It is always rewarding to watch children as they learn a new skill and are then able to use it. The challenging difficulty has been the loss of outdoor space with the oval redevelopment whilst the numbers have grown enormously. Due to the increase of numbers all areas of OSHC have been positively enhanced. Numbers were very high for Before and After School Care. Much higher than anticipated.

Before School Care averaged an overall attendance of 11; After School Care averaged an overall attendance of 36; Vac Care overall average 40; Pupil free day average was 24.5. Several children from the Preschool attended OSHC and have continued to attend as they commence school.

All staff attended various training meetings. All vacation care activities were well received and attended. Activities included – swimming, trip to the city, and the Capri Theatre just to name a few. We had several incursion activities e.g.: including Dwayne from basketball, jumpy castles, art lessons from Dan the artist and train trips to Belair etc. We continue to work on our Quality Improvement Plan. This has enabled us to work on our programming and to make improvements where needed.

We have been utilising the Goody Patch which the children have enjoyed going to. We have had regular attendances to our OSHC Management committee meetings and we are grateful for the support and assistance of Cassandra McIver and Jacqui Fitzgerald for their valued input into OSHC and helping us to further our profile within the community. I would also like to thank Nina from the IELP program who co shares 2 rooms with us. Her flexibility and ability to work with us has been fantastic. We are grateful for the sharing of our resources with each other. I would like to commend the staff at Goodwood OSHC for their dedication to the children and to the OSHC service in general. I would also like to thank all the many parents from Goodwood Primary School who have supported us by booking their children in or for the many donations that we regularly receive.

Mary Ann Milne, OSHC Director

Governing Council Sub-Committees

Building and Grounds

Members: Bec Campbell, Deb Brassington, Simon Grist, Luke Faulkner, Julia Wetherell, Bella Gibson, Graeme Hunt, and Janet Mayfield.

Revitalising the North Yard was a major focus for the Building and Grounds committee in 2015. Inspiration sourced from the early year’s students and teaching staff, saw the construction of a well utilised mud kitchen, additional sandpit and potted colour. This coming year will again see further improvements in this area, aiming to enhance the nature’s play ethos and provide much needed shade.

The importance and utility of the Goody Patch to both the students and the wider community continues. The construction of a new toilet has enabled the Patch to be utilised as an additional play space during lunchtimes. This has helped eased the pressure from diminishing space in the school yard due to increased student numbers. Another highly successful Open Day celebrating 10 years of the patch was also held.

Julia Wetherall has done an outstanding job of leading the newly formed accommodation committee. Due to an increase in enrolments careful consideration of the schools capacity and available space has led to the development of proposed building plans and timely consultation with DECD personnel. The Building and Grounds committee is yet again extremely grateful to the amazing school community for their generosity of time, tools and gifts.

Bec Campbell, Convenor 2015
We have had another busy year at the canteen, with our themed special order days being a great hit with the students! As a committee, 2015 saw a focus on:
- providing ample volunteer support to Karen as the canteen grows
- providing healthy menu options for students
- covering costs and providing funds to purchase new freezers;
- drafting a new canteen policy
- catering Sports Day and the Goodwood Art-house Market Day
- special order days for students.

Thanks goes to Karen, the Committee and all those volunteers that ensure we continue to be a much valued service at the school!

Georgie Leov
Canteen Committee Convenor.

Communications Committee
2015 Committee members: Jacqui Fitzgerald (Convener), Deb Brassington, Catherine Murch, Nicole Tamasi, Liam McComb, Georgie Leov, Steph Bryan.
In 2015 the Committee focused on the most efficient and timely mediums to communicate with the Goodwood Primary School community. This area is becoming ever more important with the growth and diversity in students/families, community and sporting groups as well as an increased focus on parent participation at the school. This results in more important messages, to specific groups.

Areas addressed during the year included:
- a review of the outgoing school communications including emails, hard copy notes, website
- completion of the eNewsletter delivery via email
- a review of school communication apps on offer in the market - resulting in a trial in Term 4 of the Tiqibiz School app. On conclusion of the 6 week trial and in conjunction with feedback, it was agreed to implement this app in 2016.

