



Howard State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Howard State School is set in a small friendly rural community about 15 minutes north of Maryborough, Qld. The school was established on the present site in 1884 when the Burrum coal mining industry was at its prime. We have approximately 130 students enrolled from prep to year 6. We currently have dedicated classroom teachers as well as experienced specialist teachers. We have an abundant amount of facilities with two football ovals, a multipurpose court, two shaded playgrounds, a laptop lab, school hall, and a creative STEAM maker space project room and school hall. Our school is supported by an active P&C association that contributes to the wellbeing of our staff and students. We aim that all of our students strive to shine in all areas of schooling whether it's the academic, arts, sporting or social emotional arena.

Our School have 3 core values; Value Yourself, Value Others and Value Your Learning.

School progress towards its goals in 2018

- The school's AIP core focus was to introduce STEAM challenges to engage students using the Australian Curriculum of Science, Technology, Engineering, Arts and Maths. Our core focus group were year 4 girls, to inspire them to be involved in academic subjects that will make a difference in the life after school.
- We connected with local high school Maryborough SHS and all of our upper school students participated in regular coding lessons on site at Howard and at the high school. We will further this relationship in 2019.
- We participated in many school STEM competitions, winning the Fraser Coast STEMfest challenge
- Reading continues as a focus at our school finalising our fourth year since introducing the gradual release of responsibly model in all classrooms.
- The Master Teacher role is in its final year, and this has been one of the most effective programs in the department. We have seen a massive effect in the way we do things here at Howard.
- We will finalise the SSS grant oval upgrade and look forward to opening new school facilities to our students and community.

Future outlook

- In 2019 we would like to continue the impact we are having in STEAM in our area by engaging kids in real life challenges. We look forward to introducing drones in the curriculum for our upper school and keep doing offline coding in our lower school.
- We look forward to using the gradual release model with writing in 100% of our classrooms in 2019
- Our classroom teachers remain consistent with no new staff. Our ST:LaN will move onto a classroom role.
- Our administration team will have a new inclusion teacher merging the previous ST:LaN, SWD role.
- As the Principal of Howard State School, I am extremely excited to see what the future holds.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	107	124	108
Girls	57	66	59
Boys	50	58	49
Indigenous	12	15	8
Enrolment continuity (Feb. – Nov.)	88%	87%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our families come from a range of backgrounds, but have mostly been based in Australia. Howard is on the outskirts of Maryborough City and Hervey Bay. We have about 25% turn over each year with families choosing to move out of the area closer to a bigger town. We continually have new enrolments at our school to keep our numbers stable. We have a strong group of 'Howard' families that have had generations at our school. Our families generally have part time work but sometimes fall into the unemployed bracket.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	24	18
Year 4 – Year 6	22	26	30
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our teachers work in teams to plan using the Australian Curriculum. We adapt C2C units of work making sure we are teaching students, not units. We have a strong philosophy that our students are highly capable when engaged with age appropriate curriculum and that they connect well with the STEAM curriculum/challenges.

Co-curricular activities

- Wide Bay Sports
- Coding classes with local high schools
- Year 5/6 Coding with Maryborough SHS
- STEAM lessons with Master Teacher
- STEAM one on one support for STEMfest and Fraser Coast Technology Challenge
- Earth Warriors

How information and communication technologies are used to assist learning

We are currently on the WIFI update in schools list and look forward to further utilising our class sets of ipads as an interactive tool to communicate with parents and the world.

Our staff use the SAMR model to make sure they are utilising tools to support the curriculum. All teachers are using the AC Digital Technologies unit and are working towards improving students capability in ICT capabilities.

Social climate

Overview

Our school uses positive behaviour for learning and has three school values, value yourself, value others and value your school:

1. This helps us create and maintain a safe, supportive and disciplined learning environment. We respond to bullying and cyber bullying immediately. At lunch time all of our staff wear fluoro yellow jackets so that they can be seen to be supportive of any situation that may arise.
2. Inclusive approaches:
 - Starting zones of regulation one on one with students, with full implementation in 2019
 - Chaplaincy pastoral care programs to support wellbeing
 - Support Teacher literacy and numeracy using the continua to have each child in Prep-2 with an individualised learning goal
 - Open afternoons, STEAM roadshow, Science Fair, Sports Day, Parades

