



Howard State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	108 William Street Howard 4659
Phone:	(07) 4193 2333
Fax:	(07) 4129 0678
Email:	principal@howardss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mr. Greg Robinson Principal

School Overview

Howard State School is located in a 'Bush Setting' in the small satellite town of Howard near Maryborough and Hervey Bay. The school has a high standard of behaviour, with an academic programme based upon the Learning Essentials Curriculum. The Student Support programme works with all students, in all classrooms, in the school, particularly targeting children with identified needs. Howard State School students actively participate in extra-curricula activities such as Sports and Cultural events in neighbouring towns, and have access to on-site facilities such as a swimming pool and a hall. Staff and community morale is high, and there is an active and involved Parents and Citizens committee. The teaching staff are committed to the school, its community and its students. They are excellent, experienced practitioners, striving to meet the needs of all students who attend our school.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

During 2016 Howard State School focused on reading, the Upper 2 Band (U2B) students as identified by NAPLAN and teaching staff and student attendance.

We developed a whole school understanding of a balanced reading program by making reading sharp narrow focus for all staff. We participated in professional development on Pearson's Gradual Release of Responsibility model and Sheena Cameron reading comprehension strategies supported by Regional staff. Our Staff became familiar with the importance of a growth mindset and began working with students to build persistence and resilience towards their work. Our Master Teacher engaged with us in coaching for using a differentiated model with agreed protocols to further develop our teaching strategies for reading.

The language that students hear is consistent as our staff have developed a common language to teach comprehension strategies effectively.

The focus on reading is a key strategy in the improvement agenda we have. NAPLAN data clearly shows that our efforts have been rewarded.

2017 will see the reading remain as our number one priority but in a way that enhances the literacy aspects of the other learning areas.

Future Outlook

In 2017 we will embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations. We will regularly analyse trends in attendance data at the whole school, class and individual student level.

We will identify and isolate a small number of developmental areas from NAPLAN analysis to help keep a sharp narrow focus activities in reading. Ensuring a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep). Implement strategies and programs to cater for the ability levels and optimal learning for these students.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	145	74	71	12	78%
2015*	123	61	62	13	90%
2016	107	57	50	12	88%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Pre-Prep (Little Diggers) commences late in term three offering 1 two hour session per week for 10-12 weeks. The sessions cover all the aspects that students would expect to engage with in prep. Little Diggers is a program for the children who are attending Prep in 2018 and their parents or guardian. Little Diggers aims to provide the grounding for children to make a successful start to school. It acknowledges that the early years of a child's learning makes a significant difference to the way they develop and go on to learn throughout their lives. Little Diggers aims to support parents as they encourage their child to be ready to learn. The program includes experiences that support the physical, social, emotional and cognitive development of the Pre- School child.

Characteristics of the Student Body

Overview

The student body, in majority, stems from a low socio economic background. Howard State School services a community measured as having an ICSEA rating in the 17th percentile. The community itself is best described as a satellite township on the edge of Hervey Bay and Maryborough. The community support for the school is excellent (maintaining high percentage of satisfaction data), due mainly to the marked improvement in behaviour and its management, the many programs implemented and supported for students in the school, and the communication between the school and the community. This is also leading to improved academic commitment and performance.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	17	21
Year 4 – Year 7	26	18	22
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our school uses the Australian Curriculum and Education Queensland C2C Resources to:

- plan and teach all learning areas
- develop high quality pedagogical practices
- assess and report using year level achievement standards

Co-curricular Activities

Playgroup (during school time)

How Information and Communication Technologies are used to Assist Learning

Every classroom, including the Music room, Resource Centre and Support Room has interactive whiteboards and personal projection technology. All teachers use the equipment and have training in its use. A lab of 30 computers exists for whole class use and each class has access to a pod of computers in their room. Our school is preparing for NAPLAN online.

Social Climate

Overview

Howard State School has significant programs supporting the social development of students. We have a chaplain 5 days a fortnight. A psychologist offers counselling onsite for one day a fortnight. Bullying is dealt with by staff and the Principal following the School Behaviour Management Policy. A tremendous amount of effort is made by the school to improve the learning climate for the children. School Opinion Survey data shows that 100% of students feel safe at school. 96% feel they are treated fairly, 78% believe that student behaviour is well managed and 98% state that their teachers provide them with useful feedback about their school work. School Opinion Survey Data also shows that 100% of parents believe that their child likes being at this school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	88%	88%	89%
this is a good school (S2035)	75%	88%	100%
their child likes being at this school* (S2001)	88%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child feels safe at this school* (S2002)	75%	100%	100%
their child's learning needs are being met at this school* (S2003)	88%	88%	100%
their child is making good progress at this school* (S2004)	88%	88%	78%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	100%
teachers at this school motivate their child to learn* (S2007)	88%	88%	78%
teachers at this school treat students fairly* (S2008)	88%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	88%	100%
this school takes parents' opinions seriously* (S2011)	88%	88%	100%
student behaviour is well managed at this school* (S2012)	75%	88%	89%
this school looks for ways to improve* (S2013)	88%	75%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	98%	94%
they like being at their school* (S2036)	94%	96%	94%
they feel safe at their school* (S2037)	91%	96%	100%
their teachers motivate them to learn* (S2038)	98%	98%	98%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	98%
teachers treat students fairly at their school* (S2041)	85%	94%	96%
they can talk to their teachers about their concerns* (S2042)	83%	92%	90%
their school takes students' opinions seriously* (S2043)	75%	96%	96%
student behaviour is well managed at their school* (S2044)	79%	84%	78%
their school looks for ways to improve* (S2045)	96%	98%	96%
their school is well maintained* (S2046)	98%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	94%	92%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	89%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	75%	84%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	89%	83%	80%

