

# Goodna Special School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Goodna Special School** from **28 to 30 August 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal, State-wide Special Schools to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Kate Russ	Internal reviewer, SIU (review chair)
David Rogers	Internal Reviewer
Howard Nielsen	External reviewer



## 1.2 School context

<b>Location:</b>	Queen Street, Goodna
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1974
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	135
<b>Indigenous enrolment percentage:</b>	14 per cent
<b>Students with disability enrolment percentage:</b>	100 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	nil
<b>Year principal appointed:</b>	2014
<b>Full-time equivalent staff:</b>	28.1
<b>Significant partner schools:</b>	Goodna State School, Ipswich Special School
<b>Significant community partnerships:</b>	Goodna Integrated Family Support (GIFS), Comepass Employment Services
<b>Significant school programs:</b>	Four Blocks reading, YuMi Deadly Maths (YDM), Transition to post-school pathways



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC)- primary, HOC-junior secondary, HOC-senior secondary, 25 classroom teachers, four teacher aides, Business Manager (BM), administration officer, Parents and Citizens' Association (P&C) president and secretary, and 12 students.

Community and business groups:

- Comepass Employment Services and OzCare.

Government and departmental representatives:

- Lead Principal State-wide Special Schools.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Investing for Success 2017
Headline Indicators (2016 release)	Strategic Plan 2013-2017
OneSchool	School Data Profile (Semester 2, 2017)
School pedagogical framework	School budget overview
School Calendar of events	Curriculum planning documents
Responsible Behaviour Plan	School newsletters, Facebook and website
School based curriculum, assessment and reporting framework	School Opinion Survey



## 2. Executive summary

### 2.1 Key findings

**The culture of learning at the school is reflected in the strong commitment, sense of purpose and professionalism exhibited by the staff and leadership team.**

Parents, students and teachers describe the relationship between members of the school community as caring and respectful. Teachers are admired and respected by students, parents and their colleagues as innovative professionals who are open to communicating regarding student learning and issues affecting that learning.

**The school has developed and is driving a strong Explicit Improvement Agenda (EIA).**

Three priorities for improvement are identified in the 2017 Annual Implementation Plan (AIP). These priority areas focus on improved student outcomes in literacy, numeracy and communication. Specific and measurable whole-school targets within the broad focus areas of literacy, numeracy and communication are identified. Targets aligned with specific strategies to increase engagement and independence are broad and not yet clearly measurable. Specific targets to monitor and track improvement linked to clear roles and accountabilities are emerging.

**A formalised peer feedback model supporting teacher pedagogical practice in the areas of literacy and numeracy has commenced in 2017.**

This has been a welcomed addition by teaching staff members articulating that it has given them confidence and refocused their strategies to better support the learners in their class. Some teaching staff members indicate their belief that constructive feedback from the leadership team would assist to improve teaching practice. A formalised approach to coaching and feedback to include members of the leadership team is yet to be developed.

**The school has a documented curriculum framework that utilises a three year planning cycle and is reflective of the Australian Curriculum (AC) and the Prep to Year 12 Curriculum Framework.**

Comprehensive planning documents are available to assist teaching staff members to understand the teaching and learning process for their class and for students at adjoining junctures. Teaching staff members create their own unit plans and assessment tasks based on the achievement standards and content descriptors within the different key learning areas of the AC. Staff members articulate that they think this process allows them to truly reflect the individual needs of the learners in their class. Many report that this task is time consuming and overwhelming at times. School leaders and staff members indicate a need to review current practices to ensure streamlining of this process.



**The school places a high priority on the analysis of key data sets to inform school-wide, juncture, and individual student learning.**

There is a clearly documented timetable for the systematic collection of data. Some of this data is collated and displayed on a data wall that is accessible exclusively by staff members. Information on this data wall is utilised to track student improvement, identify next steps for student learning, and assist staff members in organising student groupings. Learning teams focus on relevant data sets and how to best utilise these to inform student goals. Teaching staff members report that they find the supportive data process useful in pinpointing misunderstandings and skill gaps, and their utilisation of the data is developing.

**The school effectively utilises all physical spaces and available facilities to maximise student learning.**

The school's physical environment is a significant challenge for the school as space is limited and some classrooms do not meet the needs of the current student population. Safety is highlighted by the school as a specific area of concern, particularly at drop off and pick up times. The principal and Parents and Citizens' Association (P&C) committee are advocating to have the zone outside of the school changed to a 40km/hour school zone, as they feel this is a significant risk to student safety. Some staff members and parents comment on the need for air-conditioned learning spaces to meet the health needs of some students, and ensure all students are engaged in learning at all times across the school year. A facilities plan created in partnership with the region to address current and future school issues is yet to be developed.

**Well-organised efforts to inform and skill parents as partners in direct student learning are established.**

Those parents who participate in the program report that parent education is effective in helping them in their role as parent co-educators. The success of the school's efforts is limited by the degree of parent engagement in the program.

**The school recognises the positive impact that partnerships with parents and the community have on enhancing student learning and wellbeing.**

Many school partnerships with the community have become an accepted part of the school culture and are predominantly well resourced by the school and the partners. Extracurricular activities and other support activities are provided by partnering organisations. Allied health agencies, education institutions, wellbeing agencies, Vocational Education and Training (VET) providers, workplaces and community organisations are heavily engaged with the school.



## 2.2 Key improvement strategies

Develop clear monitoring and tracking processes for the explicit targets aligned to the achievement of the improvement agenda, including clear roles and accountabilities linked to each target.

Implement a structured and school-wide process for observation, feedback and coaching to improve the understanding and enactment of evidence-based pedagogies in classrooms.

Collaboratively review and streamline curriculum planning processes.

Develop teacher skills in data literacy so that staff members are able to administer assessment items, record findings and analyse student results to adjust their teaching and learning strategies.

Develop a facilities master plan in conjunction with regional personnel that addresses the school's physical environment constraints and the health and safety needs of the current student population.

Continue the efforts to engage parents consistently in experiences to increase their awareness of what the school is doing and to improve their skills as co-educators of their child.