



Lowood 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

Lowood State School is situated in the town of Lowood, thirty-five kilometres from Ipswich in the Brisbane Valley and surrounded by rural and agricultural properties. Lowood State School is proud of its 125 year history in providing quality education for students Prep-Year 6 and has a strong community connection. Students attending the school come from a mixture of backgrounds including mixed farming, hobby farms, rural and urban residential, as well as a mixture of socio-economic backgrounds. Enrolments fluctuate as the number of new land developments and subdivisions in the school's catchment area are released.

The tone of the school is one of optimism and pride where the focus is on every student succeeding. Lowood State School prides itself on providing a rigorous and engaging curriculum that delivers excellence in quality outcomes for students across the curriculum.

Lowood State School achieved 'Most Improved School in Queensland' based on 2018 NAPLAN results and nominated for the 2019 'Showcase of Excellence Award'- Primary. The inclusion of an 'IMPACT' class to deliver early intervention for students requiring targeted support to meet year level standard for reading comprehension Years 2- Year 5 and a 'Learning by Design' class to support students requiring an alternative program to cater for specific learning needs remains central to our approach to delivering excellence in education.


Over the last 12 months Lowood State School has undergone a beautification and renewal process including the inclusion of a cultural garden featuring bush tucker, a welcoming frontage, modernised 21st century airconditioned classrooms and the provision of a multi purpose outdoor court area inclusive of basketball and tennis. Lowood State School has a supportive, committed and dedicated teaching team that prioritises each individual student's needs within a safe and welcoming classroom environment and one that celebrates success and encourages parents as partners in their child's educational journey.

Students at Lowood State School are offered a varied curriculum including; Instrumental Music, Cooking & Gardening, Sports, the Arts, Auslan Choir and the opportunity to participate in excursions, incursions and camps that enrich their educational experience. National Day Against Bullying, NAIDOC, Readers Cup and Book Week are integral to the curriculum opportunities offered annually at Lowood State School. Our school community has high expectations for behaviour and student engagement and strongly believes that every child can reach their potential and be successful if given the right opportunity.

Lowood State School offers a comprehensive approach to Pre-Prep transition developed in partnership with the Early Childhood Providers and is supported by an active Parents and Communities Group focused on continued school improvement. Our school facilitates a playgroup run by Kambu and has a Special Education Program to support students with disabilities and an Early Childhood Developmental Program to support pre-compulsory education of children with disabilities.

School progress towards its goals in 2018

Department of Education and Training




LOWOOD
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Lowood State School

Annual Implementation Plan 2018 School Improvement Priorities 2018

Improvement priority

To implement programs to improve the percentage of students meeting NMS in Reading					
Actions	Targets	Timelines	Responsible Officer/s	Progress	Reflection
Develop, implement and monitor a consistent whole school approach to classroom reading practices.	100% of teachers & Teacher Aides	2018	P & DP HOSES	On track	Graduate induction
Continue to implement and monitor the Pedagogical Enhancement Approach through a coaching and feedback cycle	100% of teachers & Teacher Aides engaged	2018	P & DP HOSES	Achieved – on-going Observation/feedback Formal / informal	Continue to upskill T.A's Thorough planning for GR Teachers released with T.A's to plan GR
Develop & continue to review the whole school approach to reading to ensure it continues to reflect the EIA priorities and provide feedback to teachers on implementation	100% of teachers & Teacher Aides	2018	P & DP HOSES	On Track EI signature pedagogy Prep/Year 1&2 DI disbanded T3 2018	
Identify through Early Start Data priority areas for Prep & Year 1 reading	100% of teachers & Teacher Aides	Sem 1 2018	P & DP HOSES	Achieved – on going	Inquiry Cycle - Phonemic Awareness Prep-3 problem of Practice.
Identify through data low performing students and teach high-yield reading strategies through the Impact Program & consistency of whole school reading practices. F&P Diagnostic	Target – 100% identified students Prep 2018 85% above NMS	Sem 2 2018	P & DP HOSES	IMPACT currently only yr 3&5 /2&4 Prep currently 32.5% Projected 67.5% T4	High Yield strategies T2 DI low retention of learning.
	100% identified students Year 3 & Year 5 achieve NMS	Sem 1 2018		Progressing 92% year 3	
	100% identified students Year 2 & Year 4 achieve NMS	Sem 2 2018		On track – monitoring Revised achievable target – 90% Year 2 – 5 currently under NMS 0% indigenous Year 4 – 14 under NMS 4 indigenous under NMS	



