

Lowmead State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

I am pleased to provide you with a copy of the 2015 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 2015

2015 has been an exciting year for our school community in many areas, though particularly in growth, achievement and academic performance. We have both built on the successes of the previous year and taken on new and exciting initiatives to grow our capacity as a school.

Term 2 saw the establishment of the Lowmead State School 'Bumble Bees Active Learners Playgroup' held weekly at the school. The playgroup is organized and run by our fantastic Teacher Aide - Leah Bretherton and has been a huge success! On a weekly basis we see between six and nine 0-4 year olds coming through the school gates engaging in a range of play-based learning activities, providing opportunities for our youngest community members to develop early social/emotional skills, basic academic skills and a genuine love of learning and school attendance. The establishment of this school-based community playgroup has been a key driving factor in the growth of

student enrolment in both current and future enrolments at the school. It has been fantastic to have so much support from all our parents within the wider community.

The key push across the North Coast Region, has been around having one clear and narrow focus that drives everything we do. As a school, our one clear and narrow focus has been on reading improvement, in particular, focusing on the teaching of reading across all year levels at the school. One of the key steps we took on this path in 2015 was engaging in the Success Schools Project – Literacy. This project involved the teaching and support staff attending Professional Development sessions focused on the teaching of reading along with working along side the PEAAC literacy coach to both observe the coach’s quality teaching practices as well have the coach observe our teaching staff conducting reading lessons with the goal of facilitating meaningful feedback of current practices and identifying ways to enhance these experiences for our students. Along with these great learning opportunities for both staff and students at the school, we also introduced Dr Carol Christensen’s Reading Link program. This program is specifically designed to boost the reading ability of all students through providing students with extra skills and automaticity with regards to decoding the words on a page, which in turn enables the students to focus more on comprehending the texts they are reading. By engaging in these learning and development opportunities we are striving towards our goal of enhancing the reading skills of all our students in the school, both now and in the future.

2015 has also been a great year for NAPLAN performance in our school. Our students who sat the test have worked hard all year and their efforts have been reflected in their results. This year were are happy to say that both students who sat the Year 5 NAPLAN Reading, Numeracy and Writing Tests achieved results above the National Minimum Standard. This fantastic result is evidence again that the programs and development opportunities that we have put in place are contributing to a brighter future for our students.

In 2016, as a school, we will continue to strive for excellence, doing all we can to support our students and community to provide new and exciting opportunities and a positive future for all. Thank you for coming on this journey with us.

Future outlook

As stated in our school Motto, we at Lowmead State School believe in ‘Soaring High’. 2015 saw the implementation of many positive improvement strategies in our school. These strategies 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 2016 we will continue to further build on these successes and continue striving for excellence in teaching and learning and offering our students the best educational experience possible. 2016 will see the implementation and continued maintenance of a range of strategies including;

- 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
- 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
- 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. Essential Assessment Numeracy program.
- Continue embedding of the ‘Reading Link’ Program
- Continue embedding the ‘Art and Science of Teaching’ Framework
- Develop an Explicit Improvement Agenda to drive school improvement with the focus on Reading Improvement
- Targeted use of Investing for Success (I4S) funding to boost student achievement
- Implement strategies to fulfil internal audit recommendations and requirements
- Implement strategies to fulfil Curriculum Teaching and Learning/Discipline Audit recommendations
- 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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	13	8	5		85%
2014	7	4	3		78%
2015	5	1	4		63%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

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 5 students enrolled across the P-6 year levels. Due to the substantial flooding in recent years our student numbers have fluctuated greatly, however as our area recovers further from these events we hope to see a steady increase in student enrollments.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	7	4	3
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 Support 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 SWPBS 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 SWPBS and move from Tier 1 to Tier 2 as a school.

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	5	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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
- Essential Assessment in Numeracy, which offers highly individualized learning experiences for each of our students,
- Stepping Stones Math Program
- Primary Connections Science, and
- Specialist staff to teach Indonesian and Music

Extra curricula 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 improve learning

The computer-to-student ratio at Lowmead State School is 1:1 and the iPad-to-student ratio is 1:2. 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 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.

School iPads are used for accessing a multitude of engaging and interactive apps that compliment learning experiences and provide a great range of consolidating activities to further develop the skills learnt in class.

Social Climate

In 2015 we continued to implement School Wide Positive Behaviour Support through both formal and informal teaching of school behavior expectations. As a reward for positive behaviours, students we 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. Although the School Opinion Survey Data has been withheld (WD), 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 build on these positive interactions in the coming years.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	DW	DW	DW
this is a good school (S2035)	DW	DW	DW
their child likes being at this school (S2001)	DW	DW	DW
their child feels safe at this school (S2002)	DW	DW	DW
their child's learning needs are being met at this school (S2003)	DW	DW	DW
their child is making good progress at this school (S2004)	DW	DW	DW
teachers at this school expect their child to do his or her best (S2005)	DW	DW	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	DW	DW	DW
teachers at this school motivate their child to learn (S2007)	DW	DW	DW
teachers at this school treat students fairly (S2008)	DW	DW	DW
they can talk to their child's teachers about their concerns (S2009)	DW	DW	DW
this school works with them to support their child's learning (S2010)	DW	DW	DW
this school takes parents' opinions seriously (S2011)	DW	DW	DW
student behaviour is well managed at this school (S2012)	DW	DW	DW
this school looks for ways to improve (S2013)	DW	DW	DW
this school is well maintained (S2014)	DW	DW	DW

