

PBL IN PRACTICE

Lowood State School



OUR CONTEXT

Lowood State School is a primary school located in the rural township of Lowood, approximately 65km west of Brisbane in the **Somerset Council Region**. Our school is part of **Metropolitan South Region** with an **ICSEA of 906**. We are committed to creating a learning environment where, as **Lowood Champions**, we **focus on learning, are respectful, supportive and safe**. Our mascot is the **Bunyip**!



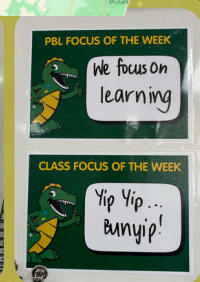
OUR PBL JOURNEY

Communication, Consistency, Structure and Clarity

The PBL team develops and shares **weekly PBL lessons** using our structured approach:

✓ **Walk it - Talk it - Chalk it.**

These lessons are communicated with staff and supported through **leadership walkthroughs**, ensuring PBL expectations are **visible in classrooms and across the school**. This focus is shared with our school community each week as well as an instructional routine focus weekly and class focus.



Teacher Autonomy & Student Voice

PBL at Lowood SS values **teacher professionalism** and **student voice**. While maintaining the shared school-wide structure, Teachers are encouraged to:

- ✓ Deliver lessons in their own professional style
- ✓ Adapt learning for their class needs
- ✓ Develop a class-specific PBL focus.

Students and teachers collaboratively create meaningful artefacts for their PBL learning wall, ensuring the learning is student-focused and relevant to each class context.

At Lowood State School, our PBL approach recognises that every child is different. We are committed to supporting each student's individual needs, whether through the calm corner in each classroom, where children can take a moment to reset, our regulation space - called The Lighthouse, physical movement passes, our regular mindful activities to support wellbeing, or our clear and consistent expectations across the whole school. Lowood SS Staff Member

Whole - School Instructional Routines

Each year, the PBL team establishes agreed instructional routines that are implemented consistently across the school. e.g. Moving through the school, play-time, attention grabber.

ATTENTION GRABBER

Adult = "Yip, Yip"
Student = "BUNYIP"



EATING TIME

1. Sitting down
2. Eat **YOUR** food
3. Hands up to move
4. Save a snack for second break
5. Pack up, Hands up, Line up
6. Lunch box in hand
7. Quiet voices
8. Walking to class

OUR ADVICE

✓ Make PBL authentic to your school context

At Lowood State School, our PBL approach is centred around our school symbol, the Bunyip. From rewards and branding to our attention grabber, these elements are uniquely ours and help students connect with the expectations in a way that reflects our school identity and culture.

✓ Develop clear and supportive behaviour flowchart

Establish systems that prioritise early identification of triggers and patterns, so staff can respond proactively, putting supports in place before behaviours escalate and guiding students toward success.

✓ Use clear and consistent language across the school

Create a shared understanding of expectations through consistent language, visuals and messaging. When staff and students use the same language in every setting, it strengthens clarity, builds confidence and reinforces positive behaviour for learning.

We acknowledge the Traditional Custodians of the land on which Lowood State School stands, the Jagara, Yagara and Ugarapul peoples, and pay our respects to Elders past, present and emerging, as we continue to learn and grow together as a community.