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Continue tracking student progress through data and targeted interventions in Reading – Literacy Intervention Strategy (SMART Goals).	100% identified students achieve NMS and above	2018 - Implement & Monitor	P & DP HOSES		
To implement programs to improve the percentage of students in U2B Reading					
Actions	Targets	Timelines	Responsible Officer/s	Progress	Reflection
Develop, implement and monitor a consistent whole school approach to classroom reading practices.	100% teachers & Teacher Aides	Sem 1: Dev Sem 2: I&M	P & DP HOSES	On Track	Graduates, staff changes? To manage
Continue to implement and monitor the Pedagogical Enhancement Approach through a coaching and feedback cycle	100% of teachers & Teacher Aides	2018	P & DP HOSES	On Track Formal & informal feedback Walk throughs Sharratt's 5? student focused	Teacher Aides Upskilled Targeted use of human resources GR Tues-Friday Explicit teaching Reading
Identify through data and extend high performing students and teach high-yield reading strategies through the -Impact Program.	Impact Program Planning & Development	Sem 1 2018	P & DP HOSES	On Track	Achieved
	100% identified students 10%increase Year 3 U2B 10%increase Year 5 U2B	Sem 1 2018		On Track	Achieved
	100% identified students 10%increase Year 2 U2B 10%increase Year 4 U2B	Sem 2 2018		On Track	On Track
Continue tracking student progress through data and targeted interventions in Literacy Intervention Strategy (SMART Goals).	100% of teachers & Teacher Aides	2018 - Implement & Monitor	P & DP HOSES	On track, progressing PD x4 F&P Strengths/challenges Individual Goals identified	
Identify and develop strategies together with support groups to further involve parents as partners in reading e.g. running parent workshops in reading strategies	100% Teachers, Teacher Aides, school community	2018 - Implement & Monitor	P & DP	On-going – further development Home links literacy pro Awards/celebrations Newsletter / App	Develop further alliance with Mercy & Anglicare re parent room /resources. School website School FB

To implement programs to deepen teacher knowledge, expertise and delivery of the Australian Curriculum					
Actions	Targets	Timelines	Responsible Officer/s	Progress	reflection
Provide release time for whole year level cohort to engage in Guaranteed and Viable Curriculum Planning & Moderation process with Year Level and curriculum Line Managers.	100% Teachers	Quarterly	P & DP HOSES	Additional cross school planning-Brassall Somerset cluster moderation Fernvale T1&2 V8 updated curriculum Documents	Provide mid term Pre & Post moderation
Continue to provide release time for identified teachers for coaching, MBT graduate support program and HOSES.	Coaching:100% of all teachers Mentoring: 100% of beginning teachers	2018	P, DP HOSES, MBT	Pedagogy of EI mentoring /coaching Graduate weekly mentoring/coaching WOW	
Develop, implement and monitor a consistent whole school approach to feedback and student goal setting	100% Staff, Students, Parents	2018	P & DP HOSES	Visible, articulated, linked to GR goals	How to engage parents in the process
Continue to close the gap between different year level (DYL) and cohort year level (CYL) for students on individual curriculum plans (ICPs).	50% of identified students achieving one year's growth.	2018	P HOSES	On track Data meetings A-E ICP Improvement & Achievement tracker	Whole school – focused data, ownership Accessible
Continue to provide release time to engage with regional experts and CLC	100% identified staff	2018	P & DP	Achieved-ongoing	
Continue to ensure teachers participate in professional development to build their knowledge of standards based assessment & quality assure AC alignment	100% Teachers	2018	P	Pillar Days Curriculum Planning Days LLIG Impact Groups Moderation T1-4 Cross school planning opportunities Anita Archer-T T Trainer	Graduates – additional support BMT + in-house experienced mentor/coach
ADDITIONAL	<ul style="list-style-type: none"> Phonemic Awareness Michael Heggerty Prep –Year 3 15-20 min daily PD Whole school WOW 				

