

Queensland State School Reporting – 2011

Maryborough Central State School (0072)



Postal address	471 Kent Street Maryborough 4650
Phone	(07) 4121 8777
Fax	(07) 4121 8700
Email	the.principal@maryboroughcentralss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Principal, Mrs Lee Lilburne

Principal's foreword

Introduction

Maryborough Central State School has a strong commitment to quality schooling. It is noted for its association with public education in Maryborough since 1862. Many students are the second and third generation of their families to attend our school.

2011 was a year of consolidation for Central. The Head of Curriculum has had a significant positive impact on systematising planning and professional development processes within the school. Our journey as a Low SES –National Partnership school has begun to show positive benefits.

The underlying objective of all of our activities is to improve student learning outcomes. In order to achieve this aim, we continue to strategically building the capacity of teachers, aides and parents to teach and support students at all ability levels. Our focus continues to be that students need extensive development in the areas of oral language, vocabulary and reading skills, a guiding tenet of the school's Professional Development Plan.

Maryborough Central SS works closely with other schools to advance important initiatives, to support staff development and to provide enhanced learning experiences for students. Activities such as the Reconciliation Ceremony; interaction with the Maryborough Indigenous Elders Group; participation in the Maryborough interschool sports competition and Technology Challenge; and, the transition program for year 7 students moving to year 8, all create rich opportunities for many students to develop into active, productive community members.

Our school community is generally happy with the learning climate, the commitment of staff to quality student learning outcomes and that our school is a good school. The teamwork displayed by staff and parents, in promoting student achievement, is a strength that is always valued. Continued consultative and collaborative decision making processes will ensure that the contributions of all are included. Our focus is strongly about educating the whole child, improving student outcomes so that they are comparable with all Australian students, and continuing to develop Maryborough Central SS as a safe, happy and productive place to work and play.

Queensland State School Reporting – 2011
Maryborough Central State School (0072)



School progress towards its goals in 2011

Key areas for improvement as outlined in the 2011 School Operational Plan include

Development of teacher knowledge and skills to implement differentiated programs based on data analysis

Action research project in oral language skills Prep-year 2

Staff skilling in the teaching of reading

Development and implementation of English, Maths and Science learning programs that align with emerging ACARA documents

Engagement with and implementation of Kids Matters framework

Implementation of BEAM, GUPPIE parent education programs

Future outlook

School Curriculum

Implementation of and required planning for systemic curriculum requirements – ACARA/ C2C/QCAR

implement Kids Matters Framework

implement school's Chatterbugs oral language program prep-year 2

Teaching Practice

Embed de-privatisation of practice through MCSS Collegial Support Plans and sharing practice within and with other schools

professional learning focus on high quality pedagogical practice

enact Closing the Gap strategy

Principal Leadership and School Capability

principal ensures a clear focus is in place on the core priorities of Education Qld and North Coast Region

focus on building social capital ie group quality, of school staff

continue to build transparent systems which align with shared goals of school community

School and Community Partnerships

in collaboration with Maryborough cluster principals, develop marketing and promotion strategy for State schools

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
326	162	164	88%

Characteristics of the student body:

Approximately 16% of our student population identifies as indigenous. Student transience is a characteristic of the Maryborough area, including Maryborough Central SS. The school is located in a low socio-economic community, with a significant unemployment rate. A high proportion of students live in one parent and step parent families.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22.3
Year 4 – Year 7	24.5
All Classes	23.3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	34
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Celebration of Learning awards on assembly each Friday.

Special Education Program that supports students with disabilities to access classroom programs and school activities.

Extension programs in a variety of curriculum areas.

Class cluster groupings to cater for students with particular learning needs.

LOTE, German, program for years 6 and 7 students.

ICTs for Learning program coordinated by our expert IT teacher.

Recognition of positive behaviours in the playground with our Gotcha program.

Reflection Room to enhance students' abilities to become responsible, independent, lifelong learners.

A range of effective anti-bullying programs, including the Bystander Program, Cybersafety, and our annual Bullying Audit, which addresses issues and tracks student progress from year to year.