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	67%	DW

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they like being at their school (S2036)	75%	67%	DW
they feel safe at their school (S2037)	100%	100%	DW
their teachers motivate them to learn (S2038)	100%	100%	DW
their teachers expect them to do their best (S2039)	100%	67%	DW
their teachers provide them with useful feedback about their school work (S2040)	100%	DW	DW
teachers treat students fairly at their school (S2041)	100%	100%	DW
they can talk to their teachers about their concerns (S2042)	100%	67%	DW
their school takes students' opinions seriously (S2043)	67%	100%	DW
student behaviour is well managed at their school (S2044)	67%	100%	DW
their school looks for ways to improve (S2045)	67%	67%	DW
their school is well maintained (S2046)	100%	100%	DW
their school gives them opportunities to do interesting things (S2047)	75%	67%	DW

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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)	DW	DW	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)	67%	100%	100%
staff are well supported at their school (S2075)	67%	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%

'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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	3,457	0
2013-2014	12,062	0
2014-2015	10,555	

*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.

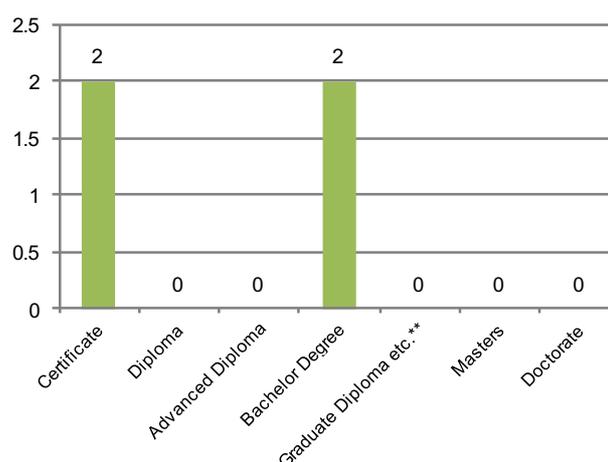
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1	1	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	4



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$631.18.

The major professional development initiatives are as follows:

-Success Schools Project – Literacy (Coaching/Feedback with PEAAC)

- Modelled/Guided/Shared Reading PD
- Seven Steps to Writing Success
- Principal Business Forum
- Best Practice Network – Small School Principals
- Finance Master Class

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	93%	95%	97%

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 2015 school year.

School income broken down by funding source

School income 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 says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	93%	95%
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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

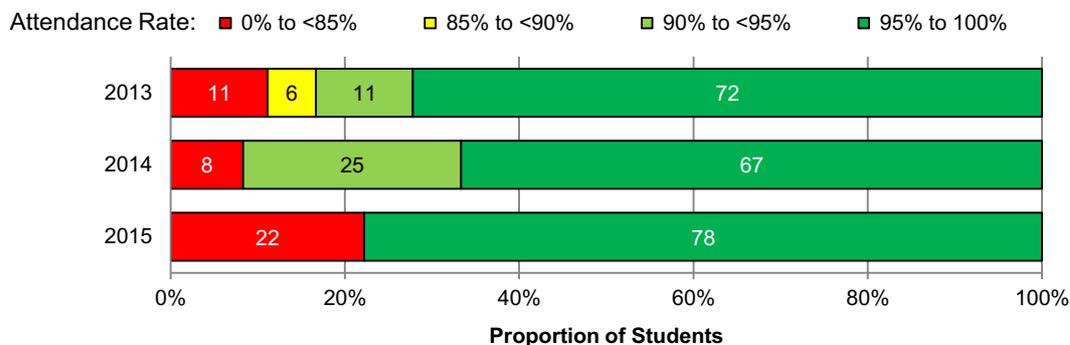
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	98%	93%	100%	96%	DW	93%		96%					
2014		96%	DW	67%	97%		97%						
2015	97%		96%		DW	97%	DW						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

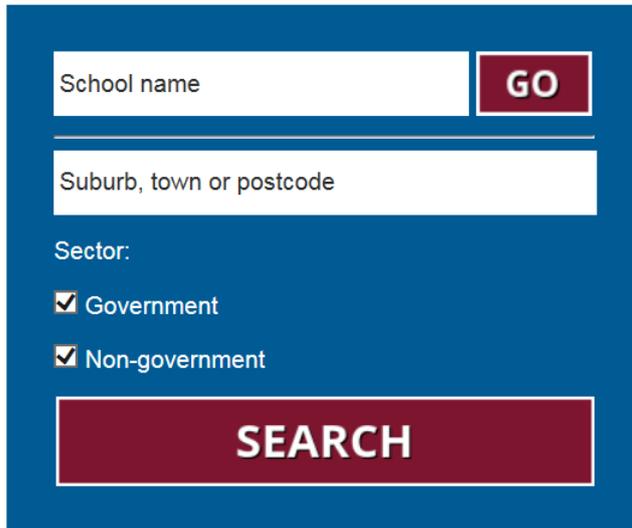
At Lowmead State School the roll marking processes ensure all student absences are recorded accurately. Rolls are marked at the commencement of class each morning and at the commencement of the final session of the day. Our school newsletter which is sent out monthly reminds parents of the protocols of student's absence. If students are absent for a period of longer than 3 days without notification, the school contacts the parent's to ensure recording of student absenteeism is correct, and works closely with parents to ensure absenteeism is minimal.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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**.

Find a school



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it says **'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 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.