Endorsement

Continual focus on whole School 95% attendance goal and reduction of students below 85% attendance and further the continued focus on PBL					
Actions	Targets	Timelines	Responsible Officer/s	Progress	Reflection/Action
Continue to implement and monitor a consistent whole school approach to improving attendance.	100% Teachers - on board	2018	P DP HOSES	Full House Initiative Class weekly Award Celebration-NL/Parade Champion Shirts Reward Friday	Reviewing approach to assessment Spike re assessment-approach, mindset shift
Continue tracking student attendance through data and targeted support and intervention for identified students.	>95% - 50% >85% - 80%	2018	P DP HOSES	Data tracking and recording Parent engagement/contact improved re support Close relationship with support agencies	Support identified students, how, what? Check in phone calls Parent meetings
Continue tracking indigenous & OOH student attendance through data and targeted support and intervention for identified students.	>95% - 50% >85% - 80%	2018	P DP HOSES		
Continue to develop, implement and monitor a consistent whole school approach to positive behaviour	100% Teachers, Teacher Aides, school community	2018	P, DP, PBL Team	EBA & SET Audit Progressed to Tier 2	
Continue to establish strong sustainable partnerships with parents, new families & wider community e.g. early childhood providers and support agencies	100% Teachers, Teacher Aides, school community	2018	P, DP, HOSES, PBL Team	Community events Night Astronomy Early Childhood Provider /school combined events,	
Continue to ensure school community needs are central to the decision making processes & embrace parents as partners through informal & formal avenues.	100% Teachers, Teacher Aides, school community	2018		Parents informed P&C feedback Reporting- formal, informal Open Days, Working Bees Community fundraising	

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

Wendy Deverell

Principal



Future outlook

2019 will be a year of continued improvement and achievement resulting in successful student outcomes. Our school priorities continue to focus on improvements in reading and writing with the target of 75% students achieving an A-C for English, Maths and Science. High Expectations for student engagement including attendance and behaviour are always at the forefront as we develop innovative approaches to address any challenges in these areas.

The inclusion of an 'IMPACT' class to deliver early intervention for students requiring targeted support to meet year level standard for reading comprehension Years 2- Year 5 and a 'Learning by Design' class to support students requiring an alternative program to cater for specific learning needs will remain central to our approach to delivering excellence in education.

Lowood State School has, and continues to improve, as the leadership team, staff, P&C and community work together to create a learning environment that supports and delivers the school's explicit improvement agenda. The future outlook for Lowood State School, its students and community is very bright. The school has a clearly articulated plan to progress all areas of school improvement. Student engagement and positive and genuine partnerships between students, teachers and

home strengthens daily. Parental involvement in their child's education is also increasing along with the positive framework for the provision of a safe, supportive and disciplined school environment. Improvement in student academic and social/emotional well-being continue to rise and students are becoming more resilient and growing in confidence daily. To further our whole school explicit improvement agenda in 2019 we will;

- Ensure that a clearly articulated whole school improvement agenda is clearly articulated and understood by all stakeholders. The improvement agenda is sharp and narrow and is accompanied by targets, timelines, appropriate resourcing and professional development for all school personnel.
- Strengthen the school's communication strategies to ensure that staff and parents have a clear understanding of the direction of the school and are able to influence the school's priorities and overall direction.
- Review and document the roles and responsibilities of all school staff to ensure all members are instructional leaders.
- Continue to focus on positive behaviour outcomes for all students to ensure all staff, students and the community are partners in enhancing student wellbeing, behaviour and learning.
- Continue to collaboratively review the school's curriculum plan and overarching curriculum documents and frameworks, ensuring students are receiving a targeted curriculum to their individual and group needs.
- Continue to build a systematic whole school approach to developing teacher capacity and teaching practice.

Department of Education and Training



Lowood State School 2019 Annual Implementation Plan

School Improvement Priorities 2019

To sustain the focus on the precision required to embed consistent practices supporting a continued improvement in reading achievement.			
Actions	Targets	Timelines	Responsible Officer/s
Continue to monitor alignment, adherence and consistent when delivering the whole school approach to the teaching of reading.	100% of teachers & Teacher Aides	Ongoing T1-T4	P & DP, HOC
Provide ongoing Professional Development in SCORE and QAR to enhance knowledgeability and capability.	100% of teachers & Teacher Aides	T2-T3	HOC, Lead Teacher
Ensure the continuation and quality assurance of the 'LSS Pedagogy of Practice' approach supporting an ongoing coaching & feedback cycle.	100% of teachers & Teacher Aides	Ongoing T1-T4	P & DP, HOC
Maintain the focus on reviewing the whole school approach to reading to ensure it continues to be embedded and provide feedback to teachers on continued implementation.	100% of teachers & Teacher Aides	Ongoing T1-T4	P & DP, HOC
Identify Early Start Data priority areas for Prep & Year 1- Literacy Development	100% Prep-Year 2 teachers	T1 2019	P & DP
Continue sustainability of the 'Impact Program'- targeted and intentional teaching of high-yield strategies to support students not achieving NMS in reading Years 2-5	90% of identified students meeting NMS years 2-5	Ongoing T1-T4	P & IMPACT Teacher
Continue to develop capability in data literacy, short and long term trends and monitor individual student progress aligned to targeted reading intervention and student (SMART Goals).	100% identified students achieve NMS and above	Ongoing T1-T4	P & DP
Identify and extend high performing U2B students in Reading –'Impact Program'.	100% identified students Impact Program Planning & Development	Ongoing T3-T4	P & IMPACT Teacher

