



School Report 2006

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1. PRINCIPAL'S FOREWARD

Schools have many key learning responsibilities to fulfil. These learnings span both the academic and social spectrums. At Maryborough Central State School, the importance of instilling a sense of social responsibility is seen to be just as important as ensuring students' grow academically.

The promotion of social and academic advancement will occur most productively when the school and home work closely together. Without the active involvement of parents in what happens at school, it is difficult to ensure that student's progress at the rate at which they are capable.

Maryborough Central State School has specified an intentional strategic direction for the period 2006. This strategic direction has embedded a number of essential key learnings and strategies ranging from the establishment of consistent approaches to the teaching of social skills through to the planned utilisation of ICT's in the classroom.

Assessment and reporting was also considered a priority. The outcome of this work resulted in the formulation of a new report card which aligned with both State and Federal requirements. The period 2006 leading to 2007 highlighted processes which reinforced the establishment of team and individual learning goals, self reflection and assessment.

It is the purpose of this report to outline both the progress and educational activity which occurred during the period 2006.

2. SCHOOL PROFILE

HISTORY:

Maryborough Central State School is important for its association with primary education in Maryborough since 1862, and the present Maryborough Central State School buildings are important in demonstrating changing attitudes to education from the 1870s.

The Central State School is located within an historic precinct of educational facilities consisting of the adjoining former Boys Grammar School and the present State High School (formerly the Girls Grammar School). The school is an important component of the Kent Street streetscape of civic buildings, and comprises a variety of building types and forms. The buildings form an attractive group, contributing to the Maryborough townscape

From its lengthy association with Maryborough and its prominent position on one of the major arterial roads in the city, Maryborough Central State School, and in particular the two-storeyed 1875-76 building, has acquired landmark status in the community.

The first state school at Maryborough was established in 1862 in a small building at the northeast corner of Kent and Lennox Streets, but in 1865 shifted to a purpose-built schoolhouse at the corner of Alice and Lennox Streets. Despite an additional wing being erected in 1872, the Alice Street premises proved too small to cater for Maryborough's burgeoning population, and the school was moved yet again to the present Kent Street premises in 1877.

Maryborough Central State School has a number of historically significant buildings. Block C, a two-storeyed masonry building, was erected in 1875-76, initially as an immigration depôt, and was converted for school use in mid-1877. The adjacent single-storeyed timber infants' school [Block A] was erected in 1881-2, as was the teacher's residence (now an After School Care facility) on the far side of the school reserve, fronting Sussex Street. Two of the three timber-framed playsheds were erected in 1879, the other in 1909, and the two-storeyed masonry building [Block B] behind the infants' school, was erected in 1923-24 as a technical college workshop.

CURRENT SCHOOL PROFILE:

At the beginning of 2006, Maryborough Central State School supported some 350 students across Prep/Pre-school to Year 7, 15 class teachers, 5 specialist/support staff and 3 administrative staff. The school has managed declining enrolment for the last 4 years. In 2003, the school reached it's maximum student enrolment with 490 students enrolled at that time. Student enrolment at the beginning of 2007 was predicted to be 275. At Day 8 2007, student enrolment was 289 (see Table 1). This has risen to 306 at the end of semester 1 2007.

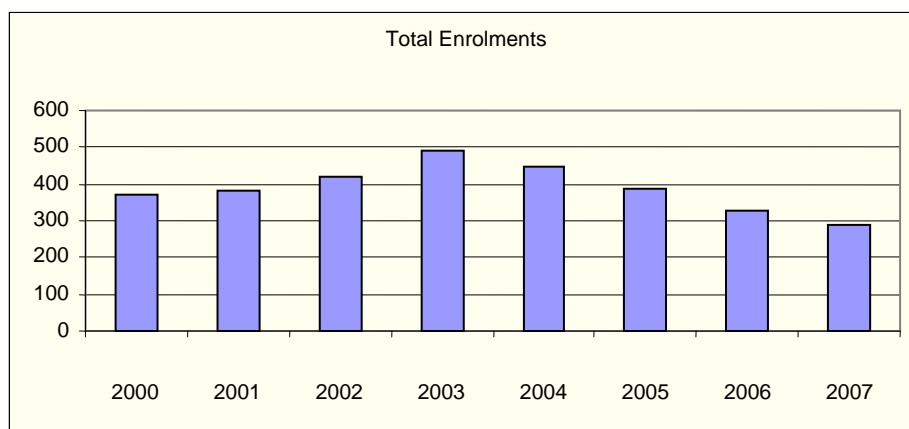


Table 1: Maryborough Central SS Enrolments 2000 - 2007

Student family backgrounds feature the breadth of socio-economic indicators. In 2006, approximately 8% of students identified as being of Aboriginal or Torres Strait Islander descent. Student transience, both in and out of the school, is something that requires teachers to continually be prepared provide individual assistance to new students and provide feedback to other schools with regards to students who have moved from the school.

