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Principal's foreword

Introduction

The central purpose of Howard State School is to create a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with a disposition to lifelong learning. To attain this goal the school worked towards a number of priorities in 2006.

- Curriculum review of strategies for the teaching of **reading**, focusing on essential skills
- Awareness raising of new syllabi – **Mathematics** and **English**
- Preparation for the **full implementation of PREP** in 2007, including realignment of the school's 'Essential Skills Program'
- Development of a '**Responsible Behaviour Plan for Students**' incorporating a review of the school behaviour plan to ensure that it corresponds to the expectations outlined in the *Code of Behaviour for State Schools*, incorporating a **set of school values** developed in conjunction with the school parent body.

This report presents a range of 2006 data on the progress of our school which has been sourced from Year 2 Net results, Statewide Year 3, 5 and 7 tests and School Opinion Surveys.

Future outlook

Our primary aim in 2007 is to improve the performance of our children in relation to the percentages of students who achieve above the national **numeracy benchmark**. In 2007 our results ranged from 100% in Year 3, 84.4% in Year 5 to 66.7% in Year 7. Our goal in 2007 is to train children to 'think mathematically' via a 'hands on' manipulative program incorporating numerous mental strategies and computations. To this end, the school will introduce a whole of school mathematics program 'Go Maths' and support this program with Teacher Professional Development and the purchase of maths related equipment.

Our secondary aim is to improve student access to computers by creating a computer laboratory within our school library. While already well equipped with computers, the physical constraints placed upon the school by existing architecture limits the number of students who can access computers in classrooms at any given time. By developing a computer laboratory (commencing with 15 PC's), all children within a given class will be able to access computers at the same point in time by working in pairs. This laboratory will be in addition to existing classroom computers which will remain for use within routine classes.

Our school at a glance

School Profile

As has been the established trend for a decade, school enrolments in 2006 fluctuated significantly as the result of a highly mobile population. The overall trend for 2006 has been of slightly decreasing student numbers due mainly to a decline in available rental stocks in the area. This trend will most likely increase in 2007 when Preschool is replaced by PREP. Historically, Howard State School has catered to Torbanlea students in the Preschool year. In 2007 Torbanlea PREP students will be attending PREP at Torbanlea State School.

ENROLMENTS	Preschool	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr 7	TOTAL
February 2006	22	38	19	25	27	33	23	27	214
November 2006	22	38	14	22	27	34	23	27	207

Our school caters to students falling within the P – 7 range of schooling. That is, the school caters to students ranging from Preschool age (PREP in 2007) to the conclusion of Year 7. We are co-educational, catering to both male and female students.

Curriculum offerings

The curriculum at Howard State School is organized around the following Key Learning Areas.

- English
- Mathematics
- Technology
- Science
- Health and Physical Education (HPE)
- Studies of Society and Environment (SOSE)
- The Arts
- LOTE (German)

Pedagogical practice at Howard State School reflects and caters to the *three learning styles* – *visual, kinesetic and auditory*, which underpin all human learning. In catering to the three learning styles, teachers incorporate *an array of teaching strategies* that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference across all key learning areas.

At Howard, the explicit teaching of the elements of literacy and numeracy is considered essential. In the early years, learning potential is maximised via an Essential Skills Program with greater focus on the teaching and learning of skills fundamental to decoding and encoding the codes and conventions of texts and number. Our aim is for fundamental skills such as handwriting, sight words, phonemic knowledge, number facts and basic mathematical algorithms to be automated early in a student's schooling. In later years, the Essential Skills Program forms the nucleus of intervention strategies for identified students.

The school boasts an active choir which practices weekly. In 2006 the choir performed at the Maryborough and District Eisteddfod, receiving a creditable 'Highly Commended' award.

All classrooms at Howard State School contain a minimum bank of four networked computers ranging up to eight in some upper school classrooms for student use. All classroom computers are able to access the global internet. It is our belief that in and of itself, information technology (IT) will not improve student outcomes. It should be accompanied by pedagogical practice that is, amongst other things, problem based, relevant and critical. We believe that IT should be used to produce new and relevant information – not just used in information reproduction.

Our school at a glance

Social climate

The following data relating to School Climate was retrieved from School Surveys – Parent Satisfaction Overview 2002 – 2006

School Climate

Year	School Mean	State Mean	Like School Mean
2002	3.26	2.89	3.00
2003	3.34	2.86	3.00
2004	3.09	2.86	2.92
2005	2.90	2.88	2.87
2006	3.06	2.84	2.93

Students rated both school climate and learning climate in 2006 as comparable with State and Like School benchmarks.