Instrumental Music programs from years 3 to 7 which include students in our Strings and Stage Bands.

Transition and welcome to Prep activities for families.

Transition to High School programs which enable students to experience a confident, successful start to their Secondary schooling.

Extra curricula activities

Curriculum related excursions to broaden and extend student learning experiences.

School Choir, which performs at school and community functions.

Music Showcase evening.

NAIDOC Week activities and Reconciliation Ceremony with cluster schools.

Teams compete in the Maryborough Technology Challenge annually: Solar powered boat race; Smiley pushcarts race; and, Robotics competition.

Chess club operates across the upper school and participates in school competitions.

Research Awards competition where students are invited to extend themselves and present their learning from in depth research into any topic of their own interest.

Maryborough Schools Zone Sports competition for years 6 and 7: 6 weeks each during terms 1 and 4

Sports Gala Day organised by Active After Schools staff.

Sports Development Officers run coaching programs in AFL, rugby league, hockey and soccer.

How Information and Communication Technologies are used to assist learning

Ongoing acquisition of interactive whiteboards with associated training for students and teachers.

Computer laboratory for skill development, including use of targeted software and internet sites.

Computer pods in classrooms to enhance the integration of computers into everyday curriculum tasks.

Identification and purchase of up to date software resources across key learning areas.

Workplace reform to employ an IT expert teacher in place of a teacher-librarian to provide support for network, students and staff.

Use of Sharepoint by staff to enhance knowledge and communication about ICT resources.

Social climate

The school is seen as being very supportive of its diverse population. Reports from visitors to the school and from parents enrolling students at the school indicate that this school has a good reputation, particularly as a friendly school, in the wider community.

This school is also acknowledged for the quality of programs provided for students with disabilities. On several occasions, students have been brought to this school because of the effectiveness of the Special Education Program and the staff commitment to these students.

Our Welfare and Engagement teacher provides extra support for students at risk of disengagement by working in partnership with other teachers and parents to address barriers which affect participation and attendance. This teacher actively manages those students with challenging behaviours by mentoring, acting as a role model, identifying goals for improvement and negotiating and monitoring Individual Management Plans. An audit of students from years 3 to 7 is taken to identify students who are perceived by their peers to exhibit 'bullying' or 'victim' type behaviours. Interviews are then conducted with parents and students to discuss the implications of this data and possible solutions.

Our school is fortunate in being supported by a number of external agencies. Maryborough Wesleyan coordinates trained Kids Mentors for students with social/emotional needs. Pastoral support is provided by our School Chaplain, funded for 2 days per week by the National School Chaplaincy Program. The Welfare Committee meets every fortnight to discuss and prioritise the support needs of students identified by class teachers. Services such as Guidance Counselling, Speech Language Pathology, Behaviour and Learning Support are coordinated by this committee. Our Central Snugglers Playgroup, for pre-prep children, is run by a school funded staff member. Our local Adopt-A-Cop is also on call to help educate students in any area related to responsible community membership.

The School Tuckshop Convenor works hard to provide a variety of healthy, cost effective food for our students. The Tuckshop opens early to cater for breakfast and also caters for many events at school. Second hand uniforms sold at the Tuckshop are always in demand.

All staff members work diligently to ensure that our buildings, grounds and equipment are maintained in a safe and attractive condition. Our cleaners and facilities officer are valuable contributors to the positive social climate that exists at Central, through their untiring commitment to quality work each day. Crossing Supervisors operate on 3 streets around the perimeter of the school, to maintain safe entry and exit to the grounds.

Parent, student and teacher satisfaction with the school

Parents and students, in general, feel that this is a good school. Students are particularly satisfied that they are getting a good education at Central and also with the way that computers are used for learning, although they would like to use them more. Parents feel very comfortable speaking about their concerns and suggestions with staff members and are happy with the responsiveness of staff. They are particularly happy with the variety, usefulness and content of our curriculum; that staff are approachable and make parents feel welcome; and that students work well at this school.