Whole School Effective Use of Data			
Actions	Targets	Timelines	Responsible Officer/s
Extend the collection and analysis of data to include other Learning Areas namely, Science and Maths.	75% A-C S1 English 75% A-C S1 Science 10% improvement on S1 2018 Maths	T1-T4	P, DP
Provide targeted Professional Development to continue to support and enhance team capability in data literacies; Regional & Cluster	100% Teaching staff engaged	Ongoing 2019	P, DP
Develop and implement LSS Whole School Data tracking, review and analysis processes to include Maths and Science A-E	100% Teaching staff engaged	Term 2	P, DP
Engage in 5 week data cycle review meetings Prep-3 to track trends and identify areas for focused intervention.	100% Prep-3 teachers, leadership team	Ongoing T1-4 2019	P, DP

Widen the focus of school curriculum planning processes to encompass all learning areas of the Australian Curriculum to ensure teacher confidence and expand depth of knowledge & understanding.			
Actions	Targets	Timelines	Responsible Officer/s
School fund year level cohort release time to engage with the HOC in collaborative Curriculum Planning Days & Pre & Post Moderation process, English, Science, Maths	100% Teachers engaged	Quarterly Ongoing	P, HOC
Implement a LSS approach to 'Curriculum Planning Processes & structure, unpacking the learning areas-English, Maths & Science.	100% Teachers engaged	Quarterly Ongoing	P, HOC
Provide additional support and release time for identified teachers to further unpack the AC aligned to the LSS MBT graduate support program.	100% graduate and beginning teachers engaged	Ongoing 2019	P, MBT, HOC
Engage students in the consistent development and implementation of collaborative learning goals <i>in reading, writing and numeracy</i> .	100% consistent engagement, teachers and students	Ongoing 2019	P & DP, HOC
Continue to close the gap between different year level (DYL) and cohort year level (CYL) for students on individual curriculum plans (ICPs) and priority inclusion groups.	50% of identified students achieving one year's growth.	Ongoing 2019	P, HOSES, HOC
Continue to build capability by delivering ongoing professional development to enhance knowledge of standards based assessment & quality assure AC alignment	100% teaching staff	Ongoing 2019	P, HOC
Continue to develop the integration of the Indigenous perspective across the AC in the planning for teaching & learning phase.	100% Teachers	Quarterly Ongoing	P, HOC

Continual focus on whole School 95% attendance goal and reduction of students below 85% attendance and further the continued focus on PBL			
Actions	Targets	Timelines	Responsible Officer/s
Maintain and further embed processes for tracking student attendance through data and targeted support and intervention for identified students.	S2 2018 average 91.2% S1 2019 target 95% S2 18.9% < 85% S1 2019 target 10% < 85%	Ongoing weekly 2019	Leadership Team
Continue tracking indigenous & OOHC student attendance	>95% - 50% >85% - 80%		
Engage with Regional Coach to implement actions aligned to Tier 2 action plan for PBL	Priorities 1-3 actioned	T2 2019	P, PBL Team
Continue to develop strong sustainable partnerships with parents, new families, wider community & support agencies to improve attendance data.	Demonstrated greater communication across all stake holders.	Ongoing 2019	Leadership Team, PBL Team
Continue to ensure school community needs are central to the decision making processes & embrace parents as partners through informal & formal avenues.	100% Teachers, Teacher Aides, school community	Ongoing 2019	Leadership Team, PBL Team

Further Enhance School – Community Partnerships			
Actions	Targets	Timelines	Responsible Officer/s
Collaboratively develop a PaCE framework to include processes to monitor and measure the success of partnerships and strategies	T3	Ongoing 2019	Principal
Continue to engage in the K-2 Communities of Practice (CoP) project to focus improvements in the early years & transition to school.	10 week priority actions implemented, monitored & reviewed	Ongoing 2019	Principal
Revisit the Inquiry Cycle Model to monitor progress and evaluate the effectiveness of actions aligned to transition processes.	10 week priority action cycle	T1-T4	Principal
Continue to work collaboratively with the high school to enhance transition pathways including the year 6 across campus integration of LSS students into LSHS English & Maths lessons 2x term.	100% of eligible students attend lessons 2x term at LSHS	T2-T4	Principal
Enhance and implement additional strategies, beyond social and emotional support to include parent authentic engagement in their child's learning.	T2 – 100% parents receive year Level learning maps and their child's updated individual learning goals-Reading, Writing, Numeracy	T2-T4	Principal, HOC
Commence an 'e publisher' newsletter for parents, establish a LSS Face Book page and update the LSS website as forums to promote the school in the wider community.	Established and commencement T2	Ongoing	Principal