At Howard State School, we believe that, despite the diversity of school community members and the wide range of contexts within and outside the school itself, there are common underlying behaviour expectations that govern all social behaviour. In 2006 the school developed a School Code of Behaviour accepted by school community members as fair and equitable, and which is consistent not only with expectations of students in the classroom or school playground but also in the home and wider community. This code is based on four core school values:

- Safety
- Effort
- Respect
- Self-responsibility

The following data reflects parental response to questions relating to student discipline in the 2006 School Surveys.

S149 – with student discipline at this school	School Mean	State Mean	Like School Mean
	2.83	2.69	2.74

S144 – that your child is safe at this school	School Mean	State Mean	Like School Mean
	3.13	3.04	3.10

Involving parents in their child's education.

- Extensive use is made of parent volunteers throughout various class levels across differing Key Learning Areas.
- Classroom, Playground and Bullying proformas are used extensively to inform parents of children's behaviour as well as to arrange face to face meetings if required.
- Face to face reporting occurs twice yearly as well as when requested by either teaching staff or individual parents.
- A comprehensive fortnightly newsletter is distributed to every family to keep them abreast of school happenings, issues etc.
- A monthly article is published in the Burrum River News to keep the 'community in general' informed of school happenings.
- The 2006 School Surveys – Parent Satisfaction Overview All Parents for School-community relations follows:

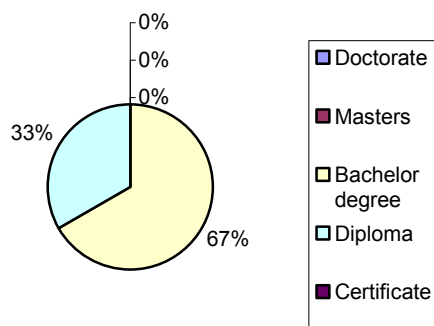
School-community relations

Year	School Mean	State Mean	Like School Mean
2006	3.13	2.96	3.06

Our staff profile

Qualifications of all teachers.

Doctorate	0
Masters	0
Bachelor degree	66.668
Diploma	33.332
Certificate	0



In 2006 the school was serviced by a very professional teaching and ancillary staff :

- Principal
- Nine (9) General Classroom teachers
- Teacher Librarian
- Visiting Music, Physical Education and Learning Support specialists
- Two permanent part time Administrative Assistants
- Three permanent part time teacher aides
- Two casual teacher aides
- Cleaner
- Grounds Person

Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2006 were \$7,315.06.

The major professional development initiatives were as follows:

- Awareness raising regarding the new Mathematics Syllabus and external published support materials (Go Maths)
- Awareness raising regarding the progress of the new English Syllabus
- Crossing Cultures training
- Behaviour Management Workshops
- ICT courses
- Learning Support, Principal, Librarian, Ancillary Staff and Principal's conferences and/or workshops

The involvement of the teaching staff in professional development activities during 2006 was 77.8%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 89% in 2006.

Proportion of staff retained from the previous school year.

From the end of the 2005 school year, 92% of staff were retained by the school for the entire 2006 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2006 was 91.4%.

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	80%
Writing	100%
Number	87%

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	520	599	664	
	Average score for Queensland	535	608	679	
	Percentage of students at the school above the national benchmark	2006	100 %	83.9 %	84 %
		2005	100 %	60.7 %	88.5 %
Writing	Average score for the school	532	629	690	
	Average score for Queensland	522	627	696	
	Percentage of students at the school above the national benchmark	2006	95 %	90.3 %	92 %
		2005	87.5 %	82.1 %	100 %
Numeracy	Average score for the school	522	592	642	
	Average score for Queensland	529	599	653	
	Percentage of students at the school above the national benchmark	2006	100 %	84.4 %	66.7 %
		2005	95.8 %	71.4 %	61.5 %

Other Key Outcomes

Value added

The school's award winning "Essential Skills Program" drives our intervention programs which long term data indicates to be very effective.

Data indicates that students who continually attend the school between Years 3 – 7 make gains equal to, or above State Gains in Literacy.

Our mission is to continue extending all our students to meet their full potential.

Parent, student and teacher satisfaction with the school

The following data has been extracted from the 2006 School Opinion Surveys and supplied to the school by Education Queensland.

Education Queensland Destination 2010 Targets	State Targets 2008	School Results 2006
Percentage of students, satisfied that they are getting a good education from school	80	85
Percentage of parents and caregivers, satisfied that they are getting a good education from school	80	87
Percentage of parents/caregivers satisfied that the school is a good school	88	87
Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives	75	85
Percentage of staff members satisfied with morale in the school	80	85