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	87%
• their child is making good progress at this school* (S2004)	78%	100%	93%
• teachers at this school expect their child to do his or her best* (S2005)	89%	100%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	93%
• teachers at this school motivate their child to learn* (S2007)	78%	100%	100%
• teachers at this school treat students fairly* (S2008)	89%	100%	87%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	93%
• this school works with them to support their child's learning* (S2010)	100%	100%	93%
• this school takes parents' opinions seriously* (S2011)	100%	100%	93%
• student behaviour is well managed at this school* (S2012)	89%	71%	93%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	86%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	98%	100%
• they like being at their school* (S2036)	94%	98%	96%
• they feel safe at their school* (S2037)	100%	94%	96%
• their teachers motivate them to learn* (S2038)	98%	98%	100%
• their teachers expect them to do their best* (S2039)	98%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	92%	98%
• teachers treat students fairly at their school* (S2041)	96%	96%	96%
• they can talk to their teachers about their concerns* (S2042)	90%	92%	96%
• their school takes students' opinions seriously* (S2043)	96%	83%	98%
• student behaviour is well managed at their school* (S2044)	78%	83%	91%
• their school looks for ways to improve* (S2045)	96%	98%	100%
• their school is well maintained* (S2046)	96%	93%	100%
• their school gives them opportunities to do interesting things* (S2047)	94%	98%	98%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	93%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	93%	86%
• they receive useful feedback about their work at their school (S2071)	82%	79%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	100%	71%
• students are encouraged to do their best at their school (S2072)	100%	100%	93%
• students are treated fairly at their school (S2073)	100%	93%	93%
• student behaviour is well managed at their school (S2074)	73%	50%	79%
• staff are well supported at their school (S2075)	73%	64%	86%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	73%	71%	93%
• their school looks for ways to improve (S2077)	100%	93%	93%
• their school is well maintained (S2078)	100%	93%	86%
• their school gives them opportunities to do interesting things (S2079)	82%	100%	86%

* 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

We have a strong P&C committee and team. These families are stable and have been a part of connecting our school to local community. We have a great relationship with community, currently working with the local swim club, police, MP, Council and progress association.

Respectful relationships education programs

Our students all use the Daniel Morcombe Curriculum during Semester two. This supports students personal safety and awareness, including preventing, identifying and responding to domestic and family violence and abuse, increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

We look forward to also inviting in the Life Education Van in 2019 to further support classroom teaching practices.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	8	17	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

We implemented an earth warrior program (leaders in 2019) to recycle cans for our P&C, worm farms with containers in all classrooms for fruit break, recycle bins in classrooms and around the school. We also have these students monitor the turning off of lights and fans when not in rooms as well as airconditioning units in summer on 25 and 27 in winter. We turn our school pool on to sleep in winter as it is not heated for club swimming.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	15,267	1,906	61,592
Water (kL)		382	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	8	8	<5
Full-time equivalents	7	5	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	6
Diploma	0
Certificate	0

*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 2018 were \$22 000

The major professional development initiatives are as follows:

- Pre moderation Planning Days
- AIP driven professional development
- Performance Plans driven professional development

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	91%
Attendance rate for Indigenous** students at this school	90%	84%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

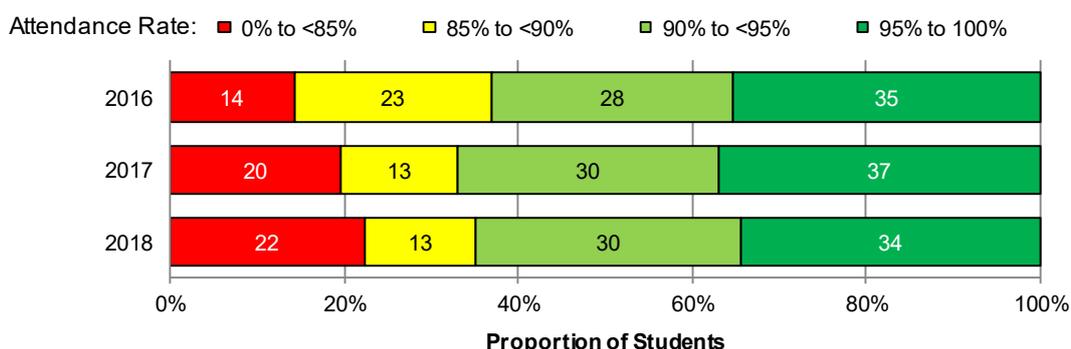
Year level	2016	2017	2018
Prep	91%	90%	86%
Year 1	91%	89%	93%
Year 2	92%	89%	89%
Year 3	92%	91%	92%
Year 4	91%	92%	91%
Year 5	91%	91%	91%
Year 6	91%	92%	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

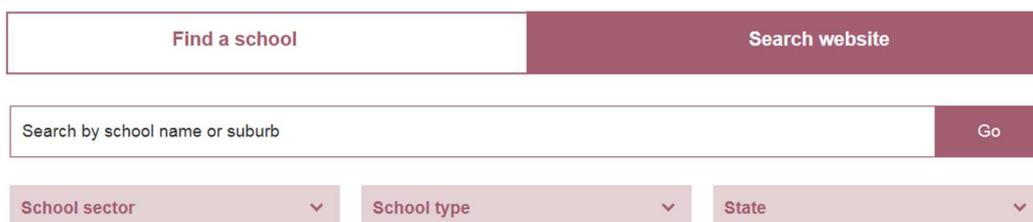
Teachers mark rolls at 9am and 2:10pm daily. Our BM checks rolls at 9:30am daily and calls parents for a same day absence.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. It features a dark red header with two buttons: 'Find a school' and 'Search website'. Below the header is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with a thin border and the text 'View School Profile' centered inside.

4. Click on 'NAPLAN' to access the school NAPLAN information.



A dark red horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.