



Lowmead State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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. Lowmead State School caters for students from Prep through to Year 7. Our curriculum has a central focus on high levels of literacy and numeracy, with the levels of the remaining syllabuses delivered primarily as focused key learning areas. The distinctive features within this design include Knowing and understanding each student to develop optimal techniques to challenge and extend each student in a caring, supportive classroom, Constructing individualised learning plans to maximise the talents and future opportunities for our students, Mapping, recording and reporting every student's progress against outcome statements relating to what a student should know and be able to do. Lowmead State School's mission is to develop confident, engaged, well-mannered learners who have respect for themselves and others by providing positive, enjoyable learning experiences linked to our world.

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'.

School progress towards its goals in 2019

2018 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 2018, 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.

2018 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 11 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 ARDs 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 ARDs.

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 2018, 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.

In 2019, 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 2019 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.

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	12	14	16
Girls	7	11	10
Boys	5	3	6
Indigenous			
Enrolment continuity (Feb. – Nov.)	100%	93%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 11 students enrolled across the P-6 year levels.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	9	15	14
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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
- Stepping Stones Math Program
- Primary Connections Science, and C2C
- 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, Tennis, Yoga

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.

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

Social climate

Overview

In 2018 we continued to implement School Wide Positive Behaviour for Learning (PBL) through both formal and informal teaching of school behaviour 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 purchase tickets to our 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	86%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	86%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	67%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	67%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	67%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	83%
• their school gives them opportunities to do interesting things* (S2047)	67%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• 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

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.

SCHOOL DISCIPLINARY

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	4	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	9,339	14,930	13,967
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4		0
Full-time equivalents	1		0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	4	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$4990.71

The major professional development initiatives are as follows:

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
- Aspiring Leaders Conference
- 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)
- Take the Lead
- 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	93%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school			

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	88%	94%	DW
Year 1	93%	87%	88%
Year 2		96%	87%
Year 3	94%	DW	91%
Year 4		93%	DW
Year 5	DW	DW	96%
Year 6	94%	93%	93%

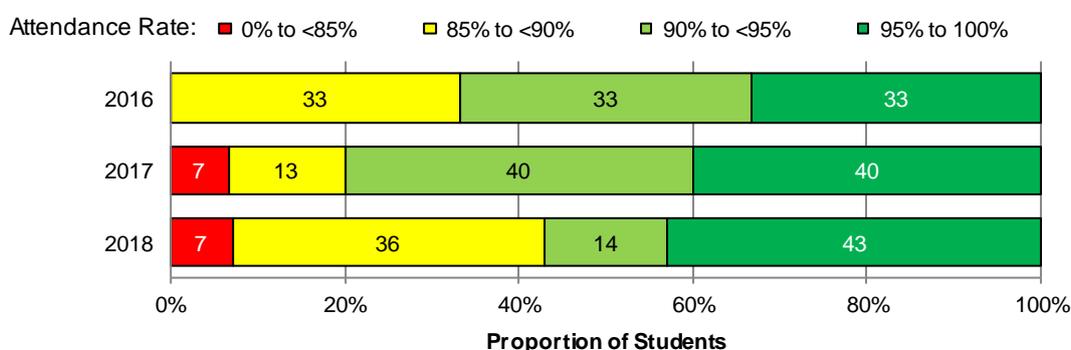
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.