**School context statement**
Lowesdale Public School is a PP6 school located 18km north of Corowa on the Riverina Highway. The school is surrounded by farming land.

The school aims to provide “Quality Education in a Rural Environment”. Programs are tailored to suit the learning needs of individual students within a safe, happy school environment. Students are encouraged to become responsible and enquiring learners.

Lowesdale Public School is part of the Bangerang Learning Community which also incorporates schools from Corowa, Mulwala and Savernake.

The school receives strong support from the parent body and wider community.

**Principal’s Message**
It has been another busy year at Lowesdale Public school. I am very proud of all of the students and their achievements this year.

As part of the new school plan, I have been reflecting on our school motto, Wisdom and Strength. These two words truly sum up our aim at Lowesdale – to build up each student in wisdom and strength. Wisdom is not just developing knowledge. It is understanding how best to use the knowledge we have to make considered or wise choices. Strength is not physical strength but strength of character – which I think can be summed up in a different 3 R’s – respect, responsibility and resilience. I believe that we are building wisdom and strength at Lowesdale.

After much planning, designing and revising of designs to meet budget, a choice was made on the components of the new playground equipment. The process was a wonderful example of consultative decision making with students, parent and staff being involved in the process. The P&C did a marvellous job of installing the equipment in Term 4, and even in the short amount of time before the end of term it was very well utilised by the students.

Over the year we have been fortunate to have four Practicum teachers from Charles Sturt University. This has been of great benefit to the students as they have the opportunity to experience different teaching styles and activities.

It is very much a team effort at Lowesdale. Thank you to James and Susie for your time and efforts in teaching the students. Thank you also to Dale, Alison and Terry in your work as School Administration Manager, School Learning Support Officers and General Assistant. It was a pleasure to journey with you as each one sought the best for the students of Lowesdale Public School.

Mrs Debbie Francis Relieving Principal

**P&C Message**
Lowesdale Public School P&C has enjoyed another fruitful and productive year in supporting the students and fundraising activities.

A number of working bees were held to install the new playground and surrounding soft fall area, as well as planting a garden at the northern end of the all-weather court.

The P&C assisted with transporting students to various excursions and activities, and many members were able to join the students for the art excursion to Melbourne.

Fundraising has occurred through raffles, Mother’s Day Stall and selling tea towels. This year the P&C were able to subsidise the Year 5/6 excursion to Canberra, as well as pay for the soft fall and edging for the new playground.

The P&C has been involved with the annual School Concert and Presentation Night, and cooking with the students on Fridays each week.

The P&C would like to thank the local community for their support of the school, and look forward to what is ahead in 2015.

Mrs Janelle Clifton P&C President

**School Representatives Message**
This year as school leaders we have enjoyed mentoring and influencing the younger students. As part of our role we are expected to uphold the school rules. We observed the younger students mature and learn from their mistakes. We can see their potential as future leaders as well.

Each term the Student Representative Council meets. The students nominate to do jobs around the school, and then vote for the roles. Each term the students change their jobs.
At each meeting we discuss ideas for extra activities at school. This year we were hoping to go on a ‘big’ excursion, so it was great to go to Melbourne for the Art excursion. We also enjoyed preparing and presenting the Ladies Lunch.

This year the students were involved in designing the new playground. We talked about the types of equipment we would like, changing our ideas to make sure we didn’t go over the budget. We even went to Corowa Public to try out their playground to see what sorts of things we really liked. All of the students are really happy with our new playground.

Ellen and Dougal
School Leaders 2014

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

Management of non-attendance
The majority of students attended school without many absences. Sickness was a problem for some students during terms 2 and 3. Absence for one student was due to specialist dental treatment which required various ongoing appointments.

Students with attendance issues are monitored and referred to the Home School Liaison Officer (HSLO).

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.084</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.460</td>
</tr>
<tr>
<td>Total</td>
<td>1.700</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 there were no indigenous personnel employed at Lowesdale Public School.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>100%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Staff at Lowesdale Public School participated in a range of high quality professional development activities. They include:-
- Targeting Early Numeracy
- Athletics Coaching
- Live Life Well at School
- Fundamental Movement Skills
- Planning and Teaching with the New English and Mathematics Syllabi
- Syllabus PLUS K-6 English - Speaking and listening in English K-6 Assessment and reporting for English K-6
- Syllabus PLUS K-6 Maths: Key concepts within the syllabus, Making connections, Key concepts a language focus
- PLAN software information session: Leadership Team
- Child Protection
- Apply First Aid
- CPR and Anaphylaxis training
- Strategic Financial Management for NSW Public Schools
- Core Financial Literacy for NSW Public Schools
- Consultative decision making
- School Plan 2015 -2017

Professional learning was undertaken both during and after school hours.

