



Lowmead State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Established in 1908, Lowmead State School is a multiage, co-educational state school situated 95 kilometres north of Bundaberg, within the North Coast Region. Lowmead State School caters for a wonderfully diverse range of students from Prep through to Year 6. As a Queensland State School, Lowmead has utilised the New Australian Curriculum as the foundation to which all teaching and learning is aligned. By successfully incorporating the new curriculum into everyday learning, the school has continued to embed a strong focus on developing higher levels of literacy and numeracy.

Lowmead State School strives to foster high levels of teaching and learning through creating and maintaining positive working relationships between students, staff, parents and the wider community. By effectively using a broad range of teaching pedagogies, coupled with the effective use of assessment and data collection and analysis, Lowmead State School is working towards upholding its mission statement, which is: 'To develop confident, engaged, well-mannered, lifelong learners who have respect for themselves and others, by providing positive and enjoyable learning experiences linked to our world'.

Principal's Foreword

Introduction

I am pleased to provide you with a copy of the 2017 Annual Report for Lowmead State School.

Our school is a great school with great kids, great families, great staff and great expectations. As a school we believe that every student can succeed through the use of a range of support structures including an engaging curriculum, safe and supportive learning environments and quality teaching practices.

This Annual Report serves to inform the community of the progress and outcomes achieved at Lowmead State

School in the Key Areas. As a school community, we believe by communicating this information to our stakeholders, we create an awareness that will assist us to achieve our school vision. This report contains the following:

- Our goals and future outlook
- School Profile
- Curriculum Offerings
- Social Climate
- Parent and Community Engagement
- Staff Profile
- Professional Development Agenda
- Key Student Outcomes, including Attendance and Achievements in Year 3, 5
- Parent, student and teacher satisfaction with the school

We hope you enjoy reading through our report to see the progress we have continued to make in creating a positive and productive learning environment for all our students, giving opportunities for our students to experience achieving, succeeding and 'Soaring High'.

School Progress towards its goals in 2017

2017 has been another fantastic year of growth and achievement for Lowmead State School. We have worked hard to improve results and continue to enhance the quality of education and opportunities we provide to our students, creating a positive place of learning that our students enjoy being a part of.

In 2017, we have continued the sharp and narrow focus of Reading Improvement as our key goal in the Annual Improvement Plan alongside the North Coast Region priorities including; Closing the Gap on Year 3 Reading, Lifting the performance our top students, lifting outcomes for students with disability and increasing attendance. This sharp and narrow focus has helped drive the improvement story of our students and has led to more effective practices being embedded in the classroom.

This year, Lowmead State School received Investing 4 Success Funding (I4S) totalling \$6400. This funding has allowed us to employ a second teacher aide for four days a week, whose role is to provide daily opportunities for one-to-one reading with every student. As a part of this daily reading program, students who have been identified as needing further reading support are now receiving daily Reading Link support lessons to further enhance their reading improvement journey. This teacher aide support, through I4S funding, has been a major driving factor in boosting reading success across the school. Many of our students who were previously showing slowed or inhibited growth in reading levels have begun to show renewed growth, not only in their reading levels, but also in their confidence and fluency. We hope to continue this improvement journey in a similar fashion in 2018 through further I4S funding.

2017 has also been an excellent year for development in staff understanding of the Australian Curriculum, in particular how the curriculum can be effectively taught in the Small School setting. As our school is a P-6 with 14 students, the structure of our lesson planning and timetabling has to be vastly different from larger schools as we cater for such a diverse range of year levels in the one classroom at one time. The North Coast Region team of HODs has led the way in enhancing teaching in small schools through the creation of the Small Schools Curriculum HUB and the professional development opportunities that have gone with it. This PD has provided opportunities for staff to develop their capacity to more effectively teach the curriculum in the Band 5-6 classroom. We are continuing to further unpack more effective pedagogies and curriculum planning through continued professional learning with the NCR HODs.

In conjunction with these priorities, we have continued to strive for improvement in NAPLAN results in all strands for students in Year 3 and 5. In 2017, as in many previous years, we had 100% of eligible students participating in the NAPLAN testing. This year we are very pleased to inform our students, parents and wider school community, that all of our students who sat the NAPLAN tests achieved well above the National Minimum Standard (NMS) in all strands. Our Year 3 student achieved results in the Upper Two Bands for Reading, Writing, Grammar and



Punctuation and Numeracy, while our Year 5 student achieved U2B results in the Reading Strand. We are incredibly proud of the tremendous efforts our Year 3 and 5 students have achieved.