Points of focus for 2016 will include:
- Launch of the communications app at the commencement of Term 1, training of all staff including teachers and ongoing implementation throughout the year.
- Continued review/update of school website.
- Integration of the Class Parent Network as an important means of ensuring all parents/families have the opportunity to be involved, acting as spokespersons for ideas/feedback and helping supporting teachers and class activities.
- Review of information packs supplied to non-school families (ie new/prospective families).
- Data collection and distribution amongst sporting groups.

OSHSARA
2015 saw sport continue to grow at Goodwood Primary School with Pedal Prix and Orienteering adding to the list of sports available for students to represent their school. Softball was also trialled this year with great success and will become a regular fixture in 2016. A long time goal of this committee has been to increase the variety of sports options for everyone and also to boost girl’s participation numbers; these additions to the program certainly do just that. Over 130 students represented GPS in Out-Of-Hours sport this year with many the majority playing more than one sport.

Canteen Team: Karen Brimble, Deb Brassington, Marion Johnstone, Georgina Leov, Jacqui Fitzgerald, Cass McVer, with Bronwyn Pollnitz and Somer Henwood providing teacher representation.

OSHSARA contd...
Many more kids also participated in coaching clinics and were involved with SAPSASA events also, some great statistics! Although this committee did not meet as regularly as intended the Sports program continued to flourish due to the dedication and effort of the many parents that are coaches and particularly the sports coordinators listed below:

<table>
<thead>
<tr>
<th>Cricket</th>
<th>Baseball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chas Thomas</td>
<td>Tamara Varcoe and Tim Fitzgerald</td>
</tr>
<tr>
<td>Hockey</td>
<td>Football</td>
</tr>
<tr>
<td>Rebecca Anderson</td>
<td>Paul Moretti</td>
</tr>
<tr>
<td>Soccer</td>
<td>Netball</td>
</tr>
<tr>
<td>Doug Johnston</td>
<td>Michelle Richardson</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Orienteering</td>
</tr>
<tr>
<td>Rachel Randle</td>
<td>Benjamin Cazzolato</td>
</tr>
<tr>
<td>Pedal Prix</td>
<td>Softball</td>
</tr>
<tr>
<td>Tim Marriage</td>
<td>Lynn Fox</td>
</tr>
</tbody>
</table>

These volunteers all need to be thanked and congratulated for their efforts. We also take this opportunity to thank Janet Harper for her contribution to GPS sport over the journey and wish her well in her retirement.

Free Whole School Community Events
In 2105 SLW continued to provide opportunities for students and families to get together without being asked to make a financial contribution. Two new events were added to the SLW calendar this year.

Welcome Breakfast
This is now established as a regular event, held on the second Friday of term 1, to welcome new students and their families, as well as new teachers, to Goodwood Primary School. A light breakfast is provided from 8am in the PAC, and families are encouraged to get to know a few new faces while their children play. In 2015 the Principal and Chair of the Governing Council introduced staff members and provided some general information about the school. Information booklets with additional information about how parents/carers could get involved at GPS were also handed out to new families.

Student Learning and Wellbeing Committee (SLW)
SLW Membership (16 members, *denotes new member for 2015)

<table>
<thead>
<tr>
<th>Jane Abbey (GC member)</th>
<th>Sunitha McCarey (IEL teacher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary-Rose Alfonsi</td>
<td>Joanne McFarland</td>
</tr>
<tr>
<td>Rebecca Anderson (Convener)</td>
<td>*Jo McRae</td>
</tr>
<tr>
<td>Bec Barnard</td>
<td>*Neeru Shrestha</td>
</tr>
<tr>
<td>*Susanne Bertram</td>
<td>*Julie Tarzia</td>
</tr>
<tr>
<td>Tania Brennan (Uniform Shop)</td>
<td>Jenny Wade (Deputy Principal, GC member)</td>
</tr>
<tr>
<td>Elise Francis</td>
<td>Kath Williams (PCW)</td>
</tr>
<tr>
<td>*Bella Gibson (Reception teacher)</td>
<td>*Jacqui Wilson (Uniform Shop)</td>
</tr>
</tbody>
</table>

A focus of the Student Learning and Wellbeing Committee (SLW) in recent years has been to strengthen student and family connections between all parts of the school community.
**Harmony Day Breakfast**

Harmony Day is celebrated on March 21, and the “bring-a-plate-to-share” breakfast at GPS was held on the nearest school day to it (in 2015 this was Friday 20 March). Children and families wore something from their country of origin, a country they had visited, or something orange (the traditional colour for Harmony Day). In 2015 we were blessed with fantastic weather and held the event under the plane trees adjacent to the PAC/gym.