3. CURRICULUM OFFERINGS

The school offers Preparatory Year to Year Seven. Across this span of time, the school ensures that each student has opportunity to engage with the eight Key Learning Areas of English, Maths, Science, Study of Society and the Environment (SOSE), The Arts, Health and Physical Education, Languages other than English (LOTE) and Technology.

Teachers plan integrated units to cover aspects of Science, SOSE and Technology in a manner that looks to engage student interest. Maths and English remain key focus areas through out with each teacher monitoring student literacy and numeracy levels during the year.

Specialist staff deliver Music (The Arts), Health and Physical Education and LOTE. Teachers identify individual student's needs through Central's Essential Skills Program and then develop programs to meet these needs. Teachers work hard to support students in their journey to overcome disadvantage. Our Reading Recovery Program supports students in year 2 who read below the national benchmarks. Learning support assists class teachers with students who require modified programs and who are placed in intensive reading and speech programs.

Indigenous students whose reading, writing and maths achievements are below the national benchmarks receive extra tuition to help them improve. Students with disabilities who attend regular classes for the majority of their school days are supported by a team of Special Education professionals. Gifted and talented students are extended through participation in accelerated Literacy and Numeracy programs, Integrated Studies and extra-curricula activities.

Specific Differentiating Maryborough Central Curriculum Offerings:

- Year 7 science buddy program with year 3 students.
- Robotics program for students in years 4-7.
- Transition programs from year 7 to 8.
- Reading Recovery year 2.
- Conductive Education program for students with disabilities.
- Valuing Diversity: Sensitivity Trailer Program.
- Reconciliation Week Activities.
- Year 6 Reading Intervention program.
- Teacher Generated Tasks (TGT).
- Focus on ICT's for Learning utilising the new computer lab including a data projector and interactive whiteboard.

EXTRA-CURRICULA ACTIVITIES 2006

Sport:

- Australian Rules, Netball, Touch Football, Soccer, Tennis, Athletics, Cross Country and Rugby League.

Students were involved in the Maryborough Schools Zone sports competition which were conducted for 6 weeks during Term 1 2006.

Cultural:

- Concert Band
- Orchestra
- Choir

The Concert Band and Strings Orchestra practice weekly in the morning before school and they played in the community several times during the year. The school choir performed at the Reconciliation Ceremony in May.

Gifted and Talented:

- Two teams competed in the Maryborough Technology Challenge in the Robotics section.
- Research Competition

One of the highlights of the year was the Music Showcase evening held in October. This event is held in conjunction with the annual Research Competition. The Research Competition is designed for students who can work independently and who are able to conduct their own research. It ran for several weeks with students completing their research at home during holidays and in their own time.

4. SOCIAL CLIMATE:

Central is a supportive school environment. Staff and parents work closely together to ensure that all students enjoy coming to school in a safe, well-disciplined environment. We value quality teaching and learning opportunities. The Triennial School Review in 2004-5 revealed that the school needed a social skills program. This was introduced for the first time at the beginning of the 2006 School Year. The social skilling program is the key focus in the first three weeks of school. The remaining 37 weeks of school are divided into three trimesters.

During the 2006 school year the whole school focussed on special days in each term. These were: World Harmony Day Term 1; Reconciliation Term 2; International Day of Peace Term 3; and the School Central Fair Term 4. We have the services of a Guidance Officer one day a week who has a thorough knowledge of the networks that parents and their children can access in the local community for counselling and support.