In 2018, we will continue to help our students strive for success through creating and providing a supportive education environment for all our students. As we continue the sharp and narrow focus of Reading Improvement in 2018 we hope to see further gains in all our students, helping them to be the best readers they can be.

Future Outlook

Lowmead State School is a place where students are supported in the journey of 'Soaring High'. The continuation of our sharp and narrow focus on Reading Improvement across the school has helped our staff and students create an excellent success story in student achievement. The strategies we have used have moved us further along in our journey towards school wide improvement in many areas including academic achievement, school climate and parent and community engagement.

In 2018 we will continue with the sharp and narrow focus of Reading Improvement across all year levels. As a means of more effectively monitoring and guiding this improvement journey, 2018 will also place a focus on more effective data collection and analysis, which will in turn help to drive further academic gains in the classroom. These primary focuses will help us to continue striving for excellence in teaching and learning while offering our students the best educational experience possible. 2018 will see the implementation and continued maintenance of a range of strategies including;

- Continue embedding a balanced reading program – focusing on a shared understanding and pedagogical practice of the 5 reading procedures; 1. Reading Aloud to Students, 2. Modelled Reading, 3. Shared Reading, 4. Guided Reading and 5. Independent Reading
- Continue to embed and enhance the Explicit Improvement Agenda to drive school improvement with the focus on Reading Improvement and more effective Data Collection and Analysis
- Create opportunities for students in Upper 2 Bands to extend their knowledge through Online U2B IMPACT Lessons (virtual classrooms/video conference classrooms with specialist teachers)
- Continue embedding of the 'Reading Link' Program with daily one-to-one reading sessions for all students, particularly those identified, through data analysis, as requiring more structured support
- Introduce Sonic Learning Program (Online) to help boost students identified as requiring more focused reading/learning support
- Continued targeted use of Investing for Success (I4S) funding to boost student achievement, particularly in the area of reading improvement through employing a Teacher Aide for reading support programs
- Numeracy Priority – ensure the use of a range and balance of assessment tools for diagnostic, formative and summative assessment to support quality teaching and reporting, i.e. continued use of Stepping Stones programs
- Developing a balanced writing program – focusing on a shared understanding and pedagogical practice of the 4 writing procedures; 1. Modelled Writing, 2. Shared Writing, 3. Guided Writing, 4. Independent Writing
- Continue embedding the 'Art and Science of Teaching' Framework
- Implement strategies to fulfil Curriculum Teaching and Learning/Discipline Audit recommendations
- Implement strategies to fulfil internal audit recommendations and requirements
- Continue to enhance attendance strategies through school based discussions and publications targeted towards 'Every day counts'
- Continue to develop community partnerships and promote parent participation in school events and provide opportunities for families to observe students learning and celebrate student achieving

By successfully implementing these strategies we aim to enhance the learning outcomes of all students, particularly in the area of reading. We aim to have all students working at or above the National Minimum Standard (NMS) for reading according to NAPLAN, conducted in the middle of Term 2 each year, and to have all students reaching the North Coast Region End of Year Reading benchmarks.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	5	1	4		63%
2016	12	7	5		100%
2017	14	11	3		93%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Lowmead State School offers a co-educational, multi-aged classroom for students with a range of backgrounds. Most of our students have low socio-economic family backgrounds which can sometimes be seen as a limiting factor in learning experiences, however as a school community we strive to offer our students the best in educational resources and experiences. Lowmead State School currently has 14 students enrolled across the P-6 year levels.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	5	9	15
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

As a P-6 Primary School we strive to offer our students the best learning opportunities possible through the use of the new Australian Curriculum and a range of engaging educational programs including;

- C2C Resources/Assessment for Spelling, English, Science, History and Geography,
- Seven Steps to Writing Success program

- Reading Link program
- Stepping Stones Math Program
- Primary Connections Science, and
- Specialist staff to teach Indonesian and Music

Co-curricular Activities

At Lowmead State School students have access to a variety of extra-curricular activities including;

- Arts Council
- Life Education
- ANZAC Day Celebration
- School Camp/Excursions
- Cluster Sports Carnivals
- End of year Concert/Awards Day
- Short term sports programs, i.e. AFL coaching, NRL coaching

How Information and Communication Technologies are used to Assist Learning

The computer-to-student ratio at Lowmead State School is 1:1 and the iPad-to-student ratio is 1:3. As a result of these ratios, computers and iPads are able to be accessed frequently as part of the students learning. ICTs play a major role in the everyday life of students and staff at Lowmead State School.

