


Lowmead State School

**TRIENNIAL SCHOOL REVIEW 2009 - 2011
4 YEAR SCHOOL STRATEGIC PLAN 2012 - 2015**

	<p><i>Lowmead State School's mission is to:-</i></p> <p><i>Develop confident, engaged, well-mannered learners who have respect for themselves and others by providing positive, enjoyable learning experiences linked to our world.</i></p>
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APPROVAL/ENDORSEMENT PROCESS

The Triennial School Review is verified. The 4 Year School Strategic Plan is a meaningful statement of school achievement and strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

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PRINCIPAL

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SECTION 1**STATEMENT OF PURPOSE**

DEFINITION: What we do and for whom.

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 that instil a desire to learn more about the world.

Lowmead State School is located approximately 85km North of Bundaberg, within the Gladstone Regional Council. The school has been established over 100 years and serves an established rural community whose main interest is small farms with cattle.

The school is and has always been a focal point for the community. The residents are supportive of the school and the school has an active P&C Association.

The school currently caters for students in years P-7.

The students at Lowmead, with a wide diversity of backgrounds, both socially and culturally.

Lowmead is a member of the Discovery Coast Cluster group. This group consists of Rosedale State School (P-12), Agnes State School (P-7), Wartburg State School (P-7), Yandaran (P-7), Winfield (P-7) one teacher and Lowmead (P-7) one teacher.

Teaching Principal

The Lowmead staff are a highly committed and professional group of people, who strive to ensure the education of students is of a very high standard.

SECTION 2**TRIENNIAL SCHOOL REVIEW 2012-2015**

In this section, outline what was done, how and to whom. It is a report and commentary on the TSR process. It would include:

PROCESS -.

- The tools used to gather important information about how the school is viewed in the eyes of Parents and community was through an informal survey, also chats with parents and staff. The use of school testing data and One School.
- Chats with parents, and a survey sent home with newsletter were used to gather strategic information for this process. **The response rate should also be included.**
- Reference to systemic data (One School Data).
- Review of previous SSP 2009 – 2011, which includes:
 - reviewing student and school performance against outcomes, performance indicators and targets established for the 3 year planning cycle 2009 – 2011;
 - reviewing performance trends from data collected over time and from the Corporate Data Warehouse and One School.

REVIEW OF SCHOOL STRATEGIC PLAN 2009 – 2011

Major strategic directions identified for 2009 - 2011	Progress to date	Further action (if necessary)
To continue to develop students Literacy and Numeracy skills, with the aim of having the students working to the best of their ability.	Literacy and numeracy skills are developing with students encouraged to work to full potential. Mathletics, Intrepica and Lexile results are advertised in class and the newsletter.	Intervention for students that have not attained appropriate levels.
Develop an awareness of Lowmead State Schools Behaviour Management Program and ensure that the Responsible Behaviour Plan is practised by the whole school community.	Students, Parents and Staff are aware of the Behaviour Plan, using this to ensure appropriate behaviour within the school and out.	Run unit on behaviour with students to ensure understanding of effects of bullying.
Implement and Review Whole School Curriculum plan ensuring that curriculum plan aligns with Essential Learnings and QCARF.	Whole School Curriculum Plan is in progress and now will align with the Australian National Curriculum.	

Improve the interactions between the school, parents and the wider community developing a sense ownership of and involvement with the school.	Community relations are developing with various organisations and individuals utilising the school grounds.	Continue developing relations to ensure that school is an integral part of the community.
Develop and implement a focused sports enhancement program that focuses on developing students skills a variety of sports.	Sport program has been running effectively for some time. With parents actively trained to coach sporting sessions after school.	Approach specific sporting bodies to attend the school for coaching.

Major findings from the review:

Achievements

- Strong reading and spelling focus
- Excellent Phonics Program
- Family orientated atmosphere
- Identification of students with difficulties
- After School Sports Program
- Staff/Student Ratio
- Principal approachable

○ **Areas for improvement**

- **Writing**
- **Parent Involvement in student education**
- **Behaviour Units – for Students – Bully No More**
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SECTION 3**THE SCHOOL CONTEXT**

Curriculum

- Curriculum leadership has developed an intensive approach to student improvement with the implementation of CARS and STARS for comprehension and CAMS and STAMS for problem solving in mathematics. Focus on students who were in the bottom bands from NAPLAN, using Teachers and Teacher-Aides to give intensive instruction.
- The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The Principal talks about embedding the fundamental skills of literacy, numeracy and higher order thinking within all Key Learning Areas.
- How the school has developed and implemented a whole-school approach to improving student achievement – The school leadership team has established and is driving a strong improvement agenda for the school. The school has developed an agenda for improvement around reading, writing and mathematics. The Principal can describe the improvements in behaviour and student outcomes. Student targets are clear.
- Assessment practices in the school align with the National Curriculum. The school also administers PAT testing twice a year to gauge the development of student over the year. NAPLAN results are used to develop intensive programs for improvement.
- How the school uses data on student outcomes, including academic, attendance and behavioural, to inform teaching and learning. Data is collected through PAT, NAPLAN and school based assessments to inform teaching and learning requirements. Attendance is monitored and discussions are held in respect to absentees learning.
- This school pays close attention to data about the performance of the school and identifies areas in which the school is performing relatively poorly or well.
- Effective teaching practices the school principal and other school leaders recognise that highly effective teaching practices are the key to improving student learning throughout the school. The Principal is committed to continuous improvement in teaching practices. There is a focus on improved teaching methods in reading, writing, mathematics, spelling and science, Professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas. Individual attention is given to students when required.
- Differentiated classroom learning – In day-to-day teaching, the classroom teachers place a high priority on identifying and addressing the learning needs of individual students. Teachers closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need. The Principal is committed to success for all. Use of assessment instruments is used to identify individual strengths and weaknesses and starting points for teachers to develop differentiated lessons.
- Reporting student achievement – systemic and school based practices in the school

Reporting is done at the end of each semester, PAT testing, Lexile and Cars and Cams is reported at Parent/Teacher interviews which are conducted during first and third term.