**Walk Safely to School Day**

In May 2015 the SLW committee encouraged the whole school to support this day, with a view to encouraging more families to assist their children walk or ride their bikes to school on a regular basis. Four meeting points were created in parks surrounding GPS, which allowed families to walk as a group. Free fruit was provided by the Adelaide Produce Market.

**Goody Chai**

A lower key get-together was held on an ad-hoc basis in the OSHC area throughout the year, generally fortnightly on Friday mornings after 9am. I thank Mary-Rose in particular for her help with this regular event that helps to meet people and feel connected at the school, especially those newly arrived within the school community.

**Walk Together - Welcome to Australia Rally**

This was a new event for SLW and GPS in 2015. Given the multi-cultural nature of GPS this rally provided an excellent way for school families to show their support “for those who’ve come across the seas”. Held on Saturday 31 October in the streets of Adelaide, GPS had the largest school representation of the 7000+ people attending the rally and some of the most colourful banners and placards. The GPS group was warmly received by all those walking or cheering from the sidelines. We hope this effort will continue to be supported by GPS as a wonderful way for the whole school community to show their support for people newly arrived in Australia.

**Used Uniforms and Lost Property**

Else needs a huge pat on the back for single-handedly turning the situation around at GPS. Named lost property is left in a designated place each week and/or returned to individuals. Unnamed lost clothes are washed, stored and then sold to GPS families for a maximum of $5. Proceeds from sales (over $150 in 2015) are returned to SLW to support the organisation of five whole-school events. Unnamed lost property (mostly lunchboxes and drink bottles) are either donated or disposed of depending on their condition. Please name all your items!

**ICAS Lucky Dip Entry**

In 2015 SLW continued to offer students free entry into one of the ICAS competitions [global competitions run by the University of NSW]. 35 students received a free entry. In 2016 the school will only be offering ICAS Science, Computing Science and Writing competitions as all year 7 students already complete the English and Maths PAT tests each year. It is anticipated that SLW will still offer the Lucky Dip free entry for the ICAS tests administered at GPS.

**Policy Review**

The SLW committee is required to review many school policies every 1-3 years. In 2015 the ICT User and Canteen policies were reviewed and amended.

**End of IEL Program at GPS**

In Term 4 SLW were informed that the Intensive English Language (IEL; new arrivals) program would end in 2016, on the grounds that GPS had reached capacity and was facing increasing enrolment pressures. SLW sought meetings with Governing Council and DECD representatives to clarify this decision and find out if anything could be done to reverse it. The DECD Regional Director informed GC/SLW members that the GC could make recommendations to DECD by early Term 1 2016. At very short notice, the school community was invited to learn more and share their views at a special SLW meeting. A summary of this meeting was provided to the ICAS, at a final GC meeting for 2015, GC members voted to make no recommendations to DECD regarding the disestablishment of the IEL program. SLW members feel that the school community should have been consulted earlier and more broadly in this process. SLW are very saddened that the IEL program will no longer exist at GPS beyond 2016.

**Fundraising Committee 2015 Summary**

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Parent Satisfaction
Out of 42 responses there has been an overall improvement in the following areas: high quality education; teachers knowing what their children can do and what they need to learn; learning being interesting and enjoyable; children being motivated to learn and having a sense of pride; accessing quality resources; being a safe and secure environment; school planning, organisation and management; educational leadership; feeling welcome at the school; supporting student personal and social development; students from all backgrounds and cultures being treated fairly; receiving helpful information about student progress; participating in decisions about their child’s progress; facility management; children being involved in decision making; receiving learning support; changing activities and programs to improve achievement.