Performance measure			
Percentage of school staff who agree# that: (S2114)	2014	2015	2016
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	95%	100%
student behaviour is well managed at their school (S2074)	94%	95%	73%
staff are well supported at their school (S2075)	81%	79%	73%
their school takes staff opinions seriously (S2076)	80%	79%	73%
their school looks for ways to improve (S2077)	81%	84%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	81%	84%	82%

* 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

The school encourages parental involvement as volunteers both inside and outside the classroom, including activities such as reading. The school has an open relationship with the parent body. Programs implemented by the School Community Officer in 2014 continue. These include a Pre-Prep Program and a Playgroup.

Parent/Teacher interviews are conducted twice yearly and parents are encouraged to engage with the teachers regularly. A weekly newsletter and assembly are both used as opportunities to communicate school agendas.

Respectful relationships programs

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

The school teaches a virtues program that is clearly aimed at positive interactions with others. Students are taught how to recognise positive traits and these are acknowledged on parade and in newsletters. The school is exploring Positive Behaviour for Learning using aspects of virtues and 123 Magic to target specific needs that have been identified by school data. 2017 will see the school develop this further.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	6	4	8
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school continues to reduce its footprint. Competitions such as "Waterwise", etc. continue to keep awareness in front of students and parents.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	62,891	976
2014-2015	58,152	464
2015-2016	15,267	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

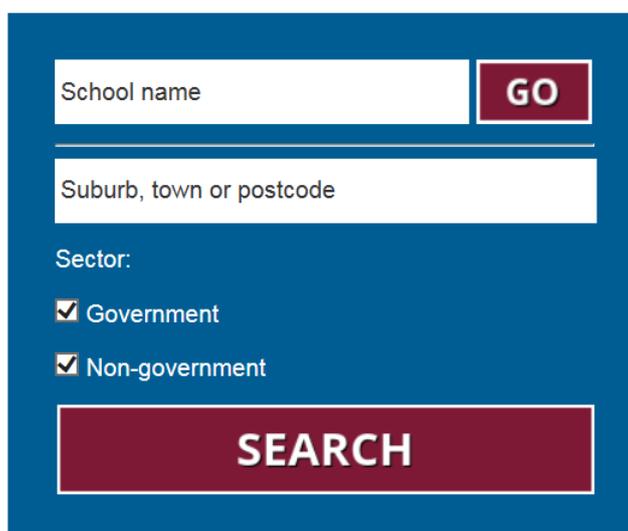
School Funding

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 <http://www.myschool.edu.au/>.

To access our income details, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's profile webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	10	<5
Full-time Equivalent	6	6	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	2
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$28 295

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

Develop and embed a Balanced Reading Program

- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.
- Align reading framework to Pearson's Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)
- Introduced Data Cycle meetings to develop a variety of quality teaching processes and resources to support the development of the literacy skills, while embedding comprehension strategies into the reading procedures.

Master Teacher

- Develop opportunities for Master Teachers to work alongside teachers to improve teaching practices.

Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	92%	90%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

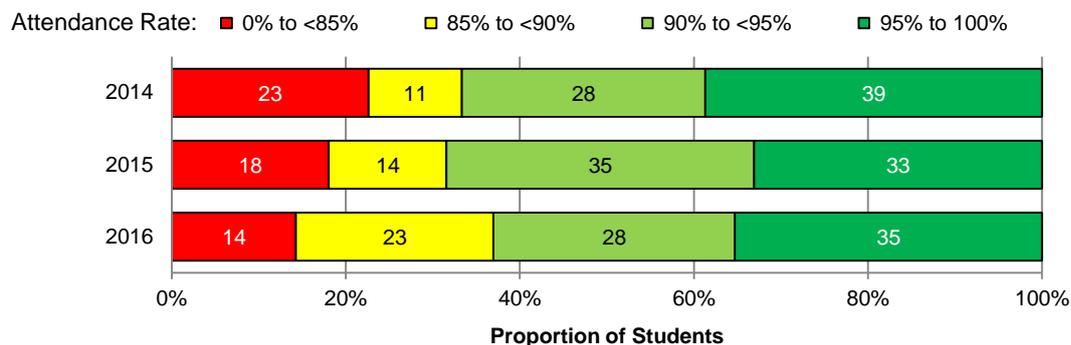
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	88%	91%	90%	92%	90%	92%	88%					
2015	89%	92%	89%	94%	94%	90%	91%						
2016	91%	91%	92%	92%	91%	91%	91%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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.

Rolls are marked twice daily; morning, as students start the day and afternoon, as they return after second break. Late arrivals and notes are forwarded to the office for processing. Unexplained absences are followed up with phone calls to the student's first contact. 100% weekly attendance is rewarded with entry into a weekly raffle, "Bring Home the Bacon" drawn on Monday Parades.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, and 5 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that

you have read, accepted and agree to the Terms of Use and Privacy Policy before being given access to the school's profile webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

2016 saw many advances made in our key target area of reading. We will take these gains and use them to develop further our teacher expertise in the teaching of reading. We intend to review how and why these gains were made and then employ these strategies to develop a whole curriculum framework which reflects how the Australian Curriculum is engaged with by Howard State School teachers and how they invite students to join them in learning.