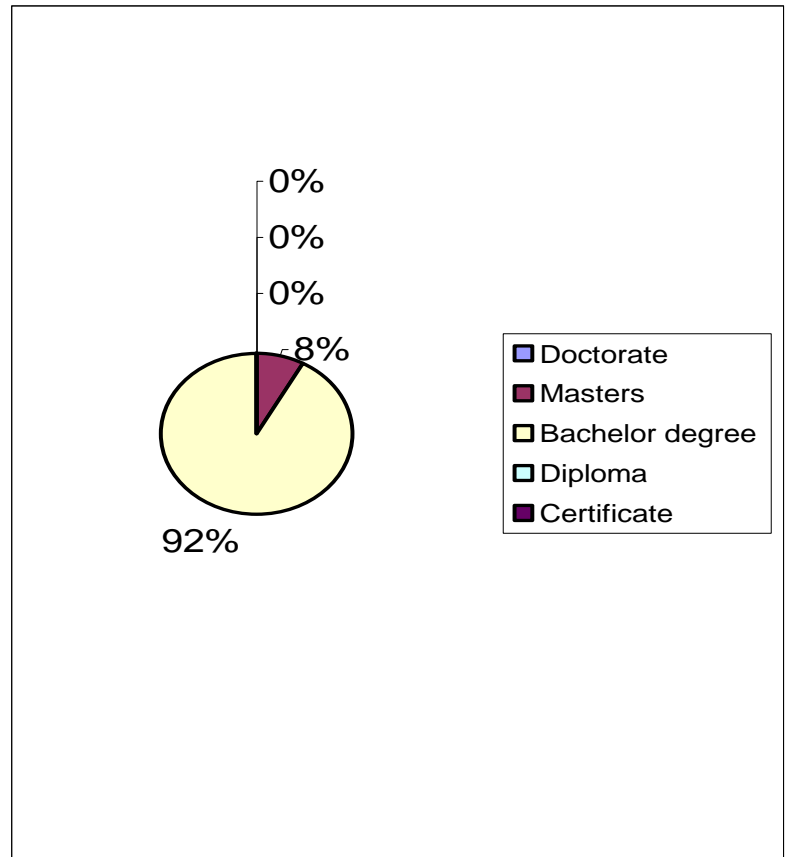
5. PARENT INVOLVEMENT IN THE SCHOOL:

Teachers developed strong working relationships with parents through informal meetings before school or after school. In 2006 parents were invited to school to discuss their child's educational progress with teachers following the publication of students' reports. Research shows that parents want to know about their child's progress and Central staff members are very keen to share information that will help parents understand their child's educational achievements and outcomes. Parent volunteers work in collaboration with teachers in classrooms across the school. They support students in class by assisting with small group activities. Many parent volunteers also assist with the Home Reading Program - collecting and processing books daily. The school has an active P & C whose members work closely with the school, support the work of the school and

support children through the donations of funds for resources each year. Parents also work together with school staff on special occasions throughout the school year ensuring quality experiences for their children. Indigenous parents were supported through the Maryborough Parent School Partnership Alliance (MIPSPA). A parent representative from MIPSPA is also a member of the P & C.

6. QUALIFICATIONS OF TEACHERS:

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Bachelor degree	92
Diploma	0
Certificate	0



7. EXPENDITURE ON, AND TEACHER PARTICIPATION IN, PROFESSIONAL DEVELOPMENT:

- The total amount of funding expended on teacher professional development in 2006 was \$15000.
- The major professional development initiatives for 2006 were:

INTEGRATED STUDIES

Staff members have worked together in year level teams to enhance the Integrated Studies curriculum and they have introduced the new syllabuses of Technology and SOSE as well as consolidating the new Key Learning Area Syllabuses of Science, HPE and The Arts that were introduced prior to 2006. It is important to Central that students in the upper grades have the opportunity to participate in the Maryborough Technology Challenge held once a year in September when a strong meaningful link can be developed through Integrated Studies or Maths and Technology. In 2006 two teachers successfully developed a new unit of work in

conjunction with community members and engineers that culminated in all students entering their solar powered boat in the Maryborough Technology Challenge.

AUTHENTIC ASSESSMENT IN MATHS AND TECHNOLOGY

Three members of staff participated in the Education Queensland Teacher Generated Task project. The aim of the project was for teachers to develop authentic assessment for mini rich tasks that would increase in-depth thinking and intellectual rigour for teachers and students and outcomes for students. This professional learning opportunity focused on the Maths and Technology syllabuses and is assisting these teachers and our school to grow an assessment culture in line with the department's vision in this area.