The average expenditure on professional learning for each staff member was $ 680. The total expenditure on professional learning was $ 3394.28

Lowesdale Public School has one staff member currently working towards BOSTES accreditation and one staff member maintaining accreditation at Proficient competence.

Beginning Teachers
There were no permanent beginning teachers appointed to Lowesdale Public School in 2014.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>43491.14</td>
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<tr>
<td>Global funds</td>
<td>45241.76</td>
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<tr>
<td>Tied funds</td>
<td>11767.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2832.79</td>
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<tr>
<td>Interest</td>
<td>1333.81</td>
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<tr>
<td>Trust receipts</td>
<td>357.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>105023.83</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10202.95</td>
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<tr>
<td>Excursions</td>
<td>1178.53</td>
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<tr>
<td>Extracurricular dissections</td>
<td>2992.76</td>
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<tr>
<td>Library</td>
<td>1983.03</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1252.98</td>
</tr>
<tr>
<td>Tied funds</td>
<td>11657.85</td>
</tr>
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<td>Casual relief teachers</td>
<td>1978.06</td>
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<tr>
<td>Administration &amp; office</td>
<td>12057.09</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5070.94</td>
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<tr>
<td>Maintenance</td>
<td>6679.70</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>187.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12900.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>68140.89</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>36882.94</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In 2014 one student in Year 3 and two students in Year 5 sat for the National Assessment Program. Their results were sent home to their parents. Results from Lowesdale Public School cannot be published as our Year 3 and Year 5 student numbers were below the reporting threshold.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Arts

- The students had the opportunity to visit three art exhibitions in Melbourne under the tutelage of Ms Scott. The exhibitions Pastello – Draw Act, Fashion Detective and DreamWorks Animation, were enjoyed immensely. Ms Scott led the students on an exploration along a planned route of the many art works found out and about in Melbourne, providing the students with information on the art works and the artists who had created them.

- The students individually created “Fantastical Bird Houses” utilizing recycled materials which became part of a group display for the Arts Rutherglen Sculpture Trail. The students were awarded a school prize for their efforts.

Premier’s Reading Challenge

All students completed the Premier’s Reading Challenge. Clancy achieved a Gold Certificate for completing the challenge for four consecutive years, and Dougal was awarded a Platinum certificate for seven consecutive years of participation.

ICAS – University of NSW Competitions

A number of students completed various assessment papers. Unfortunately, due to new pricing policies instituted by the University it is no longer cost effective to enter the same number of subjects as previously. The students received the following results:-

- Maths: Ellen and Dougal – Merit,
  Alex – Participation, Matilda – Distinction
- Spelling: Adelaide and Ellen – Participation,
  Matilda – Distinction
- English: Adelaide and Dougal – Distinction
  Ellen – Merit, Matilda – High Distinction

Sport

- Skills clinics were conducted in NRL and Cricket to assist the students in further developing their abilities.
- All students participated in
the Premier’s Sport Challenge. In 2014 the students received 8 Gold awards and 5 Diamond awards.

Lowesdale Public School won the percentage trophy for the most points per student at the Small Schools Cross Country Carnival. Adelaide went on to compete in the Zone Cross Country in Deniliquin.

A wonderful effort by all students at the Small Schools Athletics Carnival. Sommers was awarded Sub-Junior Girl Champion, and Under 8’s won the Sub Junior points trophy. Many of our students went on to the Finley Zone Carnival. The PP6 relay team went on to compete in the Riverina Carnival in Albury.

All students participated in a five week gymnastics program conducted by Flyaway Gymnastics.

The students enjoyed a variety of tabloid sports at Savernake Public School

All students participated in the swimming scheme in December, helping to develop their water confidence and safety skills.

Music and Drama

The students participated in Musica Viva learning about a capella singing and South American music. Excursions were conducted to the concerts in Mulwala and Savernake.

All students performed at the annual school concert. The theme was “Safari”. The students told the story of a going on a safari adventure to Africa through singing, dance, jokes and speech.

Digital Learning

Lowesdale Public School has subscriptions to a number of online learning assistance programs including Reading Eggs, Mathletics, and Spelldrome. These subscriptions have further enhanced the students’ learning experiences and assisted in providing individualised programs.

Environmental Education

The Primary students participated in the Creative Catchment Kids Program. Years 3 – 6 were challenged with the task of writing a book about a local person who is using sustainable practices. The students chose to write about the Hogan family and how they use out of date food to create stock feed. Their book is titled “How Nick and Susie Reduce – Reuse – Recycle”.