Students and parents feel safe at Central. Both groups are concerned about the behaviour of students at school. Our school community is very aware of the consistently high standards of behaviour that are expected and are very supportive of the strategies we have in place to achieve our expectations.

Staff is satisfied that Central is a safe place in which to work. Good working relationships with each other and getting on well with students are identified as particular strengths. They are happy and confident working at Central and feel that they can manage and cope with what they have to do, particularly in the area of curriculum. Staff members believe that their work skills enable them to make a worthwhile contribution to Central.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	73%
Percentage of students satisfied that they are getting a good education at school	82%
Percentage of parents/caregivers satisfied with their child's school	82%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	76%
Percentage of staff members satisfied with morale in the school	78%

Involving parents in their child's education

Strong parent-school partnerships are a focus at Maryborough Central. Teachers strive to develop positive and productive working relationships through informal and formal means. Formal interviews include Semesters 1 and 2 reporting interviews, Individual Education Plan, Individual Behaviour Plan and Education Support Plan meetings. Parents and teachers are encouraged to keep in touch, building open, honest and timely communication between home and school. Some classes use Keep In Touch books as an effective method of communication about student progress and class activities.

Parent attendance and participation at events such as Athletics and Swimming Carnivals, ANZAC Ceremony, Research Awards and Music Showcase evening, Central Fair, class learning celebration activities and weekly parades is always strong. The P&C Committee is very active.

Volunteers are drawn from the parent body and the wider community. They provide invaluable support in the Tuckshop, mentoring students, library and Home Reading programs, as well as in individual classrooms. Volunteers support in our Prep classes particularly well. Our volunteers are recognised formally each year at a special morning tea, and informally through personal expressions of appreciation by students, parents and staff.

Fortnightly newsletters are sent home with the youngest child in the family. Our school sign displays messages about celebrations and upcoming events. Our school website is managed by class teachers and our IT expert. It's a useful and engaging source of information for parents about our school.

The Low SES- National Partnership consultation process and annual School Opinion Survey are key tools for gaining data about and input into school operations. School information and results on NAPLAN tests are reported on the MySchool website which parents are welcome to access.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Central State School is committed to reducing its environmental footprint. Rainwater is collected in a number of tanks to service cisterns in the Hall and the Junior toilets. Water efficient dripper systems have been installed around garden beds and grass areas are not watered, other than by natural rainfall. Security taps have been installed on all exterior taps, to prevent unauthorised usage of school water.

Paper and cardboard are re-used and recycled whenever possible. The school also collects empty toner cartridges for recycling.

Electrical devices, including fans, air-conditioners, lights and computers are used responsibly and switched off when not in use. Reverse cycle split system inverter air-conditioners have been installed to save power. The installation of solar power panel, to contribute to the power grid, is partially complete.

Environmental education forms an important part of the school's curriculum from Prep to Year 7. Students, staff and parents are encouraged to consider the environment in all activities.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	99,225	2,090
2010	103,985	1,297
% change 10 - 11	-5%	61%

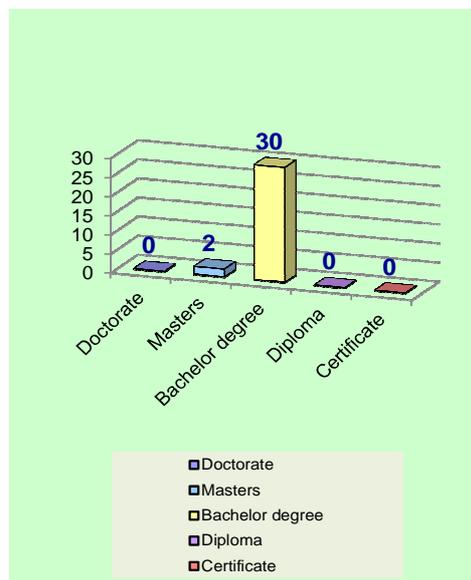
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	26	<5
Full-time equivalents	24	12	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	30
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$21 000.