Students access computers for word processing, installed software that compliments classroom learning, as well as providing a path for accessing the wealth of knowledge contained in the internet. Some of the learning programs used on the internet are;

- Mathletics – an engaging online numeracy program designed to provide interactive virtual learning experiences to compliment the C2C/Stepping Stones Math lessons.
- Reading Eggs/Eggspress – a literacy based online program designed to specifically target the development of reading skills including; phonological awareness, spelling, sentence structure and reading comprehension strategies.
- CODE.org – a 'Learn-to-code' website that introduces the skills, processes and coding language in an engaging game-based learning platform.
- TinkerCad – a simple 3D design program in which students are beginning to learn the processes involved in 3D design and 3D printing.

Lowmead State School currently has a bank of three 3D printers available for student use in the classroom.

Social Climate

Overview

In 2017 we continued to implement School Wide Positive Behaviour for Learning (PBL) through both formal and informal teaching of school behavior expectations. As a reward for positive behaviours, students are given Eagle Dollars which are the currency used to buy items from the classroom shop. Along with these smaller prizes that could be bought, students also had the opportunity to save up their Eagle Dollars and buy a ticket to the



Classroom Cinema twice a term, which gave students who had displayed these positive behaviours an opportunity to pick a movie to watch during a lunch break.

As a school, we have found that this positive reward structure has helped to create a safe and supportive school environment. Our School Opinion Survey Data this year has shown some great successes in all of the performance measures. The P&C and parents have all made positive comments about how both they and their children feel safe and supported at the school and are happy to attend. We hope to continue to build on these positive interactions in the coming years.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	100%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	DW	100%	100%
they like being at their school* (S2036)	DW	100%	100%
they feel safe at their school* (S2037)	DW	67%	100%
their teachers motivate them to learn* (S2038)	DW	100%	100%
their teachers expect them to do their best* (S2039)	DW	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	100%
teachers treat students fairly at their school* (S2041)	DW	67%	100%
they can talk to their teachers about their concerns* (S2042)	DW	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their school takes students' opinions seriously* (S2043)	DW	67%	100%
student behaviour is well managed at their school* (S2044)	DW	100%	100%
their school looks for ways to improve* (S2045)	DW	100%	100%
their school is well maintained* (S2046)	DW	100%	100%
their school gives them opportunities to do interesting things* (S2047)	DW	67%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Lowmead State School we believe that parents play a vital role in the education of their children. When a strong partnership is created and maintained between staff and parents we see the greatest gains in student successes in the classroom. As a school we are always happy to have the support of our student's parents and caregivers to assist in the day-to-day learning of our students. In our context we encourage parental participation through a variety of ways including;

- Assisting in classrooms working with groups, listening to children read, supervising games and activities
- Participation in school activities such as excursions, sporting fixtures, special events
- Assisting the P&C for fundraising events e.g. raffles, catering events, etc.
- Volunteering and sharing special skills or areas of interest during hobby options programs e.g. cooking, art, etc.
- Becoming an active member of the Lowmead State School Parents and Citizens Association.

Respectful relationships programs

Lowmead State School has continued to utilize the Daniel Morcombe Child Safety Curriculum as a means of teaching students about appropriate, respectful and healthy relationships. Below is an excerpt from the

Curriculum Unit Plan which will provide further detail on the learning covered within the unit.

“The Daniel Morcombe Child Safety Curriculum (the Curriculum) has been developed to support Queensland schools to deliver key safety messages to students in Prep Year 9. The Curriculum has been developed by a working group comprising: Bruce and Denise Morcombe; the (former) Commissioner for Children and Young People and Child Guardian; officers from the Department of Education and Training (the Department); the Queensland Police Service; the Department of Communities, Child Safety and Disability Services; and a network of advisors involved in researching child abuse and its prevention.