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	321	276	279
Girls	153	135	144
Boys	168	141	135
Indigenous	48	41	50
Enrolment continuity (Feb. – Nov.)	88%	78%	86%

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

Student enrolments fluctuate depending on housing availability and development within the nearby housing estates. This trend is expected to increase as further stages are released. Our school community continues to develop from a rural to a semiurban community. Our school promotes inclusive practices which effectively support students with disabilities in mainstream schooling. Students with verified disabilities account for approximately 10.1% of our enrolments. Students identified in the NCCD accounts for 39% of the student population. Our school has a Special Education Program and an Early Childhood Development Program. These programs provide support to students with verified disabilities. The school has a steady number of students who identify as Aboriginal or Torres Strait Islander heritage approximately 14.9% of our enrolments. The school also supports a number of students who identify as 'children in care'.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	18	20
Year 4 – Year 6	23	23	22
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

Lowood State School implements teaching and learning aligned to V8.0 of the Australian Curriculum. Our teachers work closely with our Leadership team each term to tailor the curriculum to meet the needs of each individual student so they are achieving success.

The school's focus pedagogy is Explicit Instruction that promotes an inquiry approach to learning. Teachers implement this instructional approach in conjunction with other pedagogical practices to ensure each student is successful in attaining knowledge of key concepts and strategies to be successful across the curriculum.

Our focus at LSS is around our Explicit Improvement Agenda in the areas of Literacy (Reading and Writing), Numeracy and Inquiry-based teaching and learning.

Our school community prides itself on the strong teaching and learning culture, which provides students with a safe, caring and supportive environment, where students are provided with the best opportunity to learn and to be their best.

Having pride in our school is something that students, staff and parent/carers are proud of.

We have high academic, social and extra-curricular expectations of the students who attend LSS. School staff and parents/carers work closely together to ensure learning programs are tailored to the identified learning needs of each and every child.

Our school's clear purpose of EVERY Student, EVERY Day – Learning and Achieving is integral in all of our learning programs.

Our school goals/priorities for 2018 are:

- Reading and Writing improvement for EVERY student
- English, Maths and Science, A-C achievement
- A focus on Explicit Instruction that supports Inquiry-based teaching and learning

These school goals/priorities were supported by implementing the following strategies:

- Support year level units of work and programs to maintain alignment with the Australian Curriculum (supported by HOC)
- Consolidate the Australian Curriculum, sourcing appropriate resources.
- Ensure identification and support of individual student needs (supported by HOC and HOSSES).
- Differentiate the curriculum to meet individual learning needs of ALL students.
- Focus staff professional development on pedagogical awareness: teaching and learning as well as the explicit teaching of reading / writing.
- Negotiate and support individual staff professional development plans, ensuring our PD focus is on school priorities.
- Continue processes for coaching and mentoring feedback of teaching practice.
- Continuing to strengthen links with our local community kindergartens and child care facilities by providing clear information about our school's philosophy and commitment to student learning through use of AEDC data.
- Continue to strengthen our involvement with Communities of Practice K-2 in supporting transition to school
- Maintain and strengthen our Pre-Prep program
- Continue to develop pride in attending Lowood State School by implementing the school's Dress Code and Responsible Behaviour
- Continue the focus around highlighting our expectations for student attendance.
- Maintain links with Lowood State High School to further develop our transition programs to high school for Year 6 students.
- Continue to support our school's Playgroup program for pre-school age children in our local community alongside Kambu.
- Maintain our commitment to Workplace Health and Safety.