The major professional development initiatives are as follows:

- ∞ Oral language programs – teachers and aides trained in ELF, PMAP, Support a Talker
- ∞ Science Sparks- teachers and aides trained in the implementation of Primary Connections program
- ∞ First Steps in Reading – 18 hours professional development for teachers and aides
- ∞ ½ day planning sessions twice per term in class time, to plan and implement school curriculum

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Our staff profile

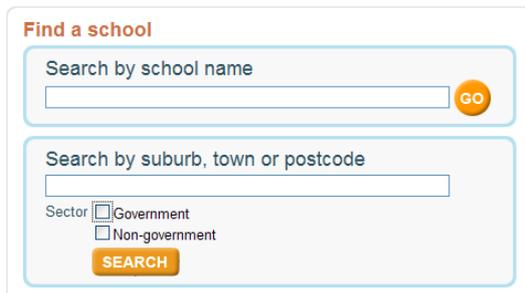
Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

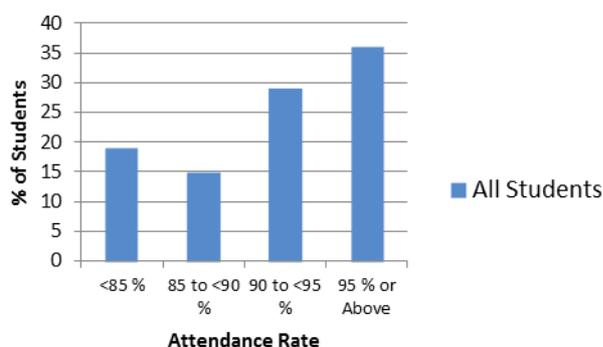
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
91%	91%	89%	87%	89%	93%	91%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Maryborough Central State School participates in the Maryborough cluster of schools "Every Day Counts" initiative. A launch, attended by local dignitaries, parents and community members was held at the Town Hall. Schools send a common message about the advantages of regular school attendance in newsletters, in newspaper articles and on school signs, as well as during the normal course of school activities.

School rolls are marked in the morning and afternoon, daily. Rolls are collected from classes, and data entered onto our information management system each morning. Explanations about absences are entered at the same time. Each week, letters asking parents to explain their students' unexplained absences are generated from the system and sent home. When returned, this information is then entered onto the system.

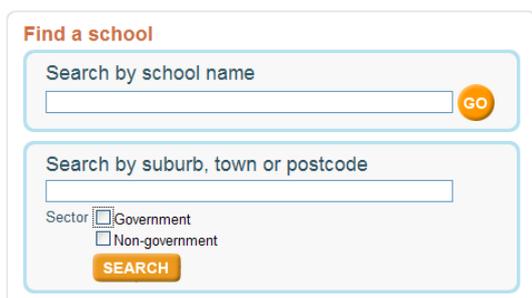
Students who are absent from school without explanation for more than 3 consecutive days, are contacted by phone to check whether the school can help return the child to school. In cases where students are continually absent for varying amounts of time, the Principal makes contact to encourage parents to send children to school every day. If there is no response to these calls, a letter is sent home, and the formal Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age is implemented.

Attendance rates at Central are strongly affected by local weather conditions. Many of our families walk their students to school and when it is raining or forecast to rain, with no alternative method of getting to school, they stay at home.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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**.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is labeled "Search by school name" and features a text input field followed by a yellow "GO" button. The second section is labeled "Search by suburb, town or postcode" and includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Approximately 16% of students at Central have an Aboriginal or Torres Strait Island origin. This percentage tends to remain relatively constant from year to year.

On average, the attendance rate for indigenous students was 7% lower than that for non-indigenous students.

The gap in 2011 NAPLAN writing scores between non-indigenous and indigenous year 3 students is approximately half of the State average gap; the gap in year 3 NAPLAN numeracy scores is approximately one quarter of the State average gap; and, for reading, it is approximately the same.

Closing the Gap funds were used to employ indigenous teacher aides, who work with small groups of students to provide differentiated programs in all classes. A weekly 'Mini Murri' group for years 4-7 students was conducted so that students could better learn about and appreciate their cultural identity.