Students will learn how to recognise, react and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing. The lessons are sequentially and developmentally structured and include activities to develop student’s skills. The lessons are complemented by take-home postcards and class-completed activities to share with families. This promotes ongoing communication in the home environment about key safety messages and strategies to keep safe.

The Daniel Morcombe Child Safety Curriculum aligns with the following Australian Curriculum, Assessment and Reporting Authority (ACARA) curriculum documents:

[DRAFT Australian Curriculum Health and Physical Education \(Version 8.1\)](#)

[Australian Curriculum: Personal and social capability](#)

[Australian Curriculum: Information and communication technology \(ICT\) capability”](#)

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

Behaviour management is a high priority at Lowmead State School. As a school we have been implementing the School Wide Positive Behaviour for Learning program centred around the values ‘Be Safe, Be Responsible, Be Respectful’. The teaching of these values has been an integral part of our approach to SWPBL in our context and coupled with the implementation of Eagle Awards for positive behaviour, we have seen an excellent improvement in student behaviour throughout the year. We will strive to emulate these successes in the coming years as we continue to implement SWPBL and move from Tier 1 to Tier 2 as a school.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	3	2	4
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school’s environmental footprint

At Lowmead State School we value the environment. To reduce our environmental footprint, the school has installed several rows of Solar Panels and skylights in the classroom and administration building. An Eco hot water system has also been installed in the new library/ tuck-shop facility.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	10,555	
2015-2016	9,339	
2016-2017	14,930	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time Equivalents	1	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	2

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$11,470.84.

The major professional development initiatives are as follows:

- Modelled/Guided/Shared Reading PD
- Reading Link PD
- Pre/post moderation (where possible within the region/cluster)
- Curriculum Roadshows – supporting the implementation of the Australian Curriculum by 2020.
- Small Schools Curriculum meetings
- Principal Business Forums (Annual Registration)
- Best Practice Network – Small School Principals – 4 per year
- Finance Master Class
- Peer Learning Circles (BSM)
- Certificate III – Education Support (TA)
- BSM Conference
- NPDL – New Pedagogies, Deeper Learning
- Cluster Camp Orientation Day
- NAPLAN Online

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

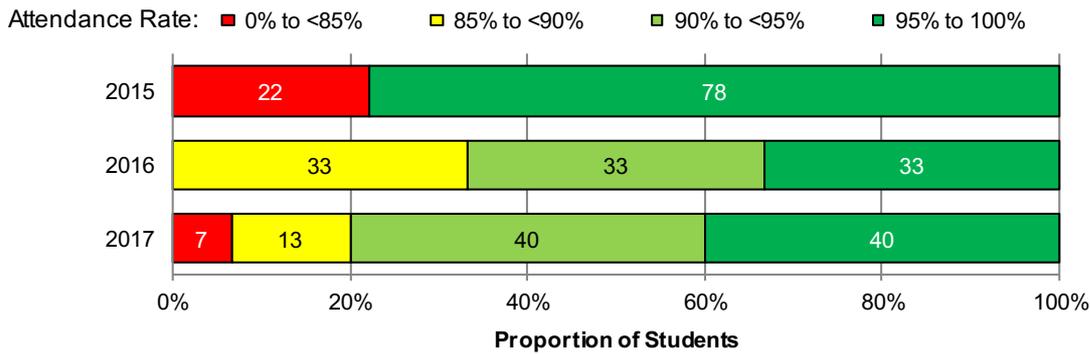
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	97%		96%		DW	97%	DW						
2016	88%	93%		94%		DW	94%						
2017	94%	87%	96%	DW	93%	DW	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Lowmead State School the roll marking processes ensure all student absences are recorded accurately. Rolls are marked at the commencement of class each morning and at the commencement of the final session of the day. Our school newsletter which is sent out monthly reminds parents of the protocols of student's absence. If students are absent the school contacts the parent's to ensure recording of student absenteeism is correct, and works closely with parents to ensure absenteeism is minimal.

In 2017 we have continued to utilize the school mobile as an absence SMS service. There is a recurring section in the school newsletter reminding parents of the absence notification method. Parents are able to text the school mobile when their child is absent and provide details on the reason for absence and the duration. This mobile is also used for 'same-day' notification messages that are sent to parents if a student is marked absent and the school has not received a notification from the parent/guardian.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.