Co-curricular activities

- Instrumental Music
- Sports Program Prep-Year 6
- STEM & Technology Club
- Reading Champions – reading support intervention program
- Readers Cup Team
- 'Learning by Design' Class – supporting a differentiated approach to curriculum delivery.
- Instrumental Music Program
- IMPACT- Literacy Enrichment Program
- Swimming Program Prep-Year 6
- Arts Program including 'Raw Art' & Dance Footsteps
- School Camp Program –Year 6
- Senior School Leadership Program, including Student Council
- Cooking & Gardening Club, Netball Club, Sports Club, Chess Club & Lego Club
- Auslan Choir (junior and senior)
- Perceptual Motor Program
- Levelled Literacy Intervention (LLI) Program for identified students
- Learning Support Programs
- Chaplaincy support programs
- Mindfulness Prep – Year 6
- ANZAC Day Parade and recognition
- NAIDOC
- School Curriculum Based Incursions/Excursions
- Life Education Program
- Book Week/Book Fair
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How information and communication technologies are used to assist learning

Lowood State School is continuing to enhance its ICT equipment. The use of information and communication technologies is a priority at our school and we are on target to receive allocation in stage 5 of the Wireless Upgrade Project for the 2018/2019 financial year. Our school has two fully equipped computer labs with a total of 30 computers in each. Classrooms are also equipped with 2 to 3 networked

computer stations. Lowood State School continues to work towards being a fully operational 21st century learning environment that has the resources, facilities, digital infrastructure and equipment to facilitate best practice and enable our school community to prepare students for their future. Staff have embraced digital technologies as a way of working and deliver lessons that integrate technology as a part of everyday pedagogy.

At Lowood State School, all teaching spaces are equipped with Interactive Televisions or Whiteboards. All teaching staff are able to utilise teacher laptops and interactive Televisions/whiteboards to support and enhance students' learning. Use is also made of hovercams, digital cameras and digital video cameras to further enrich students' ICT engagement. Teachers engage in the use of Swivel Camera's to record and observe teaching practice. Our teachers are constantly expanding their capacity to use digital resources to engage students and maximise their learning across the curriculum. The Special Education Program utilises iPads and other assistive technologies as an integral part of its specialised programs. Teachers integrate computer technology into learning programs and assessment tasks where appropriate. To ensure devices are well maintained and always working we also invest in ICT technical support employing a technician 1 day per week. Our school is currently designing a sustainable program to implement STEM and Robotics in 2019.

Social climate

Overview

Our School Opinion Survey indicates significant approval for the school amongst our teacher, parent and student bodies. Lowood State School continues to focus on all areas of school opinion survey and each year satisfaction continues to improve. We have a very committed which has gathered great momentum across 2018.

Lowood State School is a PBL School, Positive Behaviour for Learning and due to the positive and recent audit results has successfully moved to a tier 2 rating. The school's Responsible Behaviour Plan is based on Positive Behaviour Learning and rewards positive behaviour and assist students to develop positive social interactions. Lowood Champions are acknowledged through celebrated award success and highly sought after, LSS Limited Edition Champion Shirts.

Lowood State School's Responsible Behaviour Plan (RBP) went under review during 2018. Minor changes were made in the area of digital technology usage. The RBP supports both staff and student well-being including strategies to support the development of a positive, safe and healthy environment for all members of our school community. LSS's RBP includes strategies for:

1. Proactive social skilling
2. Classroom and playground behaviour management
3. School Expectations
4. Key principles to guide interactions within our school community
5. Strategies to support the "National Safe Schools Framework" [2003], to support student well-being, including school strategies to address bullying and harassment.
6. A Rewards system exists at LSS to acknowledge positive student classroom and playground behaviour that reflects the school's approach and in addition, a Reflection Room is in place to support the school's response to inappropriate, irresponsible behaviours. The Chaplaincy Program at LSS is focussed on having a caring presence, advocating school policy, and an additional complimentary support service for the school. Programs include Zones of Regulation and hands on learning approaches. Our Religious Instruction providers connect informally with staff, students and parents and formally through voluntary Religious Education classes (Year 1-6). National Day against Bullying is delivered at a whole school level as well as through a range of targeted programs such as Life Education. Anglicare and Mercy partner with Lowood State School to deliver tailored social/emotional programs for identified students and cooking classes for parents using our state of art kitchen.

Our moral obligation at Lowood State School is to ensure every student is succeeding every day. This obligation leads to the ongoing development of specific and focused support programs for individual students. Through the implementation of these programs student and parent engagement in education has increased. Students are presenting at school as eager, happy and increasingly willing to accept the challenges of everyday life.

Lowood State School is committed to providing a positive school environment characterised by respect, responsibility, honesty, compassion and resilience. We believe that modelling and promoting these values by all in our school community will empower our students and our school.