Recommendations for 2016:
- Expand how we promote and advertise our site planning.
- Launch our communications APP
- Review how we inform and gain feedback from parents.
- Implement the new student leadership program 5–7 and school based student voice.

Staff Satisfaction
Our Work Health Safety survey has shown improvements in: Teachers—leadership trusting the judgement of people in work groups; being supported by the sites child behaviour management processes; forums being available to express views and opinions; knowledge of rights and responsibilities re psychological hazards and injuries. SSO’s — clear vision, goals and tasks; conflict management; child behaviour management processes; communication between staff; working as part of a team; impact on decision making; site goals being aligned with organisational goals.

Recommendations for 2016:
- Employ protocols which increase open dialogue.
- Implement new meeting cycles focusing on teams alternating with staff meetings and exploring pedagogy through numeracy.
- Review how we explicitly acknowledge our work.
- Provide opportunities for peer feedback and informal communication time as part of performance development.
- Review communication strategies across the site.
- Build in collaborative Non-Instruction Time to promote working smarter not harder.

Enrolments
Our increased enrolments has resulted in 3 new classes in 2015. By the end of 2016 we estimate to have 393 students, in the mainstream classes, 23 over our school capacity. We will start with 31 in the IELC classes. Therefore a total of 51 students over our school capacity. Considering a number of factors the Governing Council have supported DECD process of relocating the IEL Program to other sites who have available classroom space. Current projected enrolments indicate we will require a new class space by 2017 and a second by 2018.

Governing Council is currently working on a capacity plan to reflect our school’s priorities and vision.

Staff Qualifications
Advanced Diploma/Associate Degrees—3
Associate Diploma—25, Bachelor Degree—39
Bachelor Degree (Hons)/ Grad Cert/ Grad Dip—16
Certificate 1–3, Certificate 111–7, Certificate 1V–4
Masters Degree —5
Staff with more than one qualification –29

Student Attendance
During 2015 we...
- Followed up with individual students unexplained absences.
- Promoted exemption forms for holiday periods.
- Ensured individual attendance issues for targeted students were addressed and follow up support was provided.
- Continued signing in and out procedures.
- Returned to manual rolls due to technical problems with electronic system.

Achievements...
While our overall attendance has decreased by .1 of a % in 2015, the 2015 attendance percentage was 93.9; Year 2, 4, 5 and 7 students’ attendance improved.

Recommendations for Attendance R-7 for 2016...
- Promote punctual habits to reduce lateness.
- Continue to promote the importance of attendance through community awareness and proactive interventions.
- Ratify draft attendance action plan.
- Communicate to parents each term any unexplained absences and lateness.
- Introduce APP feature to support messaging absence and attendance communications.

Worker Composition
Worker composition: Indigenous 0, non-indigenous 52.

Student Destination Data for 2015
Based on previous year’s data and anecdotal evidence there is a continued trend for students to continue their education in the government school sector. In 2014 28 children moved interstate or overseas, 48 to SA Govt schools and 9 to Non-Govt Schools.

Expenditure Participation in Professional Learning
Across the site approximately $50000 was spent on staff professional learning (including release days). Teams were released to cooperatively plan. Training was provided in these areas: Natural Maths, Personalised Learning, Numeracy, Physical Education, Literacy – Functional Grammar, Daily 5 and Guided Reading, Jolly Phonics, Running Records handwriting and Digital Technologies, the Arts—Drama and Leadership. All staff completed 37½ hours of professional learning outside of working hours.

Conclusion
Our main priorities in 2016 will be Numeracy, Literacy and Pedagogy, focusing on Personalised Learning. The wellbeing of our students continues to be an ongoing focus. A sense of belonging and positive wellbeing goes hand in hand with positive learning outcomes. We will continue to explore our consistent practices P-7 and ratify our whole school agreements.

Building on our strong community relationships will also be a focus as we work together to enact a common vision encompassing our strong Intercultural Understandings, and expertise in areas such as The Arts and Science.

Kind regards
Deb Brassington
Principal
Cameron Bryson
Governing Council Chairperson