The students spent a day at Wirraminna Environmental Educational Centre at Burrumbuttock learning about the
Wirraminna ghosts - some of the threatened native animals which used to inhabit the area and are now being encouraged to return through provision of the right habitat. It was a great opportunity to learn about the natural environment of the area and how important it is to make sure we protect the native animals.

Write On
Matilda achieved a Silver Certificate in the Stage 2 section of the Board of Studies Teaching and Educational Standards (BOSTES) writing competition for her story “Lea and Mosi”.

Public Speaking
Matilda, Ellen and Ryan represented LPS in the Lions Junior Public Speaking Competition in Corowa. Matilda, in the Year 3/4 section, was required to present a speech about a holiday destination. Ryan and Ellen, in the Year 5/6 section, were to select a local person who has had an influence in their lives. Ryan chose Vin Hornsey and Ellen chose Delwyn Clifton. Both Ryan and Ellen also had to present an impromptu speech on something they would improve at their school. They all spoke with confidence and clarity.

Premier’s Spelling Bee
Matilda and Ellen competed in the regional competition held at Deniliquin North in September.

Proud and Deadly Awards
Ryan received a Proud and Deadly encouragement award for his efforts in Public Speaking.

Community Involvement
- The students participated in “Clean Up Australia Day” by cleaning up the roadside areas near the school.
- Funds were raised for the Leukemia Foundation by having a crazy hair day.
- Most students attended and participated in the ANZAC Day march and service in Corowa.
- Alex represented LPS in the Australian Billycart Championships in Corowa on Easter Saturday. After a trial run in the individual event, Alex changed billycarts to blitz the field in the schools event.

Excursions
- The students participated in a paper sculpture workshop with Australian author / illustrator David Miller. Each of the students was able to make their own paper sculpture which helped them to realise the effort David puts into his work.
- Kindergarten and Year 1 went to Rumble Tumbles and Oddies Park in Albury as part of their HSIE unit – Celebrations. The aim of the excursion was to enjoy some of the places people go when they have special family celebrations.
Year 5 and 6 students participated in an excursion to Canberra.

Lowesdale Public hosted a visit from the Rural Fire Service learning about fire danger ratings, what to do if you see a fire, and what to do if you are home alone. Students were also able to explore the truck and the features built into the truck to protect the fire fighters.

The Primary students participated in the ‘Get Hooked: It’s Fun to Fish” program at Lake Mulwala.

The students experienced the Life Education Van and participated in age appropriate lessons during the day.

Parent/caregiver and community programs

Over the year two community members and one parent were able to regularly commit to spend time listening to children read or assist with classroom activities.

At the annual Ladies Luncheon, thirty ladies were able to enjoy an afternoon of fine food, catching up with friends and great entertainment from the students. The food was prepared and served by the students. Each student was also able to share a story that they had written from a picture prompt.

The cooking program continued each week with the assistance of parents. Parents were rostered each week to help a small group of students to cook lunch for the class. The aim was to help develop the children’s skills in cooking, to encourage them to try new foods, and to expose the students to a variety of easy to prepare healthy food options.

Significant programs and initiatives –
Policy and equity funding

Aboriginal education

School programs supporting Aboriginal education, perspectives, culture and history are taught at Lowesdale Public School. Aboriginal perspectives were incorporated into activities throughout the year in the different Key Learning Areas such as:-

- Students considered Aboriginal lifestyles through viewing artefacts during their excursion to the Crossing Place exhibition at Albury Library Museum.
- Years 3, 4 & 5 studied local Aboriginal sites and lifestyles in the HSIE unit Places: Then, Now and Tomorrow.
- Students completed activities about indigenous culture at Wirraminna Environmental Education Centre.
- All students were taught to throw a boomerang as part of PDHPE activities.

Multicultural education and anti-racism

Whilst there are no students from a non-English speaking background at Lowesdale Public School the cultural diversity of Australia is recognized across Key Learning areas. Students are provided with activities to study other cultures and attitudes of respect and tolerance are encouraged. Activities included:-

- The students continued their journey “Around the World” where a few different countries are briefly studied each week. The students consider the global location of the country, distance from Australia, comparison of size, flag, population, currency and language. Where possible the students have attempted counting to ten in the language.
Students in Year 6 studied Bali as part of HSIE.
Students in K-4 studied Japan as part of HSIE. During this time Junko Kawahara, from Minami High School in Yokohama, Japan, spent time at LPS while on a short term exchange program with Corowa High. To enhance their studies, Junko was able to teach the students a Japanese children’s song, calligraphy, and paper crafts such as origami and the paper sumo wrestler game Kamizumo. As a treat, Junko cooked curry pork and vegetables.