ICTs FOR LEARNING

Growing our skills in the ICTs for Learning area is important to our school. One teacher attended a five day Intel Train the Trainer course. He then came back to school and developed and implemented a computer skills course for personnel that ran for several weeks. As a result of this teachers are more competent to use computers as tools for learning and it prepared them for successful use of the school's computer lab (that came on-line at the beginning of 2006).

ESSENTIAL SKILLS PROGRAM

This program was introduced to Central in 2003 and each year teachers work on enhancing what they are doing to improve consistency across the school in relation to students' basic literacy and numeracy skills. In 2004 Essential Skills for numeracy was introduced in years 1-3 thereby completing the full set of diagnostic assessment tools from years 1-7 in the areas of literacy and numeracy. Staff ongoing development in this area is a school priority.

PREP YEAR

Central has been a Prep Trail school since 2003 and in 2006 the school entered the Prep Phase-In stage. The Prep teacher and Teacher Aide continued to be heavily involved in research for the introduction of Prep. Their pedagogy, data and feedback to the department once again helped to shape the early years curriculum and the new Prep Year to be introduced to all schools in 2007.

c. The involvement of the teaching staff in professional development activities during 2006 was 86.4 %.

d. The major professional development initiatives for 2007 are as follows:

- | | |
|-------------|---|
| LITERACY: | ⇒ Early identification of students struggling |
| | ⇒ Effective programming for students at risk |
| | ⇒ Efficient use of support resources |
| TECHNOLOGY: | ⇒ Staff skill enhancement |
| | ⇒ Planning for meaningful student engagement with ICT's |

8. AVERAGE STAFF ATTENDANCE:

For permanent and temporary staff and school leaders the staff attendance rate was 94% in 2006.

9. PROPORTION OF STAFF RETAINED FROM 2005:

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

10. STUDENT ATTENDANCE:

The average attendance rate as a percentage in 2006 was 93.4%.

11. KEY OUTCOMES IN THE EARLY AND MIDDLE PHASES OF LEARNING:

- a) Results in the Year 2 Diagnostic Net: Percentage of students not requiring additional support.
- i) Reading - 62%
 - ii) Writing - 59%
 - iii) Number - 24%
- b) Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Year 3	Year 5	Year 7
Reading	Average score for the school	477	582	649
	Average score for Queensland	535	608	679
	Percentage of students at the school above the national benchmark	2006 2005	82 % 85 %	63 % 75 %
Writing	Average score for the school	467	565	630
	Average score for Queensland	522	627	696
	Percentage of students at the school above the national benchmark	2006 2005	86 % 72 %	84 % 90 %
Numeracy	Average score for the school	465	555	625
	Average score for Queensland	529	599	653
	Percentage of students at the school above the national benchmark	2006 2005	69 % 82 %	50 % 80 %

12. OTHER KEY OUTCOMES:

Value Added

A number of aspects that add value to the education process offered at this school have been highlighted above. Areas that deserve special mention are:

- * Intervention processes for students with learning difficulties;
- * Internal Monitoring and tracking processes;
- * Support provided to our 24 SEU students through the work of staff associated with our Special Education Unit;
- * Positioning of the school to potentially take on a role as an ICT leader;
- * Work done to promote the outcomes for indigenous students.

School Opinion Survey Data

Student, Parent & Staff Surveys—2006		
Overall Perceptions		
Area	Maryborough Central	State
Students	2.85	3.00
Parents	2.98	2.91
Staff	2.84	2.85

APPENDIX 1: Data Sources summary

Heading on Annual Report template	Data source(s)
6. Qualifications of all teachers	School collected data
7a. Total funds expended on teacher PD in 2006	SMS report
7c. Involvement of teaching staff in PD activities	SOS survey in CDW
8. Average staff attendance	D2010 data report
9. Proportion of staff retained from the previous year	D2010 data report
10. Student attendance as a percentage in 2006	Corporate Data Warehouse
11a. Results in the Year 2 Diagnostic Net	Corporate Data Warehouse
11b. Year 3,5,7 Reading, Writing and Numeracy test results – mean scores	Corporate Data Warehouse
11b. Year 3,5,7 Reading, Writing and Numeracy test results – percentage above National benchmarks	Corporate Data Warehouse
12. Other Outcomes	Corporate Data Warehouse