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)	75%	91%	90%
• this is a good school (S2035)	73%	82%	85%
• their child likes being at this school* (S2001)	83%	91%	90%
• their child feels safe at this school* (S2002)	83%	82%	85%
• their child's learning needs are being met at this school* (S2003)	67%	91%	90%
• their child is making good progress at this school* (S2004)	67%	82%	90%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	91%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	58%	82%	89%
• teachers at this school motivate their child to learn* (S2007)	67%	91%	90%
• teachers at this school treat students fairly* (S2008)	75%	82%	90%
• they can talk to their child's teachers about their concerns* (S2009)	92%	91%	100%
• this school works with them to support their child's learning* (S2010)	75%	91%	90%
• this school takes parents' opinions seriously* (S2011)	75%	82%	75%
• student behaviour is well managed at this school* (S2012)	67%	73%	75%
• this school looks for ways to improve* (S2013)	91%	73%	95%
• this school is well maintained* (S2014)	83%	82%	85%

* 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)	85%	85%	94%
• they like being at their school* (S2036)	80%	68%	93%
• they feel safe at their school* (S2037)	75%	73%	93%
• their teachers motivate them to learn* (S2038)	97%	95%	98%
• their teachers expect them to do their best* (S2039)	98%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	91%	97%
• teachers treat students fairly at their school* (S2041)	87%	73%	86%
• they can talk to their teachers about their concerns* (S2042)	83%	74%	79%
• their school takes students' opinions seriously* (S2043)	78%	72%	85%
• student behaviour is well managed at their school* (S2044)	57%	58%	57%
• their school looks for ways to improve* (S2045)	88%	91%	95%
• their school is well maintained* (S2046)	75%	68%	90%
• their school gives them opportunities to do interesting things* (S2047)	82%	77%	94%

* 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)	92%	94%	100%
• they feel that their school is a safe place in which to work (S2070)	88%	91%	100%
• they receive useful feedback about their work at their school (S2071)	75%	80%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	76%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	83%	94%	100%
• student behaviour is well managed at their school (S2074)	54%	59%	84%
• staff are well supported at their school (S2075)	58%	57%	81%
• their school takes staff opinions seriously (S2076)	71%	71%	88%
• their school looks for ways to improve (S2077)	100%	97%	100%
• their school is well maintained (S2078)	83%	94%	92%
• their school gives them opportunities to do interesting things (S2079)	88%	89%	88%

* 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

Lowood State School encourages parents to have an active participation in their children's school. At Lowood we work side by side with the school community to ensure our students achieve success, engage in learning as a lifelong process and encourage each student to be a happy, self-disciplined individual who is able to participate effectively and confidently in the community.

Our community actively participates in the school through:

- Parent Information sessions – mornings/evenings
- Invitations to whole school celebrations (parades etc.)
- Monthly Parents and Citizens Association meetings
- Volunteering support in classroom/co-curricular activities/tuckshop
- Parent/Teacher Interviews for student progress
- Clear lines of communication with all parents/carers to encourage open, respectful and honest discussions to ensure concerns and issues are resolved appropriately and in a timely manner.
- Parent consultation for negotiated curriculum plans
- Monthly adult cooking classes
- Weekly Playgroup
- Pre-prep parent program

We continually strive to keep our parent community well-informed about all aspects of our school and its educational programs through our school 'e' Newsletter and SkoolBag App. All new students and their parents are invited to an enrolment interview with the Principal or Deputy Principal and invited to tour the school. At the interview parents/carers are invited to share their child's strengths and development areas through an individualised information and welcome session.

Parents/Caregivers are regularly invited to come along to events such as Open Mornings, Reading Workshops, Sports Day, Under 8's Day and volunteers in classrooms. Parents/Caregivers are encouraged to get involved with our very supportive P&C that meets monthly.

Respectful relationships education programs

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

Lowood State School partners with numerous community based organisations to provide a supportive and safe school environment for our students. This includes the provision of targeted social skilling programs, curriculum enrichment programs as well as support & counselling programs. The School has implemented a weekly mindfulness program and a daily pastoral care program to support the socio-emotional and mental health needs of our students. In addition the school has a Guidance Officer at the school 3 days per week who is supported by a variety of student service programs.

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

School disciplinary absences

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	151	89	67
Long suspensions – 11 to 20 days	3	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

Lowood State School is endeavouring to lessen its environmental footprint through the installation of water tanks and environmentally appropriate lighting, the smart use of heating/cooling – min. & max settings for air-conditioners, and using solar power offset. Teachers are reminded to use air conditioning only when necessary and to maintain it at 24 degrees.