Student achievements for online activities (Mathletics, Intrepica and Lexile) are displayed in the classroom and newsletter.

Learning Environment

- A culture that promotes learning – Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings. Staff morale is high, parents are encouraged to take a genuine and close interest in the work of the school by offering ‘Ready Readers’ and Beams: Learning for everyday life’ programs. Interruptions to teaching time are kept to a minimum.
- Lowmead State School utilises human resources that supports the learning environment, students with difficulties in Literacy and Numeracy are given intensive support to ensure that they improve their results.
- Information and Communication Technologies (ICTs) The school has just purchased five new computers to replace existing classroom computers, the use of the Interactive Whiteboard throughout the school day in alignment to the Australian Curriculum.

Our Community

- Partnerships with community, industry, government departments and other educational institutions

This year Lowmead State School has accessed the Discovery Coast Community Health Service (DCCHS) for two significant initiatives. The DCCHS is part of the Gladstone Regional Council. They have come to school to run Hearing and Sight Screeners on the Prep/Year One students. The health service is also running Boot Camp in school grounds for the local community.

The Agnes Water Fire Service also comes to Lowmead annually to discuss with the students the importance of Fire Safety along with educating the students on different fire equipment. It is anticipated that later this year something similar will occur with Rosedale Police, educating students on key issues of safety.

Every year the Lowmead P & C Association is involved in catering for a Trail Bike Ride. As this is a major event it requires different community groups to work together to achieve a goal. This year the Lowmead Rural Fire Brigade combined with the P & C Association to raise over \$5000.00. The P & C Association has also started holding Trivia Nights. These Trivia Nights have been a good avenue to bring the wider community together in a relaxed environment.
- Alliances with other government and non-government agencies

- Social, economic and cultural opportunities, and employment patterns

Lowmead State School caters for students from the Prep year through to Year 7. Lowmead State School's current enrolments stand at 19 students. Over the past 3 years there has been a considerable turnover in enrolments, this is due mainly to families finding employment in other areas. Enrolments are inconsistent and have fluctuated from 19 to 23 over the last 2 years. In the foreseeable future there will be a steady influx of Prep students to Lowmead State School. Lowmead is a low-socio economic area. There are minimal opportunities for employment locally with opportunities for employment being a considerable distance away. The majority of students have a high attendance at school.

- Local community priorities and expectations of the school

Resources

- Government core funds \$
- Government targeted funds \$
- Funds from other sources \$
- Assets including ICTs

Staff – an expert teaching team

- Workforce capability and flexibility
- Professional development- is relevant to the curriculum and the needs of the students at the school. All staff are encouraged to attend PD to improve their skills to deliver quality education to students.
- Workforce leadership, employment and diversity, and health and wellbeing.
- In order to develop Leadership within our school, staff is encouraged to access Professional Development opportunities that arise. As Lowmead State School is a one teacher school to enhance leadership opportunities working collaboratively with other small schools in the cluster develop Leadership capabilities.
- The majority of the school workforce lives locally. The school employs as many staff as budget constraints allow. All staff are given equal opportunities and responsibilities within their work roles. Through these equal opportunities and responsibilities staff diversity is catered for.
- Staff is encouraged to voice any concerns that they may have with their health and wellbeing. There are various EQ support mechanisms in place to aide staff members experiencing difficulty

SCHOOL STRATEGIC PLAN FOR 2012 – 2015 *(This should relate to the school’s context, and student and community needs. Adjust format to suit)*

FOCUS AREA <i>(See DET Strategic Plan 2009-2013 for more details)</i> http://education.qld.gov.au/strategic/planning	MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM	KEY STRATEGIES <i>(identify broad key strategies to achieve planned outcomes – specific strategies outlined in the school’s yearly Operation Plan, are linked to these strategies)</i>
<p><i>Giving Children a flying start.</i> <i>All Queensland children will have access to quality early childhood education and care.</i></p>	<ul style="list-style-type: none"> • Pre-Prep Program • Eatsips • Working with local high school to transition year 7 students. 	<ul style="list-style-type: none"> • Delivery of Pre-Prep program to ensure smooth transition to school life. • Ensure adherence to Indigenous Protocols (EATSIPS) • Collaborate with Local High School to ensure positive transition is maximised.
<p><i>Laying strong educational foundations.</i> <i>Every young person will be well prepared for life success through learning and education.</i></p>	<ul style="list-style-type: none"> • ICT’s • Adaptability and resilience for future employment considerations. 	<ul style="list-style-type: none"> • ICT’s are appropriate and functional • •
<p><i>Developing skills for the economy.</i> <i>Queenslanders will be linked to opportunities that maximise their learning and economic potential.</i></p>	<ul style="list-style-type: none"> • Deliver high quality Literacy, Numeracy and Science programs for economic potential. • LOTE – developing global citizens through interaction with other cultures. • 	<ul style="list-style-type: none"> • • •

<p><i>Creating a capable, agile and sustainable organisation.</i> <i>We will achieve our objectives through better management of our resources – our people, finances, technology and infrastructure.</i></p>	<ul style="list-style-type: none"> • PD is appropriate to students needs • Developing Performance Framework • Finance, budget spent on priorities around student outcome and teacher PD and school resources. • Ensure technology and infrastructure is current and connectivity is capable of the technological improvements. • Ensure infrastructure is in good working order adhering to WHS. 	<ul style="list-style-type: none"> • The school has a commitment to improving Writing, Spelling and Mathematics • •
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