Mrs Francis was able to speak of recent overseas travels to India.

The “Tigramuna” performance of the Musica Viva program focused on the music of South America.

Aboriginal background
In 2014 the school received equity funding through the Resource Allocation Model to support students with an Aboriginal background. Funds were implemented to:-
- Purchase an iPad to assist in developing 21st Century learning skills
- Participate in indigenous learning activities at Wirraminna
- Purchase additional literacy materials to support indigenous learning perspectives as part of the English syllabus
- Create a more enhanced awareness of Aboriginal people, history and culture through teaching specific HSIE and literacy based lessons.

Socio-economic background
In 2014 the school received equity funding through the Resource Allocation Model to support students from a low socio-economic background. Funds were implemented to:-
- Provide lower student teacher ratios for literacy and numeracy sessions across the week through employing a teacher for additional hours
- Enhance students access to wider curriculum learning experiences, especially in art through employing a specialist art teacher
- Purchasing additional library resources for home reading activities
- Purchase iPads to assist the students in developing 21st Century learning skills

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Examining student results and assessment data coupled with ongoing observation of students
- Discussions with staff and parents
- [Enter text here.]

School planning 2012-2014:

School priority 1
To improve student achievement in writing across all Key Learning Areas

Outcomes from 2012–2014

- Continued assessment of students to gauge growth in writing skills
- Explicit teaching of writing skills as relevant across all KLAS

Evidence of achievement of outcomes in 2014:

- Detailed and more imaginative writing
• Recognition of an individual student’s work through BOSTES award for Write On
• Students displaying more confidence in being willing to attempt a variety of writing tasks and eagerness to publish completed writing

Strategies to achieve these outcomes in 2014
• Utilising visual literacy as a springboard for imaginative writing
• Publishing students’ writing in the school magazine and newsletter providing an audience for their completed work.
• Participating in writing competitions and assessment programs

School priority 2
Improve student achievement, knowledge and understanding of the Patterns and Algebra strands.

Outcomes from 2012–2014
• Continued assessment of students to gauge knowledge, understanding and application of the Patterns and Algebra strand
• Teaching staff engaged in professional learning activities to improve teaching of Patterns and Algebra strand
• Explicit teaching of Patterns and Algebra skills during Maths lessons

Evidence of progress towards outcomes in 2014:
• Students more willing to attempt and able to solve number problems, with or without the use of aids

Strategies to achieve these outcomes in 2014:
• Regular drill activities as part of Maths lessons where students investigated number patterns
• Personal 100s charts and other concrete aids to assist students in solving problems

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school through an open ended survey.

Their responses are presented below.

The school was described as being:-
❖ accommodating
❖ encouraging
❖ friendly
❖ inclusive
❖ challenging
❖ engaging
❖ integrity
❖ strength
❖ close-knit
❖ family orientated
❖ happy
❖ intimate
❖ supportive
❖ community
❖ flexible
❖ positive
❖ well-resourced

In responding to the survey many positive attributes were observed within the school including:-
❖ Ability to focus on individual learning outcomes for each child
❖ Care and respect taught to students
❖ Communicating with the children, families and wider community on ideas and listening to their input
❖ Covering the curriculum well
❖ Education provided covers a broad academic program and range of experiences
❖ Having support of families and wider community
❖ Involvement in a variety of interesting education activities with other schools and in surrounding community
❖ Promoting a strong sense of good community and social attitudes
❖ Students of different ages interact with each other and have a positive influence on each other – positive behaviour modelled well by older students
❖ Teaching the children good values and beliefs – respect for others, responsible, well mannered, caring
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Students, parents and staff were asked to consider areas in which the school could be improved. From these written responses strategic directions were formulated to develop the school plan.

The School Plan has at its core the school motto, “Wisdom and Strength”. Each strategic direction integrates building each person’s wisdom and strength – learners and teachers – incorporating the skills and abilities found within the wider community.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Debbie Francis  Relieving Principal
James Southam  Teacher
Dale Sharp  School Administration Manager
Alison Craft  School learning Support Officer

School contact information

Lowesdale Public School
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Lowesdale NSW 2646
Ph: 02 6035 8216
Fax: 02 6035 8219
Email: lowesdale-p.school@det.nsw.edu.au
Web: www.lowesdale-p.schools.nsw.edu.au
School Code: 2429

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: