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Principal's foreword

Introduction

At Howard State School we deliver a curriculum that is responsive to the needs of students. Through inclusive practices embedded in our school, curriculum, teaching, assessment and reporting will help our students achieve to the best of their ability.

Our School Community believes:

- Our chief task is to support the development of each child so they may reach their full potential.
- Successful interaction between children, teachers, staff, parents and the wider community is integral to achieving successful outcomes.
- Each student is individual with unique capacities, problems and background
- In utilising evaluative and reporting practises that reinforce the value of learning.
- The main objective is to prepare the child for complete living. It is our responsibility to preserve the proper blend of subject material to achieve academic, cultural, ethical, moral and recreational satisfaction.
- The cultivation of courtesy, consideration of others, habits of respect and obedience and cleanliness are as important as any other aspect that we might try to achieve.

Future outlook

Students will continue to show greater academic success. Behaviour of students will reflect a greater focus upon expectations.

Mission Statement

This school promotes a balance of academic recreational and social experiences in order to maximise the potential of its students.

School Profile

Total student enrolments for Howard State School: 174

Year Levels offered at this school are: Prep to Year 7

Howard State School is Co-educational

Curriculum offerings

Our distinctive curriculum offerings

Howard State School offers an engaging curriculum across all 8 Key Learning Areas (KLA's) - Mathematics, English, Science, Studies of Society and the Environment, Visual Arts and Performing Arts (Music), Technology, Physical Education and Language other than English (German).

To compliment and support the weekly teaching program, the school also provides –

Individual Education Plans for 45 students receiving learning support and 7 students with special needs
Essential Skills Programme focusing specifically upon essential skills in Literacy and Numeracy
Excursions to orientate or conclude units of work
Weekly Library lessons

Extra curricula activities

Children are also offered the opportunity to participate in a range of activities outside the classroom. These included -

- Junior and Senior Choir
- Smart Moves Activities – e.g. Skipping Club
- Informal sporting activities with schools within coalition – e.g. Aussie Rules, Rugby League
- Arts Council
- Water wise and gardening programs
- School leaders (identified year 7 students) participating in Young Leaders workshop in Brisbane
- Year 7 excursion to Sydney

How computers are used to assist learning

We have a well established bank of recently purchased computers housed within the library/resource room. Students have password access to the internet, and can access their accounts during weekly library lessons and school recess times. Classrooms have networked computers for students to access during class sessions. The school will be MOE during term 3.

Social climate

Howard State School staff strives to provide a safe and supportive school for all students and community members. This school sees its chief task as the development of the child to reach their potential and learn the values of: tolerance, honesty, trust, self-discipline, work ethic, respect and integrity.

All school community members believe it is their responsibility to prepare the child to live in our democratic society. We believe that the cultivation of courtesy, consideration of others, habits of respect and obedience and cleanliness are as important as any other aspect that we might try to achieve.

All school community members – **students, staff, parents, guardians** and **visitors** are expected to abide by a 'Community Behaviour Code'. Central to this code are **safety, effort, respect** and **self-responsibility**.

In 2008 the social climate will be enhanced through the initiation of school chaplaincy program and through the implementation of a 5 level Student Management Plan ranging from least to most intrusive:

- Acknowledgement Plan (Praise / Encouragement) (Level 1 support)
- Correction Plan (Warnings / Consequences) (Level 2 and 3 support)
- Crisis Plan (Withdrawal / Suspension / Exclusion) (Level 4 and 5 support)

Involving parents in their child's education.

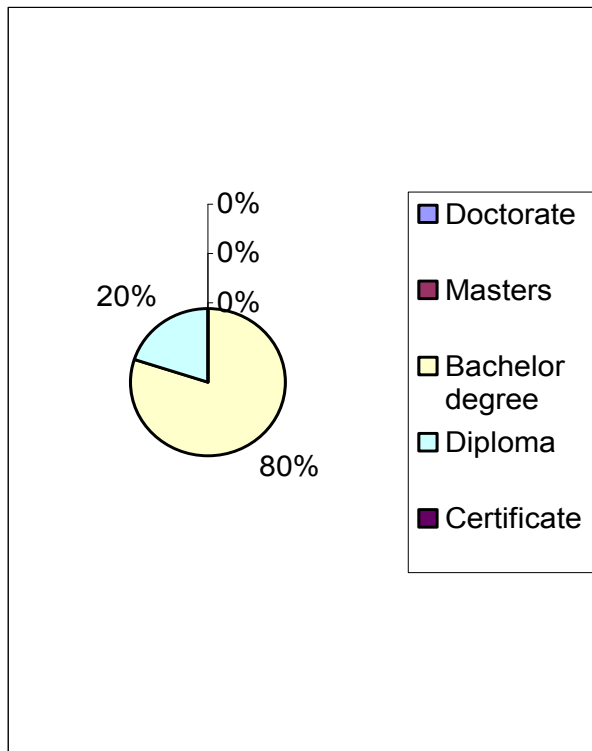
Howard State School has a diverse and transient school community with a significant number of families from a low socioeconomic background. We consider parents to be imperative in the education of our students and they are encouraged to be involved in all areas of our school environment. Parents are invited into classrooms and to be involved in various school functions.

Formal face to face interviews are offered with teachers at the end of Semester 1. Other informal opportunities for parents to be involved include:

- Parent volunteers assist in classrooms with reading, art and craft, physical activities.
- Tuckshops volunteers
- Volunteer programs –afternoon activities, swimming program
- Parents and Citizens Associations
- Fundraising Ventures – e.g. school discos, golf days
- School Camps and Excursions
- Weekly Parades

Qualifications of all teachers.

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	8
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2007 was \$4642.33
- The major professional development initiatives are as follows: Whole School Maths initiatives, ICT Portfolios, Year 2 Net training, Behaviour Management, and Construction.
- The involvement of the teaching staff in professional development activities during 2007 was 100 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 94% in 2007

Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 100 % of staff was retained by the school for the entire 2007 school year.

Student attendance

The average attendance rate as a percentage in 2007 was 93 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	78
Writing	78
Number	89

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	508	576	675	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	100 %	50 %	81 %
		2006	100 %	84 %	84 %
Writing	Average score for the school	528	551	739	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	100 %	86 %	90 %
		2006	95 %	90 %	92 %
Numeracy	Average score for the school	473	552	652	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	88 %	55 %	90 %
		2006	100 %	84 %	67 %

Other Key Outcome

2007 School Annual Report

Parent, student and teacher satisfaction with the school

School data falls closely with state means and like school means. Behaviour of students is an aspect of the school that Parents, Staff and Students have expressed dissatisfaction about and is an area of focus for the school next year.