As our school continues to grow, we will monitor our usage and endeavour to make savings wherever possible. We continue to strive to reduce our Electricity and Water consumption each year.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	114,732	113,987	103,603
Water (kL)	3,304	3,986	4,358

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	23	16	0
Full-time equivalents	23	12	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	
Masters	2
Graduate Diploma etc.*	
Bachelor degree	23
Diploma	
Certificate	

*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 2018 were \$32,000

The major professional development initiatives are as follows:

- Termly team Curriculum Planning days
- Leading Learning Forum's
- Cluster and interschool Moderation Processes
- Non Violent Crisis Intervention
- Distressed and Deliberately Defiant
- Zones of Regulation
- First Aid
- BM Leadership Conference

- Restorative Practice
- Lead Coaching – Pedagogical Change
- Beginning Teacher Mentor Program
- Leading Inclusive School Practices
- Anita Archer PD – Getting them all Engaged
- Essential Skills of Classroom Management PD
- Beginning Teacher PD
- 2018 Principal's Conference
- Executive Coaching

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.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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	90%	90%	91%
Attendance rate for Indigenous** students at this school	89%	87%	89%

* 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	92%	91%	92%
Year 1	90%	91%	92%
Year 2	93%	88%	92%
Year 3	89%	93%	90%
Year 4	90%	90%	93%
Year 5	91%	91%	90%
Year 6	88%	90%	91%

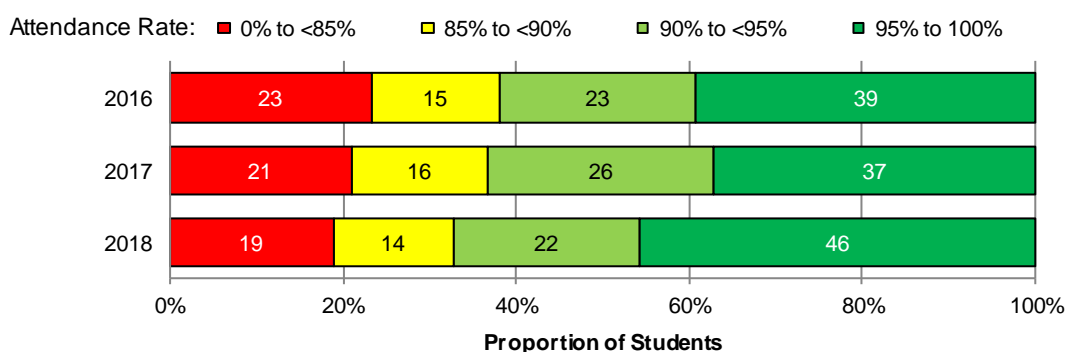
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

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 Lowood State School rolls are marked twice daily. Each day student's parent/carers are contacted via text message when their child has an unexplained absence from school. When a child is absent for 3 consecutive days without explanation, the Administration is advised and a phone call home is made by the class teacher to ascertain the reason.

Should unexplained absences persist a phone call home is made by the Administration to ascertain the reason and encourage compliance with DETE and school policy.

When attendance requirements are not being met on a persistent basis, an appointment with the parents/carers is made to discuss solutions and support provisions to maintain an attendance level at or above 95%. In consultation with parents/carers external support agencies may be suggested should the family require assistance maintaining appropriate attendance levels.

Through provision of a safe, supportive and engaging learning environment the school has seen a decrease in absenteeism.

The continual refinement of our school processes to provide a supportive environment demonstrates increasing attendance at school.

Where there are concerns about student attendance the following measures are in place:

- Same day SMS absence platform
- Phone call placed by classroom teacher with follow up call by Deputy or Principal if student is absent for 3 consecutive days without explanation.
- Monitoring of attendance by Deputy or Principal
- Notification in writing to the parent or guardian

Key strategies that are used to encourage attendance are:

- 98% Club with individual rewards for students who have attendance rate is 98% or higher
- Celebrations at Awards Parade of classes with 98-100% attendance
- Class celebrations each semester for classes who have an attendance rate of 95% or higher

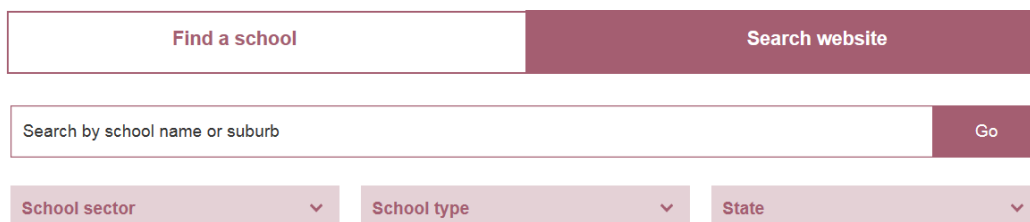
- Lowood State School Limited Edition Shirt- criteria 98% attendance

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.



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



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



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.