

Lowmead State School

2023-2026 SCHOOL STRATEGIC PLAN

School profile

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 Kindy through to Year 6. 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.

Vision and values

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 review key improvement strategies

- Provide regular opportunities to upskill and deepen staff knowledge, confidence and understanding of the AC and QKLG.
- Construct a whole-school curriculum, assessment and reporting plan to reflect the AC Version 9, and the QKLG, aligning all curriculum documentation.
- Provide regular time and opportunities for staff to analyse data and support them to further develop their data literacy capability.
- Determine and document the specific school pedagogical approaches appropriate to the different learning areas and learners' development age.

School priorities

- To develop, lead and monitor an explicit improvement agenda focused on English and Maths achievement within the Australian Curriculum.
- To support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.

School priority 1:

- To develop, lead and monitor an explicit improvement agenda focused on English and Maths achievement within the Australian Curriculum.

Strategies

- Provide regular opportunities to upskill and deepen staff knowledge, confidence and understanding of the AC and QKLG.
- Develop and embed a whole-school curriculum, assessment and reporting plan to reflect the AC Version 9, and the QKLG, aligning all curriculum documentation.
- Provide regular time and opportunities for staff to analyse data and support them to further develop their data literacy capability.
- Design and implement differentiated approaches to support reading, writing and learning.
- Develop personal learning goals for students to assist them in transitioning to increased learning independence.
- Engage with regional PATLs to provide professional support and development to staff to support the school's EIA
- Determine and document the specific school pedagogical approaches appropriate to the different learning areas and learners' development age.

Measurable outcomes

- Improving A-C results in English and Maths
P-2 - 100% A-C LOA; 50% A-B LOA
P-6 - 100% A-C LOA; 50% A-B LOA
- K-6 - >94% attendance
- School Opinion Survey - 100% Staff, Parents, Students satisfaction
- Whole School Curriculum, assessment and reporting plan to reflect the AC V 9 and the QKLG
- Moderated student work samples/folios
- LOA data
- NAPLAN data
- School Data plan

School priority 2:

- To support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.

Strategies

- Determine and document the specific school pedagogical approaches appropriate to the different learning areas and learners' development age.
- Include teacher aides in planning, moderation and data conversation processes to provide greater understanding and ownership of classroom pedagogies and student learning.
- Maintain the Parent and Community Engagement Framework.
- Maintain the Learning and Wellbeing Framework.
- Maintain the Student Code of Conduct.
- Budget funding for Social Worker- Well Being Officer
- Budget funding for School Chaplain Program
- Continue to enhance Transition to school relationships with playgroup, Kindergarten and Year 6.
- Participate in SDK cluster meetings

Measurable outcomes

- Improving A-C results in English and Maths
P-2 - 100% A-C LOA; 50% A-B LOA
P-6 - 100% A-C LOA; 50% A-B LOA
- K-6 - >94% attendance
- Whole School Curriculum, assessment and reporting plan to reflect the AC V 9 and the QKLG
- Moderated student work samples/folios
- LOA data
- NAPLAN data
- School Data plan
- Data walls
- School Opinion Survey - 100% Staff, Parents, Students satisfaction

- Data walls
- PD Plan aligned to the EIA
- SOS
- Staff PDP aligned to the EIA
- AC V9 English to be implemented by 2024
- AC V9 Maths to be implemented by 2025

Success criteria

Behaviourally:

By the end of 2026,

- Students can/will: be able to articulate their learning goals, explore, analyse and reflect on ideas, making connections between current and new knowledge and skills.
- Teacher Aides can/will: feel supported, have adequate professional development and feel confident in their ability to support students.
- Teachers can/will: feel supported, have adequate professional development and feel confident in their ability to teach the AC V9 in English and Maths.
- Leadership team can/will: engage all staff members in professional development to build their personal data literacy skills and the ability to use this data in the teaching and learning cycle.

Resourcing

- Professional development staff - \$20 000
- Reading and Writing Resources

- Increase in enrolments
- Parent and Community Engagement Framework
- Learning and Wellbeing Framework
- Code of Conduct for students
- PD Plan aligned to the EIA
- SOS
- Staff PDP aligned to the EIA

Success criteria

Behaviourally:

By the end of 2026

- Students can/will: attend school regularly, engage in the classroom and progress in their learning, 1 year's learning is 1 year's growth.
- Teacher Aides can/will: feel valued and supported in their ability to support students.
- Teachers can/will: feel supported and know each student's needs and differentiate for them
- Leadership team can/will: create a sense of belonging and a positive environment for teaching and working by supporting staff and student wellbeing and engagement.

Resourcing

- Wellbeing Resources
- Wellbeing PD- 'Wheel of Wellbeing', Smiling Minds
- Wellbeing Officer-Social worker
- School Chaplain: \$8000

Phases.	2023	2024	2025	2026	Phases	2023	2024	2025	2026
Developing	✓	✓			Developing	✓	✓		
Implementing		✓	✓	✓	Implementing			✓	✓
Embedding				✓	Embedding				✓
Reviewing					Reviewing				

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal *S. Johnston* P&C/School Council *[Signature]* School Supervisor *D. J. Wallwork*